

Hays Consolidated Independent School District

Barton Middle School

2019-2020

Accountability Rating: A

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



Mission Statement

Barton Middle School

is a place where educators and students are excited about learning and experiencing life, believing that being a part of a community is both rewarding and a responsibility.

Vision

Barton Middle School

is a place where educators and students are excited about learning and experiencing life, believing that being a part of a community is both rewarding and a responsibility

Value Statement

Barton Beliefs and Values:

- ï,· Supportive, welcoming, enriching environment
 - ï,· Focus on teaching whole student
 - ï,· Lifelong learners
 - ï,· Diversity valued
 - ï,· High expectations
- ï,· Preparing for success in future – high school, college, workplace, life, etc.
 - ï,· Making a positive difference in our kids lives
- ï,· Strong work ethic ï,· The positive power of true caring
 - ï,· Equal opportunity for all students
- ï,· Establishing meaningful relationships with students
 - ï,· Provide a safe and welcoming atmosphere
 - ï,· Sense of humor
 - ï,· Value and respect student diversity
- ï,· Provide a variety of instructional methods ï,· Focus on their future success
 - ï,· Understanding high standards

Table of Contents

- Comprehensive Needs Assessment 5
 - Needs Assessment Overview 5
 - Demographics 6
 - Student Academic Achievement 10
 - School Processes & Programs 13
 - Perceptions 15
- Priority Problem Statements 17
- Comprehensive Needs Assessment Data Documentation 19
- Goals 21
 - Goal 1: Hays CISD believes in the achievement of every student. 21
 - Goal 2: Hays CISD is dedicated to treating all stakeholders with respect and dignity. 26
 - Goal 3: Hays CISD is dedicated to the safety, social and emotional well-being of students and staff. 30
- 2019-2020 Campus Site-Based Committee 33

Comprehensive Needs Assessment

Needs Assessment Overview

We did very well last year. We were 1% from a fifth distinction and 3% from a sixth distinction. The other distinction we did not even score close to is the ELA. With the work we will be putting in and the new ELA teachers, we should be much closer to a distinction in that area as well. The two focuses now are maintaining our efforts that made us successful and keeping up with the increase in low social economic students as the percentage increases.

Demographics

Demographics Summary

1. Please complete the data table.

2018-2019 Demographic Data (Snapshot)		
Free/Reduced	#247	34.35%
At-Risk	212	31.15%
ELL		
1st Year Monitor	38	5.29%
2nd Year Monitor		
Gifted and Talented	95	13.21%
Special Education	76	10.57%
504	139	19.33%
Dyslexia	75	10.43%
American Indian	2	0.28%
Asian	6	0.83%
Black	13	1.81%
2 or More Races	27	3.76%
Hawaiian/Pacific Islander	1	0.14%
Hispanic	342	47.57%
White	328	45.62%
Homeless	15	2.09%
Immigrant	3	0.42%
Migrant	0	0
Foster Care	0	0
Male	370	51.46%

2018-2019 Demographic Data (Snapshot)		
Female	349	48.54%
Other Descriptor:		
Other Descriptor:		
Other Descriptor:		
Please complete the data table.		

2019-2020 Demographic Data (Snapshot)		
Free/Reduced	254	36.13%
At-Risk	224	31.86%
ELL		
1st Year Monitor	70	9.9%
2nd Year Monitor		
Gifted and Talented	86	12.2%
Special Education	77	10.95%
504	136	19.35%
Dyslexia	74	10.53%
American Indian	37	5.26%
Asian	26	3.7%
Black	48	6.83%
2 or More Races	51	7.25%
Hawaiian/Pacific Islander	6	0.85%
Hispanic	339	48.22%
White	638	90.75%
Homeless	11	1.56%
Immigrant	0	0
Migrant	0	0
Foster Care	0	0

2019-2020 Demographic Data (Snapshot)		
Male	350	49.79%
Female	352	50.07%
Other Descriptor:		
Other Descriptor:		
Other Descriptor:		
Other Descriptor:		

3. Were there any factors that had any impact on enrollment numbers? How have campus demographics changed between last year and the current year? We had a 4.5% increase in ELL and 2% increase in free/reduced. There were also large changes in Amer Ind, , Black and Asian percentages which indicates we are becoming much more diverse.

