Lytle Junior High School

Campus Improvement Plan

LYTLE
PIRATES
LEADING THE CHA**N**GE

2017-2018

LYTLE Junior High School

DISTRICT EDUCATION IMPROVEMENT COMMITTEE

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LYTLE *Junior High School*

Our Beliefs

In Lytle ISD, we believe that ……
- ✓ It is necessary to foster student self-discovery through innovative teaching efforts
- ✓ Learning occurs in an environment built on respectful, trusting relationships.
- ✓ Education is not one size fits all.
- ✓ Learning happens every day.
- ✓ It is important to establish a culture that fosters the joy of learning.
- ✓ Work designed for learners promotes an engaging, challenging, and satisfying.

Our Call to Action

Lytle ISD will….
Empower today; Inspire tomorrow.

Learner Outcomes:

- **Learners will gain skills and values to be college and career ready.**

- **Learners will achieve individual goals within a personal success plan**

- **Learners will demonstrate self-confidence through creative expression and persistence in achieving his/her goals.**

- **Learners will effectively use oral, written, and technological communication skills.**

- **Learners will develop the ability to adapt to the challenges they may encounter beyond our community.**

- **Learners will demonstrate the ability to handle life changes and challenges**

- **Learners will become productive citizens within his/her chosen community**

- **Learners will apply critical thinking and creative skills in order to solve problems in everyday life.**

Lytle ISD Board Goals

Goal 1: We will evolve organizational structures to be more supportive of holistic learning to meet the needs of a new generation of learners.

Goal 2: We will develop instructional systems to assist all stakeholders in creating rigorous learning experiences that provide opportunities to excel.

Goal 3: We will offer multiple types of assessments to monitor, measure, and evaluate learner progress.

Goal 4: We will build relationships with families, civic and business partners and advocate policy to our state government in order to advocate educational transformation.

Goal 5: We will provide open channels of communication that provides all stakeholders accurate information.

Goal 6: We will remain committed to an ever-changing digital learning environment that supports technological skills for all stakeholders.

Goal 7: We will design a system of accountability to monitor and assess the effectiveness of curriculum and instruction, programs and district goals.

Lytle Learning Model

At the forefront of designing work for students of Lytle ISD, teachers will be cognizant of the quality of work they are designing for students and the relationships they form with them. Lessons will be designed based on student need and preference for learning with a focus on Schlechty's Ten Design Qualities. Design qualities will be documented in planning.

Hard to teach, hard to learn concepts, derived from prior data, will be taken through the design process and taught through project based learning. Project learning design will follow the Engage model protocols as appropriate.

Cross curricular bundles of TEKS will be used in project planning to ensure that every student has multiple opportunities to master all. TEKS relating to hard to teach, hard to learn concepts will be the focus and chosen to derive mastery through projects. A standards based rubric will be created as a goal for students and teacher knowledge of student progress.   Soft skills will be embedded in all projects, and assessed with the Lytle Soft Skills Rubric. This rubric will be shared with students at the outset of each project.

Lytle ISD standards, those outside of the cross curricular bundles, will be addressed in the Year at a Glance document and taught individually. Design for these lessons will be collaborative between grade levels and/or content areas.

The philosophy for developing meaningful relationships with students will follow the teachings of Capturing Kid's Hearts. Leadership skills will be taught following the model of Stephen Covey's Seven Habits.

Comprehensive Needs Assessment Summary Results

(Insert information under each category)

Area Reviewed	Summary of Needs What were the identified needs?	Priorities What are the priorities for the district and campuses, including how federal and state program funds will be used?
1. **Demographics**	Student enrollment is up from the 2015-2016 school year.	-To ensure that teacher-student ratios remain compliant. - To evaluate the teacher-student ratio at grade 5 to ensure effective instruction
2. **Student Achievement**	-Focus on 7th grade writing and 8th grade social studies are two priority core areas. -Close achievement gaps with special education and the Bilingual/ESL student groups -Close achievement gaps between Hispanic and White student groups -Challenge the GT and other high-level students -Evaluate the implementation and effect of the Optional Flexible Year Program - Use the RtI model to identify, support and track student progress	-Ensure that staff is trained to support all-leveled students -Identify special education and the Bilingual/ESL and establish processes to ensure proper programming, delivery, and monitoring, including a focus on using TIF structures to address special program needs -Offer the Optional Flexible Year Program options for students needing additional support -Use the DMAC RtI module to systemically identify services, track students, and document student academic and behavior progress -Ensure the appropriate staff is G/T trained and/or certified
3. **School Culture and Climate**	-Continue use of Capturing Kids Hearts - Focus on 21st Century Skills integration -Create Student Leaders	-Continue Capturing Kids Hearts, including professional development for existing and new staff -Continue training in Covey's Seven Habits for highly effective teens.
4. **Staff Quality/ Professional Development**	-Staff development using the Schletchy Center of Working on the Work (WOW) Design Process. -Additional professional development for 21st Century instruction including Promethean, IPADs, PBLs and current technology for the classroom. -Professional development for TIF will be continued via principal meetings, Design Time meetings, CLL/CLF teacher meetings, and others -TEKs Resources System and curriculum and instruction training - DMAC training for use of the software for	-Training for all teachers and administrators in the WOW Design Process. -21st Century and Technology: Integrate technology and 21st Century Skills with curriculum, instruction and assessment. -Professional develop on maintaining teacher blogs/Facebook - Identify and implement TIF instructional program extensions - Summer professional development by Core Area are needed to further support TEKs implementation -Participate in Summer Academies for Core Areas and ELPS. -Continue training for the implementation of STAAR 6-8 and. -Professional development on how to incorporate the 21st century