4. Describe the process used to identify students who are at-risk of dropping out. How does the campus serve the needs of students who are identified as at-risk of dropping out? We did not have any dropouts/we give them and their parents individual attention and develop a plan of success. We continue to monitor them on this plan. We work hard on relationships year round.

5. What is the campus student attendance rate? What does the campus do to promote an increase in attendance? 96.42% We did several incentives for kids and monitored/communicated with those with poor attendance regularly. We held students accountable for making up work and followed with the law in some cases.

6. Describe the campus discipline system? What does the campus do to promote a positive learning environment? We use PBIS. We implemented the three strike system initiated by the district this school year. Our Paws for Fun is the biggest reward that helps keep kids making good choices. Teachers and AP's hold the line on all rules.

7. What campus co- and extra-curricular activities does the campus provide (i.e. chess club, Math Pentathlon, Soccer, Mariachi, etc.) What percentage of students participate in a campus co- and extra-curricular activity? The percent of kids participating is very high but I do not have an actual percentage. We implemented Clubs once a week through our advisory and also strongly promoted UIL. We used our district championship as a promotional tool and held an assembly to honor STAAR scores and recruit participants for UIL.

8. Is your campus a TI School-wide Program campus? no

9. How do the demographics of the staff compare with the demographics of the students? The staff is predominantly female and white. The majority of our students (85%) are White and Hispanic.

10. What professional development resources are needed? We will continue to work with the Secondary District ELA individual and specialist our Instructional Coach.

11. How does the campus build capacity in staff members? Everyone is welcome to attend the Leadership Retreat in August. Those who do attend

are provided some form of leadership opportunity.

Demographics Strengths

Campus demographics strengths include:

1. Very average numbers - not too many of any individual group
2. Consistency in population
3. Discipline is not a concern

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus attendance did not improve this year even though we implemented multiple interventions and worked diligently. **Root Cause:** Parents are more aware of the expectations for attendance but expressed frustration with the campuses frequent reminders and interventions set in place.

Student Academic Achievement

Student Academic Achievement Summary

12. Please upload your campus state report card into Manage Plan - Plan Addendums.

13. Please upload your campus federal report card into Manage Plan - Plan Addendums.

14. Please upload your Texas Academic Performance Report (TAPR) into Manage Plan - Plan Addendum.

15. How did each student group score on the latest state assessment? Overall student performance was consistent with our exemplary performance last year. 8th Sci improved 9% in Mastery and Alg had 14% improvement in Mastery. 6th Read dropped 7% in Meets standard and 7th Read dropped 7% in mastery.

16. Which groups did not meet satisfactory performance? all groups were successful Why? All scores above 60% except sped all test at 53% (44% in ELA) ESL 51% in all tests. Growth was very high so we just have to be patient.

17. Which groups met satisfactory performance? ALL Why? We focused on checking for understanding all period, every period and did not accept failing.

18. Is there a significant difference between the performances of different student groups? What strategies/resources are in place to close achievement gaps? we scored a 98% by not allowing any student to opt out of learning The only difference is the eco dis are lower but still above average. We have high expectations for every learner regardless of whether their parents are involved or not.

19. Is the campus identified as Improvement Required/Priority/Focus? no

20. Which student groups that meet the minimum size requirements have performance results that fall below the System Safeguards standard? two or more races in reading growth

21. What student groups are staged in PBMAS? none

22. What are the areas of lowest performance? What does the data look like for the past three years? sped and esl are both increasing incrementally. All but two individual tests are now above and most were at or below 20% a few years ago.

23. How are individual student needs identified? Each student's scores are looked at and those who fall below the mark are considered for intervention in both math and reading. That is all done by the principal. How are student-specific services and interventions determined,

implemented, monitored, adjusted and evaluated? Students who are not successful on the STAAR are considered for reading intervention class. Students who fail the first benchmark in math are considered for pullouts two days a week during an elective class. Reading interventions are re-evaluated at semester. Math interventions are re-evaluated following each benchmark. What structures, including RtI, are in place to support each student? RTI is very effective at Barton. The meet weekly, provide and evaluate interventions continuously for every student who is not being successful in a core class.

24. How does student performance on state assessments compare with student performance on local benchmark assessments and the students' report cards? Obviously the grades are somewhat inflated but include the benchmark scores so they are closer than they used to be. We pay attention to this but also allow students who are responsible to help themselves in grades because it is not simply a test grade but a nine weeks grade.

25. How do achievement rates of special education students compare with non-special education students? Lower 24% - 40% What plans are in place to support special education students? continue to provide quality instruction,, interventions and repetition. Holding them to as similar a standard as possible while still providing their accommodations. Checking for understanding all period so they do not get behind or miss concepts.

26. How do achievement rates of Section 504 students and students in other special programs compare with all other students? They are relatively close in all but reading. Many are dyslexic so reading is a learning process. What plans are in place to support them? continue to provide reading intervention, give awards and rewards for reading

27. What interventions are in place to support students who are not successful? Does the data confirm that the interventions are working? Both math and reading interventions are working. The math program we used last year was less effective than years past. The Think Thru program changed. We will be using Dream Box this year. Reading intervention showed much more improvement since the year prior. We moved from teaching learning strategies to focusing on reading and writing. We are continuing that again this year.

28. How is RtI being implemented? Teachers meet by grade level once a week and address identified kids. A SPED teacher is on the committee to help with suggestions on what accommodations to try. They determine how long to implement the strategy and then re-evaluate from there. How are students identified and placed in RtI? Teachers bring student names to the meeting when students are not being successful. This includes behavior as well as academics. Are the RtI processes and implementation effective? They were much more effective last year because they were thoughtful in planning the re-evaluation. How is the RtI process affecting referrals to special education? We still refer about the same number of students however having the additional data allows for much more useful for the LSSP.

29. How many students fail one or more courses each year? 65 per semester and 2 for the year What subjects? math primarily How many students are retained? two - both new to Barton and were not in attendance in any school for a significant part of the year.

30. How does the campus systematically address reteaching for students who are in need of additional academic support. It is part of the PLC conversation. Every student who fails is required to attend tutorials and then retest. Teachers can send a list to administration for us to sweep kids prior to the bell to be sure they attend tutorials. The district provides an after school bus.

Student Academic Achievement Strengths

Campus student academic achievement strengths include: 4 Distinctions!!!

1. A distinction was earned in closing the gaps
2. ELA and math growth earned us a distinction in growth
3. Continued increases in all tests for percent of students achieving mastery

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: We are still Q3 in 6th reading & 8th reading **Root Cause:** We have new teachers to take the place of the two who were not being successful.

School Processes & Programs

School Processes & Programs Summary

- 31. Does the rigor and relevance of instruction align with the TEKS, ELPS and CCRS? Is instruction cognitively demanding and challenging? Increasing each year with a focus on Mastery and not just passing**
- 32. How is the curriculum vertically and horizontally articulated so that teaching and learning expectations are clear for each grade level and subject area? we went through with ELA and math the differences between all common TEKS discussing the level for each grade and the new TEKS for ELA will provide further clarity**
- 33. How are students making connections with complex concepts and skills across one or more disciplines? Problem solving is a focus. We also have the kids either teach or write so they have to understand more conceptually**
- 34. Are assessments being used effectively? What do teachers do with the data? We have held a PLC after each and every district assessment to break down the data and create a plan to address areas of concern and how it will be re-taught.**
- 35. How are differentiation and learning scaffolds addressed? What about the use of technology, questioning strategies, manipulatives and other instructional strategies? Administration focuses on the differentiation piece in the lesson plan looking for how teachers will differentiate on a daily basis for both low and high students.**
- 36. How are professional development strategies implemented and monitored? The administration and Instructional coach discuss needs based on PLC discussions, walkthru findings and test data. We then focus our walkthrus on them.**
- 37. How are ELL strategies and supports implemented and monitored? We do not focus on them specifically however there are useful strategies and we encourage teachers to use them regularly.**
- 38. How do students monitor their own academic progress? Teachers are expecting PAP students to earn mastery. After exams they mark their tests and identify why they miss each question**
- 39. How often do campus PLCs meet? How are they structured? once a week to plan and after each district assessment we break down test data**
- 40. How often do teachers meet to plan instruction? almost daily but that is up to each team as some prefer to work on the weekend and use their common conference time to do tasks and tutorials**
- 41. What instructional resources (hardware, software, professional development support), does the campus have? What is needed to maximize student achievement? we do not have anything additional than what the district provides.**