	benchmarking and data analysis with state and local data in 6th through 8th is needed -Stay current with the STAAR 6-8 test	skills in all classrooms and project based learning is an integrated priority. -Continue DMAC professional development, including an emphasis on data analysis -Continuous training to assist leaders to be effective administrators.
5. Curriculum, Instruction, Assessment	- Strengthen the vertical alignment processes including the WOW Design Process. -Focus on rigor and relevance in lessons and delivery of instruction, including the integration of 21st century skills -Continue support for STAAR is needed including focusing on Readiness and Supporting Standards -CLL teachers and grade level teams need to focus on 'check points' and 9 week assessments to ensure alignment and rigor	- Continue developing and implementing processes to strengthen the vertical alignment and design teams. -Use TIF meetings to address rigor, technology, and 21st century skills -Use the TIF grade level and vertical teams to identify how readiness and supporting skills are embedded in C,I,&A -Disaggregate the results from 'check points' and benchmarks to assess status of students/campuses and make decisions about modifications in curriculum, delivery of instruction and intervention needs for students
6. Family and Community Involvement	-Increase parent involvement and communication	-Introduce school staff to the community via various programs and forums -Maintain campus website and teacher blogs to enhance correspondence with parents and community members -Utilize the SchoolMessenger system to communicate with parents via phone, email and text messaging.
7. School Context and Organization	-Ensure teachers are appropriately or diversely certified to provide appropriate courses and programs for students	-Provide appropriate teacher with G/T, ESL, ELP training or certification. -Hire teachers with certifications that allow them to teach diverse courses.
8. Technology	-Focus on increasing and upgrading technology integration and inventory of hardware and software	-Increase technology access for students and staff, including tools, training, and techniques for integrating with C&I - Obsolescence Cycle for Technology will be used to streamline the purchase and assignment of technology

Goal 1: We will evolve organizational structures to be more supportive of holistic learning to meet the needs of a new generation of learners.

1.1 Specific Results: Provide resources (human, physical, and financial) to support the development of relevant, real life learning.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017 - January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018 - June 30, 2018 (Descriptive Evidence)
Allocate money from the budget specifically for real world learning experiences	Local Funds	Teachers, principal	Requisitions from teachers to purchase materials/supplies Student products developed	Requisitions from teachers to purchase materials/supplies
Have relevant guest speakers/professionals speak to students about real life learning experiences that are happening on campus	Local Businesses Community Leaders Parents/Family members Local agency rep.	CAs, Teachers, CLLs, CLFs	List of guest speakers & purpose of speaking Career Day, and projects RWL resources/guest speakers	List of guest speakers & purpose of speaking Career Day, and projects RWL resources/guest speakers
Give students opportunities to develop Financial Literacy	Local funds, Local businesses	CLLs, CLFs, Teachers	FLEX Schedule, Visits to local businesses	Guest Speakers (Local Bank)
Provide opportunities for Real World Learning (RWL)	Local Funds, Engage2Learn, Lytle Learning Model	Administrators, CLLs, CLFs, Teachers	Field trips, student products, volunteer work for students, Student clubs,	Field trips, student products, volunteer work for students, Student clubs,
At-Risk: 1. Identification on at-risk status, updates will be ongoing, and students will be exited based on district criteria. 2. Personal Graduation Plans are developed and implemented for struggling students in Grades 6-8. 3. Parenting Education Program is offered for students who are pregnant/parents. 4. Teen Leadership is offered to every 8th grade students. 5. Tutoring (duing school) is offered for at risk students. 6. Dyslexia teacher will receive training to support dyslexic students.	Title I, Part A Local funds SCE funds	Administrators Campus counselor Intervention Teacher Teachers	Completion of Forms Annual Updates	