School Processes & Programs Strengths

Campus processes and programs strengths include:

- 1. Our PLC's run efficiently and productively**
- 2. Last year teachers were all doing something similar in regards to test evaluation but now it is verbalized and standardized. We re meeting after each district assessment to break down data and update lesson plans and create a plan for re-teach.**
- 3. Administration focuses on two areas and the entire campus works to improve those two areas (checking for understanding and increasing depth and complexity. Administrators made checking for understanding the target in our new district walk though format.**

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers are attempting to check for understanding but improvement is needed in consistency and effectiveness. **Root Cause:** Teachers are busy and need to move on to the next unit/lesson/etc and they are lacking the final step to ensure student success.

Perceptions

Perceptions Summary

42. How does the campus promote, encourage and make available, parent and family engagement opportunities? we have a newsletter, calendar, twitter and website
43. When does your campus review the campus parent and family engagement policy/compact? open house
44. How are parents and the community involved in meaningful ways that support student learning? we have parent learning walks, invite them for various activities, every teacher sends emails at least every two weeks
45. What are the parents' perceptions of the school's effectiveness? Parents acknowledge school success but reference concerns with the district/campus push t improve attendance.
46. What are the staff's perceptions of the school's effectiveness? Staff feel we are effective at the campus level but have concerns with district initiatives.
47. What are the students' perceptions of the school's effectiveness? Students feel they are learning and school is a safe place.
48. What forms of communication are used to disseminate information regarding campus activities, academics, important notifications, etc.? same as 44
49. What strategies are in place to promote a safe learning environment? Clear expectation to report any and all concerns to an adult on campus and it will be addressed.
50. Do parents and community members participate in the site-based planning committee? How are they selected? Do they feel their participation is necessary and important? Principal sends out an email and take the first one but invite all others to attend as well. Based on the number of responses, they believe it to be important. I also use the PTA for similar feedback.

Perceptions Strengths

Campus perceptions strengths include:

1. Barton kids are happy as referenced in School Survey.

2. Based on our ratings from TEA, we are doing good work

3. Teachers like to work at Barton.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents feel too much focus and attention is being given to improving attendance. **Root Cause:** Barton has been communicating attendance weekly in newsletters, marquee, open house and one on one with administrators when attendance becomes a concern for a student.

Priority Problem Statements

Problem Statement 1: Parents feel too much focus and attention is being given to improving attendance.

Root Cause 1: Barton has been communicating attendance weekly in newsletters, marquee, open house and one on one with administrators when attendance becomes a concern for a student.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Teachers are attempting to check for understanding but improvement is needed in consistency and effectiveness.

Root Cause 2: Teachers are busy and need to move on to the next unit/lesson/etc and they are lacking the final step to ensure student success.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Campus attendance did not improve this year even though we implemented multiple interventions and worked diligently.

Root Cause 3: Parents are more aware of the expectations for attendance but expressed frustration with the campuses frequent reminders and interventions set in place.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Students enrolling at BMS, after the start of the school year, have a higher rate of discipline referrals.

Root Cause 4: We will improve on the system put in place to help new students acclimate to Barton expectations.

Problem Statement 4 Areas: Demographics

Problem Statement 5: 6th and 7th grade reading growth are below expectations.

Root Cause 5: Teachers are not teaching the TEK to the level of the verb. New TEKS this year will clarify this expectation.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Students are not monitoring their progress towards readiness standards

Root Cause 6: Teachers have not been convinced that the time it takes to monitor individual progress is worth the benefits of student progress.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: New to Barton student support systems are currently limited and need to continue until student has demonstrated success.

Root Cause 7: Currently admin introduces behavioral and academic expectations with little to no support and monitoring until student has been unsuccessful.

Problem Statement 7 Areas: School Culture and Climate

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals


Goal 1: Hays CISD believes in the achievement of every student.




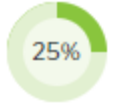

Performance Objective 1: The campus will evaluate and address the individual needs of each student. Student performance will be evaluated in academics, college readiness, and career development. Our staff believes in the education of the whole child and knows that success is based on more than the result of a single test.





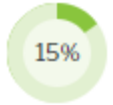

T-PESS Standard 1- Instructional Leadership: The principal is responsible for ensuring every student receives high-quality instruction.



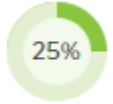


Evaluation Data Source(s) 1: The principal will provide a report to their Deputy Academic Officer summarizing student academic performance, including college, career, and military readiness efforts at their campus. A summary of staff professional development efforts addressing data disaggregation, administrative walk-throughs, and CTE programs, will be provided by the principal to the Deputy Academic Officer that includes literacy and math data, along with specific curricular and teaching strategies to address these areas. PK-3 reading levels will be measured at the beginning and end of each year. The principal will monitor student growth comparing approaches/meets/masters % vs. the state.


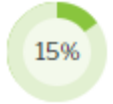






Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Feb	Apr	June
1) Reading: Continue with use of Rusk;s lesson planning with the addition of Kelly Gallagher training.	District Support Provided by ELA Content Coordinators Campus Principal/Aaron Loyd	Earn a distinction TTESS Dimension 2.2 Content Knowledge and Expertise				
Funding Sources: Local - 0.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Feb	Apr	June
2) Writing: Implement Kelly Gallagher strategies and hold a writing camp for all 7th grade students	District Support Provided by ELA Content Coordinators Campus Principal/Aaron Loyd	Earn a distinction TTESS Dimension 2.2 Content Knowledge and Expertise				
3) Math: Continue focus on check for understanding in lesson plans and walk throughs	District Support Provided by Math Content Coordinators Campus Principal	Earn a distinction TTESS Dimension 2.2 Content Knowledge and Expertise				
Funding Sources: Local - 0.00						
4) Science/STEM: Increase the rigor/expectations of all students; pull the string rather than push the string. This will include both lessons/student work and what standard of work we accept.	District Support Provided by Science Content Coordinators Campus Principal/Rachel Joiner	Earn a distinction TTESS Dimension 2.2 Content Knowledge and Expertise				
Funding Sources: Local - 0.00						
5) Social Studies: Increase the rigor/expectations of all students; pull the string rather than push. This will include both lessons/student work and what standard of work we accept.	District Support Provided by Social Studies Content Coordinators Campus Principal	Earn a distinction TTESS Dimension 2.2 Content Knowledge and Expertise				
Funding Sources: Local - 0.00						
6) Instructional Planning: We will focus PLC time on questions 3 and 4 of Dufour	District Support Provided by Director of Curriculum and Instruction Campus Principal	Teachers will see less students fail and more students at mastery level on unit exams. TTESS Dimension 1.1 Standards and Alignment				
Funding Sources: Local - 0.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Feb	Apr	June
7) Progress Monitoring: Teachers will make time for students to track their progress on all readiness TEKS	District Support Provided by Director of Academic Support Campus Principal	Students will take ownership of their learning and it will result in an increase in the percent correct per Readiness TEK by individual students each time a TEK is retested. TTESS Dimension 2.5 Monitor and Adjust				
8) Data and Assessment: PLC's will meet following each UA and Benchmark to discuss changes in instruction necessary to meet the goals	District Support Provided by Coordinator of Accountability and Testing Campus Principal	PLC's will meet once for each UA and benchmark TTESS Dimension 1.2 Data and Assessment				
9) Response to Intervention: Teachers will meet for RTI every week by grade level and plan to implement specific interventions and then monitor student progress	District Support Provided by Director of Academic Support Campus Principal	Students use accommodations that make them successful so failures are below 5%. TTESS Dimension 2.4 Differentiation				
10) English Learners: Teachers will discuss in PLC the specific skills needed to move from advanced to advanced high in TELPAS writing. Teachers will then implement targeted strategies to every ESL student.	District Support Provided by the Director of PK-12 Multilingual Education Campus Principal	We will move 80% of the Advanced writers to Advanced High TTESS Dimension 2.4 Differentiation				