7. Students will receive intervention services for dyslexia, reading, and writing. 8. Discipline Alternative Education Program (DAEP) 9. Students have the opportunity to use iStation for accelerated instruction.				
Special Education: 1. Monitor and follow all timelines and expectations for Full and Individual Evaluations (FIE), Admission Review and Dismissals (ARD), Individual Education Programs (IEP), and to provide a continuum of program and services.	IDEA B Funds ARD Manuals IEP Reports	CA Special Ed. Teachers SE Support Staff,	Completion Dates of FIE, ARDs and IEP meet times. Students are receiving appropriate services and placement.	Completion Dates of FIE, ARDs and IEP meet times. Students are receiving appropriate services and placement.
Title I: 2. Implement Title I, Part A required activities	Title I Funds Local Fund SCE Funds ESC 20 Counselor Cooperative	Administrators Campus counselor Teachers	Federal Documentation files maintained, Purchase Order Approval process, Personnel Reports Federal Documentation Notebooks & Files maintained Purchase Order Approval process, Personnel Reports Job Descriptions Qualia Survey- We Learn, We Teach and We Support	SAS, NOGAs, Compliance Reports, and data are maintained at the CO for each federal program. Title I Program Documentation filed Federal Compliance Notebooks, Copies of PO maintained. Ensuring program activities are completed within timeline requirements
Use instructional supplies to assist with the intervention needs of students	Title I funds Local funds	Administrators Intervention Teacher Teachers	Improved scores/growth on state/district/ campus/classroom assessments Administer benchmark exams to determine students' strengths and weaknesses	
Homeless: Homeless students will be provided with free breakfast/lunch, supplies, and other necessary support items to ensure educational access.	Title I Reserved Funds	DA Campus counselor	Homeless list of students. Supplemental Service Form	Supplemental Services form completed indicating how migrant student was served. Migrant student's academic progress improves.
CTE: 1. CTE funds will be coordinated with	Palo Alto Contract Agreement	DA, CA, CS, CC	Enrollment in the CATE courses and	Master Schedule include CATE course.

LF in order to provide training, career counseling, and supplies for the CTE program. 2. CTE teachers will meet with Core subject teachers to vertically align CTE curriculum with STAAR objectives in English and math; information will be available upon request for parents and students. 3.CTE secondary students are offered counseling and coherent sequence of courses	St Phillips Contract Agreement CATE LF CATE Staff College Readiness Coordinator Master Schedules TxEIS Data		successful completion rate.	Enrollment data- participation Review student transcripts. Students are given the opportunities to discover their interests for their future careers.
ESL: 1. The LEA will ensure that all ESL and Title III, Part A activities are conducted as required and within expected timelines: SAS, Compliance Reports, PEIMS, and others. 2. Train campus staff in the identification in exit process for LEP students. 3. English Academy offered for monolingual students during summer.	Title III Funds ESC 20 ESL Cooperative Supplies Stipends Test Materials Fees & Dues Rosetta Stone Licenses, ESL Laptops, ESL Stipends	ESL Campus Coordinators Counselor	DMAC Reports RTI Module Reports Local and State Assessment Data Results LPAC Documentation	State Assessment Reports: AEIS, State, AYP, Pearson, AMAO, TELPAS Local Assessment Reports Value-Added Reports Changes in performance of students, student groups, campuses, and district
GT, 504, Dyslexia: 1. Refine processes and procedures and provide training for staff and parents. 2. Ensure that identification and services for students meet/exceed expected program guidelines.	Salary ESC 20 Coop Supplies Computer Equip Test Materials Scoring Service SCE Funds- (Dyslexia)	Counselor	DMAC Reports RTI Module Reports Local and State Assessment Data Results LPAC Documentation	State Assessment Reports: AEIS, State, AYP, Pearson, AMAO, TELPAS Local Assessment Reports Value-Added Reports Changes in performance of students, student groups, campuses, and district

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017 - January 31, 2017 (Descriptive Evidence)	Progress Report 2 February 1, 2018- June 30, 2018 (Descriptive Evidence)
Create a Teacher spotlight board/calendar where teachers can write down when innovative teaching is taking place in their room, so other teachers can visit.	Dry Erase board, iPad, website	CLLs, CLFs, Campus Administrators	Digital Documentation of the number of Teachers posting on the calendar. Number of teachers observing other teachers	Digital Documentation of the number of Teachers posting on the calendar. Number of teachers observing other teachers
Create a video library of innovative teaching taking place in our classrooms.	iPads (Swivel),	CLLs, Campus Administrators, Teachers	Digitally record instructional practices that align with district and campus goals.	Digitally record instructional practices that align with district and campus goals.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 March 1, 2017- January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018- June 30, 2018(Descriptive Evidence)
Implementation of the Collaborative Block Initiative (CBI) for 6th – 8th grade Math and ELA	Curriculum Maps ELA & Math Teachers Vertical and Content Alignment meetings CLLs	CLLs, Math & ELA Teachers CA	Collaborative Meetings for content alignment Planning meetings Implementation Checkpoint meetings	Checkpoint meetings Program evaluation Curriculum map updates Student focus group meetings
Teachers use scheduled professional development time (SEED/Design Time) to create student work by identifying common content standards that allows for cross-curricular learning.	Title I, Part A SCE funds Local Funds YAG Internet Resources Lesson Plans	CA, CLLs	Design time & SEED time for bundling Evidenced in Lesson plans & YAGs	Design time & SEED time for bundling scheduled in May SEED and Design Evidenced in Lesson plans & YAGs

Teachers design activities that require students to use common areas (stair well, practice field, court yard) to promote a collaborative learning environment.	YAG Internet Resources Lesson Plans	CA, CLLs	Use of Innovative Teaching Board Walk-throughs Observations	Use of Innovative Teaching Board Walk-throughs Observations
The teachers develop student centered learning activities/programs that contain various scheduling options		Campus Administrators, CLL's, CLF's, Teachers	Allow for a fluid master schedule	Students move fluidly to meet their academic needs, not set to a rigid schedule
Continue the implementation of Smart Lab modules to support students in Math/Science	Title I, Part A	Collaborative Learning Leaders Smart Lab Teacher	Data results indicate that strategies are impacting performance	Connected SMART lab to Science SLOs to assist with student learning
Build leadership capacity through multiple career paths and differentiated compensation, including critical need areas; address teacher quality and certifications, including CLL & CLF teacher assignments and provide performance pay.	TIF Staff, TIF Funding Title I, Part A SCE funds Local Funds SKR Evaluation	Administrators Collaborative Learning Leaders	Evaluations, Compensation, Career Path Movement Staff Retention Data, Payout Compensation Data	Offer best practices through SEED to enhance teacher performance
Provide ongoing professional development through SEED to address best practices, data, and identified student-specific program and needs	TIF Staff, TIF Funding Title I, Part A SCE funds Local Funds SKR Evaluation Title II, Part A Fund	Administrators Collaborative Learning Leaders	Administrators and TIF Leadership observe the use of strategies in the classroom Data results indicate that strategies are impacting performance, including student work Observe students/teachers using flexible learning spaces	Math Strategies decided on by grade levels, LP ROCKS used by ELAR teachers, Formative Assessments in SEED, Leaders attended a workshop on data driven instruction and presented in SEED to teachers
Continue using a system to collect, analyze, apply, and disseminate formative and summative data to inform and focus instructional decisions and the flexible year interventions.	Title I, Part A and TIPA Local Funds DMAC Benchmark & Released	CA & ALF Team	Check points, progress monitoring, benchmarks	
TEKS RESOURCE SYSTEM: Utilize the TIF process to implement TEKS RESOURCE SYSTEM; utilize the Year-at-a-Glance (YAG), Vertical Alignment	TEKS RESOURCE SYSTEM ESC-20 Local Funds	Administrators Collaborative Learning Leaders	TEKS RESOURCE SYSTEM resources used in lesson planning and delivery; lesson plan monitoring by CLLs	Teachers used TEKS Resource System to plan our YAG. We have used the VAD to make sure we are teaching the

			Data results indicate that strategies are impacting performance	correct TEKS for our content
Document (VAD), and Instructional Focus Document (IFD) in each grade level and core subject area	Technology		Data results indicate that strategies are impacting performance	correct TEKS for our content

1.4 Specific Results: Create a timeline for the sustainable growth of organizational structures.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018- June 30, 2018(Descriptive Evidence)
Continue implementation of "Playbook" 30 minute period after lunch for students: -Intervention -Student interest Community mentoring	Teachers Student surveys	CLL's, campus administration	Analyze effectiveness of student interest classes Analyze the participation of local business and community members.	Analyze effectiveness of student interest classes Analyze the participation of local business and community members.

1.5 Specific Results: Use multiple avenues to acquire student input on curriculum, student work, environment, and safety.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018- June 30, 2018(Descriptive Evidence)
Offer students different ways to provide input	Interest questionnaire, surveys, conversations with students, Clarity survey, Local funds, focus groups, suggestion box, incident reports	CA's, CLL's, CLF's, Counselor, Teachers	Conduct student focus groups every nine weeks to inquire about curriculum, student work, environment, and safety and share that information with teachers during Design Time. Teachers will reflect and provide actions to implement.	Conduct student focus groups every nine weeks to inquire about curriculum, student work, environment, and safety and share that information with teachers during Design Time. Teachers will reflect and provide actions to implement.
Continue Student-led clubs	Local funds	Club Sponsors, CLF's	Activities developed by student groups Published info of clubs (website, and blogs)	
Positive Behavior Support: Attend professional development through the counselor Co-op with ESC 20	Title I, Part A Local funds	Counselor	All grade level students will be provided guidance lessons Classroom Observations Student Behavior	