Funding Sources: Local - 0.00						
11) Special Education Services: We will hold a math and reading camp for all special education students	District Support Provided Director of Special Education Campus Principal	At least 60% of all SPED students will pass the district assessments. TTESS Dimension 2.4 Differentiation				
Funding Sources: Local - 0.00						
12) Dyslexia Services: Students will be provided a dyslexia class	District Support Provided by Director of Academic Support Campus Principal	Students will grow at least one year. TTESS Dimension 2.4 Differentiation				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Feb	Apr	June
13) 504 Services: Complete 80% of meetings in the fall so we can be sure students are getting the accommodations necessary for success	District Support Provided by Director of Academic Support Campus Principal	Complete 80% of the meetings in the fall. TTESS Dimension 2.4 Differentiation				
14) Accelerated Instruction for At-Risk Students: Students with reading will be assigned to dyslexia or learning strategies. Math students will be assigned following the first benchmark	District Support Provided by Director of Academic Support and the Director of Student Services Campus Principal	Students in accelerated instruction will grow at least one year. TTESS Dimension 1.3 Knowledge of Students				
15) Gifted and Talented Services: Teachers will focus on question in PLC on what to do when students already know the information by developing extensions.	District Support Provided by Coordinator of Gifted and Talented Campus Principal	Administrators will check 100% of the core lesson plans to be sure they include a plan for extension TTESS Dimension 1.4 Activities				
Funding Sources: Local - 0.00						
16) College, Career and Military Readiness: We will continue to increase academic expectations.	District Support Provided by Director of College and Career Readiness and Counseling Campus Principal	We will score in Q 1 or Q2 in college readiness. TTESS Dimension 2.1 Achieving Expectations				
Funding Sources: Local - 0.00						
17) Career and Technical Education We will provide makerspace projects in the library.	District Support Provided by the Director of Career and Technical Education Campus Principal	We will have at least one Makerspace club with at least 20 students attending. TTESS Dimension 2.1 Achieving Expectations				
Funding Sources: Local - 0.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Feb	Apr	June
18) Instructional Technology: Teachers will implement various strategies such as hyper docs and other electronic tools to increase engagement.	District Support Provided by the Director of Digital Learning Campus Principal	100% of the teachers will have at least on class that incorporates technology to make the rigor higher. TTESS 1.4 Activities				
19) Advanced Academics: Teachers will regularly remind students they are expected to score mastery on each unit test.	District Support Provided by Coordinator of Advanced Academics Campus Principal	We will increase the number of students scoring mastery in every grade level compared to last year's STAAR. TTESS Dimension 2.1 Achieving Expectations				
Funding Sources: Local - 0.00						
20) Pregnancy-Related Services: The district provides support services, including the Compensatory Education Home Instruction (CEHI) program, to pregnant and parenting students. The PEP staff collaborates with other programs including Early Head Start staff, counselors, case managers, educators, support staff and others who support pregnant and parenting students in their completion of requirements needed for graduation while learning to manage the responsibilities of parenthood. These services continue to be administered while the student is receiving home instruction services.	District Support Provided by the Coordinator of Pregnancy Related Services Campus Counselor	100% of students served with PEP/CEHI services will be provided education in all course subjects required for promotion/graduation, courses in child development, parenting, Job-related skills and community services. TTESS Dimension 2.4 Differentiation				
21) Higher Education Requirements: The district will ensure that secondary students' teachers, counselors, and parents receive information about higher education admissions and financial aid opportunities, DC opportunities, HB5 graduation requirements, the TEXAS grant program, scholarships, endorsements, and the need for students to make informed curriculum choices to be prepared for success beyond high school.	District Support Provided by Director of College and Career Readiness and Counseling Campus Counselor	All students grades 8-11 will receive Navigate your Future course guides. All 6-11 grade students will complete a career and learning styles inventory. All students grades 9-11 will complete their course selection and individual graduation plans. TTESS Dimension 2.1 Achieving Expectations				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 2: Hays CISD is dedicated to treating all stakeholders with respect and dignity.