			Decreased number of counselor referrals	
Provide Counselor the supplies needed to assist with the behavioral needs of students	Title I, Part A Local funds IDEA B	CA's Counselor	Brochures/Reading materials (i.e. guidance materials, picture books, manuals)	
Violence Prevention: Follow district policies/procedures regarding bullying, internet safety, dating violence, and other violence/safety topics.	Local Funds, Texas School Safety Center, ESC 20, EduHero	CA's, counselor Computer Lab Teacher Media Specialist	Teachers trained during In-service Students viewed Bullying Prevention video (A.P.) Staff and students model expected positive behaviors Digital Citizenship taught in grades 6th and 8th grade computer classes 6th grade Computer teacher focuses on Digital Citizenship	Faculty Meetings, Faculty uses EduHero to view videos,
Promote Drug Free/ Red Ribbon Week	Local Funds Tx School Safety Center ESC 20	Counselor	Student/Staff participation in Red Ribbon Week	Budget for upcoming events and activities
Update and replenish Crisis backpacks, Patrols items and Lock Down supplies	Local Funds Tx School Safety Center ESC 20	CA	Inspection of backpacks and tubs	Supplies made available to teachers/students in the event of an emergency
Emergency Operations: Update and implement the EOP, conduct drills and Safety Audits	Local Funds Tx School Safety Center ESC 20	CA	Drill Log	School Safety Audits
Training will be provided to campus level Emergency Operations personnel	Local Funds Tx School Safety Center ESC 20	CA's	Training during faculty meeting Observation Documentation of campus drills	

1.6 Specific Results: Develop a tiered support system that encourages teachers to be innovative.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018- June 30, 2018 (Descriptive Evidence)
Continue implementation of Design Time	Title I, Part A Local Funds	Administrators Collaborative Learning Leaders Collaborative Learning Facilitators Teachers	Feedback from teachers to better serve each grade level's needs Scheduling to include required minutes for teacher conference/planning	Feedback from teachers to meet their needs
Implement Blended Learning to meet the needs of each child	Title I, Part A Local Funds	Administrators Collaborative Learning Leaders Collaborative Learning Facilitators	IPSI to provide professional development on using blended learning	Continue to find resources to assist with blended learning

		Teachers	Design lessons that require use of technology to enhance instruction (not use as a supplement)	

Goal 2: Develop instructional systems to assist all stakeholders in creating rigorous learning experiences that provide opportunities to excel.

<mark>2.1 Specific Results: To sustain and evolve the "Lytle Learning Model" to deliver rigorous learning experiences.</mark>

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017 - January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018-June 30, 2018(Descriptive Evidence)
Continue Implementation of District Initiatives (Seven Habits, WOW, Engage2Learn, and Capturing Kids Hearts)	Title I, Part A Local Funds	Administrators Campus Counselor Collaborative Learning Leaders	Provide training for all staff in June and July Review SEED & ALF (Administrators, Leaders, Facilitators) agenda & teacher PD logs Evidence of district initiatives evident in classrooms (i.e. Social Contract posted, Seven Habits workbooks used, data notebooks used, etc.) Improved student behavior Take on the responsibility of being self-monitoring	
Continue implementation of lesson plan design that highlights learner outcomes and student work.	Lesson Plan	Teachers, CLFs, CLLs	Lesson Plans posted on Google drive Reflected in development of Performance Standards Rubrics	Lesson Plans posted on Google drive Reflected in development of Performance Standards Rubrics
Real world learning skills will be assessed using a district created Soft Skills Rubric.	Local Funds	CLLs, CLFs, Teachers	Posted on p-drive & website, shared with teachers Evaluating students with Lytle Soft Skills Rubric	Rubric located on our website for parents to view, rubric shared with teachers to use for evaluating students' soft skills
The junior high campus will bundle TEKS from various subjects to create real world learning opportunities.	TEKS Resource System Local Funds	CA, CLL, CLF & Instructional Staff	Review and use YAG's to design lessons	Time in SEED, Design and Planning to bundle TEKS, Monthly Vertical alignment
Instructional and administrative staff will meet regularly by department/grade level to focus on instructional lessons that are rigorous, relevant and engaging.	Title II, Part A Funds Local Funds	CA, CLL & CLF		

Staff incorporates current and emerging technology tools and resources such as Discovery Education, GoMath, classroom IPADs, hallway touchscreen monitors, and e-backpack, CEV, etc.	Local Funds Title I, Part A funds RLISP RUS Funds eRate IT Personnel District Website PIO SchoolReach SCE Funds Net Vision, Carl Perkins	CA, IT, Campus Media Specialist, Campus staff	Student work (including projects and products) Students using breakout areas when working Parents/students using websites at home	Student Showcase work

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017 - January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018 - June 30, 2018 (Descriptive Evidence)
The ALF team will meet regularly to discuss specific needs on campus	TIF funds Local funds	Principal, V.P., CLLs	ALF meeting notes	
Continue committee meetings (i.e. Attendance, Climate, Special Events, Vertical teams, & Site-base)	TEKS, Curriculum	CAs, CLLs, CLFs, Teachers	Committee & Vertical team meeting minutes Meetings scheduled monthly (Site-based committee meets as needed)	Committee & Vertical meeting minutes Meetings scheduled monthly (Site-based committee meets as needed)

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017 - January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018 - June 30, 2018(Descriptive Evidence)
Have accessible resources for our community	District website Campus and class Facebook Class Remind	Public Relations Administrators Collaborative Learning Leaders Collaborative Learning Facilitators Teachers	Create a blend space for parents with resources Share blend space with parents through social media Collect information from teachers as to resources they would like to have on this blend space	Continue to evaluate and improve the blend space Share resource again with parents

Goal 3: We will offer multiple types of assessments to monitor, measure, and evaluate learner progress.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017 - January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018 - June 30, 2018 (Descriptive Evidence)
Continued implementation of Lytle Soft Skills Rubric	Local Funds	Collaborative Learning Leaders Collaborative Learning Facilitators Teachers	Evaluate students with Lytle Soft Skills Rubric Rubrics located on our website for parents to view Teachers use Soft Skills Rubric with Performance Assessments	Attach Soft Skills Rubric to Progress Reports and/or Report Cards
Progress monitored for all students	Local Funds	Collaborative Learning Leaders Collaborative Learning Facilitators Teachers	Using checkpoints, MAP, benchmarks, F&P, iStation, ST Math, and Performance Assessments	Continue using assessment tools to monitor student progress throughout the academic school year

3.2 Specific Results: Design a system where students can effectively self-assess and set individual goals

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017 - January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018 - June 30, 2018 (Descriptive Evidence)
Data Notebooks will be produced and maintained by students	Local Funds	Collaborative Learning Facilitators Teachers	Data will be reviewed and goals set/updated during APTTs and student-led conferences	Progress toward student goals will be monitored and as goals are attained, new goals will be set and shared during APTTs and student-led conferences

Goal 4: We will build relationships with families, civic and business partners and advocate policy to our state government in order to advocate educational transformation.

4.1 Specific Results: To build relationships with state representatives to forward the district's educational goals

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017 - January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018 - June 30, 2018 (Descriptive Evidence)

Actively invite the state representatives into our school to highlight innovative learning	Local funds	Administrators District Staff Collaborative Learning Leaders Teachers	Open invitation to visit the campus: * Observe Collaborative Block Initiative * Showcase * Tx History Day *	Open invitation to visit the campus: * Observe Collaborative Block Initiative * Showcase * Tx History *
Attend functions at the state level that advocate educational transformation	Local funds	Administrators District Staff Collaborative Learning Leaders Teachers		

4.2 Specific Results: Increase and build new partnerships with local businesses and community organizations to forward district's educational goals.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017 - January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018 - June 30, 2018 (Descriptive Evidence)
Career Day: One day during the second semester. Each teacher will be assigned a career and students will receive a rotation schedule based on their interest.	Teachers,	CLLs, CLFs, Teachers	Assign and plan for the careers each teacher will be responsible for and develop the career day schedule.	Host Career Day
Develop a community mentor partnership: - Send survey to parents/local business owners - Have a follow up meeting with those interested - Have presentations during "Playbook"	Local Businesses, Teachers,	Campus Administrator	Number of businesses and community members as active mentors.	Number of businesses and community members as active mentors.

4.3 Specific Results: Create relationships with families to forward district's educational goals.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017 - January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018 - June 30, 2018 (Descriptive Evidence)
Provide opportunities for parents/ families to build relationships with faculty & staff.	Campus funds, Title I	CAs, CLLs, CLFs, Teachers	Book Fair, Student Showcase, Public School Week picnic, meetings, Meet the Teacher, community events, lunch with Principal, PTO Carnival,	Provide opportunities for parents/ families to build relationships with faculty & staff, Kickball Tournament, 8th grade ceremony celebration.
Promote volunteering of parents, family & community members.	Class Blogs, Remind, Notes home, District/Campus websites, Twitter,	CAs, CLLs, CLFs, Teachers	Ensure teacher blogs are updated weekly, Parent volunteer recognition on FB & class blogs, include parents, family and community members as authentic audience as well as for their expertise	Promote volunteering of parents, family & community members.

Goal 5: We will provide open channels of communication that provides all stakeholders accurate information.