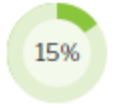
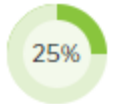
Performance Objective 1: A safe environment must include secure facilities, staff and student training, and our adopted standard response protocol. The campus will partner with local and state entities to assure preparedness. Specific areas to be addressed are campus access, detecting and reporting possible threats, and building an environment of trust between adults and all students. Our Emergency Operations Plan is updated annually and followed throughout the district.





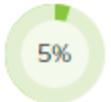
Evaluation Data Source(s) 1: The campus will utilize the updated EOP along with district safety protocols and training. The campus will report to their Deputy Academic Officer an overview of student and staff character development, including extra-curricular/club participation, and social/emotional supports (discipline, attendance, counseling strategies). The principal and appropriate staff will attend all relevant training throughout the year on this topic. Specific attention will be given to the communication of campus/district safety efforts (both physical and training) to our community.


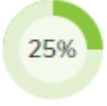
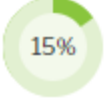



TPESS Standard 2 - Human Capital: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

TPESS Standard 4 - School Culture: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Feb	Apr	June
1) Student Safety: We will continue to focus on communication with the students and parents asking them to let us know any time they are having problems or concerns. If they see something they need to say something NOW	District Support Provided by the Director of School and Student Safety Campus Principal	Have at least three assemblies/talks discussing the importance of communication/informing us. Survey will show 90% or more students feel safe. TTESS Dimension 3.1 Environment, Routines and Procedures				
Funding Sources: Local - 0.00						
2) Social Emotional Learning: We will hold advisory every day to include character education. We will build a culture of kindness through our pledge and continual reminders.	Director of College and Career Readiness and Counseling Campus Counselor	Survey will show at least 90% enjoy coming to school and have someone they can turn to for help. TTESS Dimension 3.3 Classroom Culture				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Feb	Apr	June
3) Increasing Attendance, Drop-Out Prevention: We will continue with Fun Friday, post the attendance on every newsletter and the marquee. We will let the grade level with the best attendance eat first during C lunch.	District Support Provided by the Director of Student Services Campus Principal	97.0% TTESS Dimension 3.3 Classroom Culture				
4) Student Engagement: We will add clubs as students ask and add clubs during advisory. We have added a strategy for new students to Barton to become more acquainted with the way we act.	District Support Provided by the Director of Extra- and Co-Curricular activities Campus Principal	Survey will show 100% of students are involved in some activity. All students will participate in a club during advisory TTESS Dimension 3.3 Classroom Culture				
5) Positive Behavior Intervention Support: PBIS will add more group activities especially on campus for teachers to get to spend time together	District Support Provided by the Director of Student Services Campus Principal	We will share a meal together at least once a month. TTESS Dimension 3.2 Managing Student Behavior				
Funding Sources: Local - 0.00						
6) Health and Wellness: The district will implement the coordinated school health plan and encourage healthy and active lifestyle choices as advised by the Student Health Advisory Committee (SHAC).	District Support Provided by the Director of Health Services Campus Nurse	All SHAC meeting notes, sign-in sheets and agendas reflect implementation of actionable items. TTESS Dimension 3.1 Classroom Environment, Routines, and Procedures				
7) Early Intervention: The district will provide counseling and guidance services to support identified student needs regarding early mental health intervention, suicide prevention, conflict resolution, use of tobacco, and drug/violence prevention/intervention. The district will enter a Counseling/Social workers Intern Model with TX state. The district will continue to train staff in Suicide Prevention and update the Suicide Action Plan.	District Support Provided by Director of College and Career Readiness and Counseling Campus Counselor	100% of all campus personnel will complete the mandatory suite of state training (suicide awareness/prevention, bloodborne pathogens, AED, food allergies, sexual harassment, CPS, and Child Abuse) TTESS Dimension 4.1 Professional Demeanor and Ethics				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Feb	Apr	June
8) Addressing Abuse: The district will adhere to the district policy addressing sexual abuse and other maltreatment of children which includes methods for staff, student and parent awareness including prevention techniques and warning signs of victims, actions for the safety and counseling of the victims and CPS reporting by staff and administrators.	District Support Provided by Director of College and Career Readiness and Counseling Campus Counselor	100% of all campus personnel will complete the mandatory suite of state training (suicide awareness/prevention, bloodborne pathogens, AED, food allergies, sexual harassment, CPS, and Child Abuse) TTESS Dimension 4.1 Professional Demeanor and Ethics				
9) Anti-Bullying: The district will ensure that the discipline management program provides for prevention, intervention and education concerning unwanted physical and/or verbal aggression, sexual harassment, cyber-bullying, bullying harassment on campus, school grounds, and in school vehicles. Students will have access to the Hays Hope Line to report harassment, bullying and other personal issues.	District Support Provided by Director of College and Career Readiness and Counseling Campus Counselor	100% of counselors submit counseling logs and guidance lessons to the Director of College and Career and Guidance. TTESS Dimension 4.1 Professional Demeanor and Ethics				
10) Homelessness: Campus counselors will identify students that are homeless and utilize district resources (TI reservations and TEXSHEP funds), in coordination with the homeless liaison, to provide emergency instructional supplies, hygiene products and clothing as needed.	District Support Provided by the Director of Federal Programs, State Reports and Grants Campus Counselor	100% of students identified as homeless under McKinney Vento, will receive services to fit their individual needs. TTESS Dimension 1.3 Knowledge of Students				
11) Foster Care: The district will provide supplemental transportation and free lunch to ensure educational stability for children in foster care.	District Support Provided by the Director of Federal Programs, State Reports and Grants Campus Counselor	100% of students identified as a Foster student, will receive services to fit their individual needs. TTESS Dimension 1.3 Knowledge of Students				
12) Migrant Services: The district will utilize a shared service arrangement with Region 13, to provide a high-quality and comprehensive educational program for migratory children that: reduces the education disruptions and other problems that result from repeated moves, does not penalize in any manner by disparities among the States in curriculum, provides appropriate services, full and appropriate opportunity to meet state academic standards, and that benefits students from systemic reform.	District Support Provided by the Coordinator of LPAC, Testing and Translation Campus Principal	The campus will provide services to 100% of migrant students identified through the utilization of Region 13 SSA. (See Priority for Services Addendum) TTESS Dimension 1.3 Knowledge of Students				
13) DAEP: The district will monitor performance data of students served in the DAEP including: student groups served, attendance rates, pre- post- assessment results, dropout rates, graduation rates and recidivism rates.	Director of Student Services Campus Principal	No student will go to Impact a second time. TTESS Dimension 1.3 Knowledge of Students				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Feb	Apr	June