5.1 Specific Results: Establish guidelines to promote school events to improve student, parent, teacher and community communication.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017 - January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018 - June 30, 2018 (Descriptive Evidence)
Share campus, classroom & student events with parents & community members	District website, class blogs, Facebook, Remind, Twitter, School Messenger	V.P., A.D.	Guidelines in the campus employee handbook Periodic checks of media sources utilized by district/campus staff & students Posting campus events on website	
Share campus/student events with other campuses	District website, class blogs, Facebook, Twitter, Remind, School Messenger, Marquee, district-wide emails, District News Calendar, Public Relations	CA's, CLL's, CLF's, Teachers, Public Relations	Inform Public Relations of any events to be broadcast on Neptune system Guidelines in the campus employee handbook Periodic checks of media sources utilized by district/campus staff & students	

Parent and Community Involvement: Provide training and opportunities to be involved and informed about campus activities and student education through various avenues including campus marquee, blogs, and campus website Conduct Academic parent meetings 1. Meet the Teacher 2. Title I 3. Family Nights 4. Career Day	Title I, Part A IDEA-B Local funds	CA's, Counselor, Teachers	Annual Parent Involvement Survey Participation Data Community supporting our Real World Learning	Update blogs, send out reminds,
The week prior to upcoming games, teachers will write and turn in a brief description of their upcoming events to have them announced via Neptune at the games.	Neptune	UIL coaches, Event coordinators, Coaches	Number of messages emailed to Public Relations	
Wellness: Meet all expectations for Nutrition Programs, School Health Advisory Committee (SHAC), and Fitness Gram	Title I, part A	Administrators Nurse's Aide	Providing more choices for student lunches PEIMS attendance reports indicating high attendance Attendance Rates	Wellness: Meet all expectations for Nutrition Programs, School Health Advisory Committee (SHAC), and Fitness Gram

5.2 Specific Results: Establishing guidelines to improve communication between student, parent, and teacher.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017 - January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018 - June 30, 2018 (Descriptive Evidence)
Offer parents and students different ways to receive school and academic information (i.e. Remind, email, paper note in backpack, etc.)	Email, Phone, Parent Portal, Progress Reports	Teachers	Contact log indicating notification of student failing, students not complying with classroom expectations and code of conduct	
Develop an effective system for collecting/updating parent contact information and feedback	Local funds Let's Talk	CAs, CLLs, CLFs , Media Specialist Teachers	At the beginning of school update registration Online form for parents/guardians to update contact information developed by Media Specialist Collect information from parents/community regarding campus events/activities	Mid-year request for updated contact info attached to 2nd 9 Weeks report card Online form for parents/guardians to update contact information
Junior high staff members will participate in Ambassador Meetings for staff and community to understand and communicate the	Transformation Learning Models- TASA	DA	Sign-in sheets for District meetings Attendance at local community meetings	

district's transformational direction.				

Goal 6: We will remain committed to an ever-changing digital learning environment that supports technological skills for all stakeholders.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017 - January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018 - June 30, 2018 (Descriptive Evidence)
Continue campus obsolescence cycle	State, Federal & local funds	CAs	Reports from Media specialist on age of equipment Teacher reports on effective equipment IT reports	Reports from Media specialist on age of equipment Teacher reports on effective equipment IT reports
Increase student to device ratio: Implementation of 1 to 1 for 6th and 7th grade Continue 1 to 1 for 8th grade	Local funds, SCE funds, Title 1, part A LEF, Donor's Choose	Media Specialist, CAs	Deployment of iPads the second week of school to all students Train 6th and 7th grade teachers on itunes U Monitor implementation/use of devices Monitor access points	Monitor implementation/use of devices Monitor access points
Technology/21st Century: Promote technology integration and 21st Century Skill development through Infrastructure, hardware and software purchases	Local Funds Title I, Part A funds IT Personnel eRate Campus Website	CA, IT, CLL's, CLF's, Media Specialist	Visible staff and student increased use of technology Maintain the Apple Initiative by purchasing iPads and covers to continue the focus on tech integration with integrated lessons & interventions Increase technology access for students and staff, including tools, training, and techniques for integrating with C&I Media Specialist reviews all available classroom software Classroom tech assigned & inventoried to	Per classroom software & hardware: interactive projector, teacher desktop, teacher laptop, student desktop(s), student laptop(s), teacher ipad & stand, Apple TV, online access to instructional materials (Disc. Science TechBook, Pearson Math, etc.) ActivInspire, Epson Brightlink Tools, MS Office, GAFE, various iOS apps Per grade level software & hardware:iPad cart, touch TV's,various iOS & Windows 8 apps Per campus software & hardware:

			room and grade level Purchase additional laptop computers and iPads Staff will incorporate current and emerging technology tools and resources, including curriculum resources, and digital tools, and communication, teacher web pages & blogs, etc Improved scores on classroom/district/state assessments Progressing Tier 3 students to Tier2 Progressing Tier 2 to Tier 1	Wired & wireless internet access, Smart Lab, Computer lab, Media Center lab, netbook cart, SpEd/Specials iPad cart, online access to age appropriate resources (Think Through Math, Istation, TrueFlix, Discovery Streaming Plus, etc.) Integrate tech PD during SEED
Technology/21st Century: 6th and 8th grade teachers will teach students Technology Applications TEKS	Title I, Part A Common Sense Media	6th & 8th grade Computer Teachers	Ongoing use of technology systems Positive responses from all stakeholders regarding technology systems	
Continue to employ Media Specialist	Title 1, Part A SCE Funds	CA's	Support instruction at a campus level Provide PD as needed	Campus inventory Assist in developing/updating obsolescence cycle
Continue to employ Smart Lab Teacher	Title 1, Part A SCE Funds	Administrators	Provides opportunities for RWL Student Projects displayed	

Goal 7: We will design a system of accountability to monitor and assess the effectiveness of curriculum and instruction, programs and district goals.

1. Specific Results: Develop system to collect data for analyzing results in curriculum and instruction, programs, and district goals. (What and How)

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017 - January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018 - June 30, 2018 (Descriptive Evidence)
Evaluate curriculum used by staff and students		CAs, CLLs, CLFs, counselor, Teachers	Implementation of curriculum with fidelity Checkpoint testing CommonSense.org Record evidence of progress	Focus Groups to include students, parents, and teachers Use data (Progress Monitoring and Checkpoints)

| | | | Instructional Rounds in grade levels to observe colleagues

Schedule parent events to demonstrate how to use curriculum at home | Instructional Rounds in grade levels to observe colleagues

Use parent events to demonstrate how to use curriculum at home |
|---|---|---|---|---|
| Analyze software and apps used by students and staff | Title I, Part A
Local funds | CA's, CLL's, CLF's, Media Specialist, Teachers | Information from software and apps used by students and staff
Record evidence of progress | Kathy Schrock Guide to Everything
http://www.schrockguide.net/critical-evaluation.html

The Journal of Information Technology Education:
http://www.jite.org/documents/Vol14/JITEV14ResearchP021-053Yuan0700.pdf |
| Evaluate the effectiveness of campus implementation of District Programs | Local funds

University of Texas Program evaluation process | CAs, CLLs, CLFs, counselor, Teachers | Campus Data Notebook Compiled by CLL's & reviewed by ALF Team

SEED Teacher compilation notebooks (evidence of data, WOW, CKH's,

Social Contracts-CKH's | Campus Data Notebook Compiled by CLL's & reviewed by ALF Team

Campus visits from representatives of Schlechty Center Foundation |
| Report campus implementation of district goals | Local funds

University of Texas Program evaluation process | CAs, CLLs, CLFs, counselor, Teachers | Analyze and evaluate how implementation of district goals are met

Record evidence of progress | Focus Groups with parents, teachers, students and district level

Rubric created by district for each campus to evaluate programs objectively |

7.2 Specific Results: Share results with all stakeholders to promote transparency.

| Action Items: | Resources | Person(s) Responsible | Progress Report 1
September 1, 2017 - January 31, 2018 (Descriptive Evidence) | Progress Report 2 February 1, 2018 - June 30, 2018 (Descriptive Evidence) |
|---|---|---|---|---|
| Utilize junior high school website and Facebook page and provide other opportunities to promote transparency. | Computers, internet, Local Funds | CLLs, Campus Administrators, Teachers, Media specialist | Parent nights, school events, school developed videos posted on website and You Tube | Student Showcase |

7.3 Specific Results: Create a baseline for effectiveness and set yearly goals for growth.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017 - January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018 - June 30, 2018 (Descriptive Evidence)
The CKHs "Process Champions" will assist with implementing and facilitating the CKHs program	CKH program	Teachers trained as Process Champions, Campus Administration	Process Champions reporting Monthly on assistance with teachers and implementation observations.	Process Champions reporting Monthly on assistance with teachers and implementation observations.
Acknowledge a "Teacher of the Month" based on following campus policies, procedures, and positive actions.	Teacher handbook	ALF Team	Select a teacher of the month based on following campus policies/procedures, and promoting positive actions.	Select a teacher of the month based on following campus policies/procedures, and promoting positive actions.
Develop a tool to evaluate the effectiveness of all online programs	Local Funds IMA Funds	Media Specialist Collaborative Learning Leaders Collaborative Learning Facilitators Teachers	Create a tool to use for evaluation Collect data for the following programs: (Think Through Math, ST Math, Prodigy, Compass Learning, PLTW Programing)	Implement the tool to evaluate effectiveness of programs Collect data