Goal 3: Hays CISD is dedicated to the safety, social and emotional well-being of students and staff.

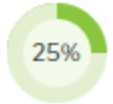

Performance Objective 1: Cultivating great community and staff relations requires empathy, visibility, trust, and communication. Communication through all appropriate avenues is a priority, and staff will receive training in these areas. Our campus is committed to increasing client engagement both internally and externally.

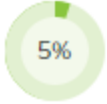




Evaluation Data Source(s) 1: Staff will receive targeted training, after a process review, in the areas of customer service and community relations. The campus will develop strategies and systems to make this the best place to work, and these strategies will be shared with the Deputy Academic Officer. The campus will provide a monthly update on community and staff outreach. An employee engagement survey will be given and the results will be utilized to address needs as identified.

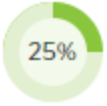


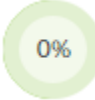

TPESS Standard 3 - Executive Leadership: The principal models personal responsibility and a relentless focus on improving student outcomes.

TPESS Standard 5 - Strategic Operations: The principal is responsible for implementing systems that align with the school's vision and mission and improve the quality of instruction.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Feb	Apr	June
1) Customer Service: The front office will greet every person as soon as they enter the door and be sure to answer all questions or get someone to help the person	District Support Provided by the Communication Specialists and the Director of Community Relations Campus Principal	The survey will be at 90% regarding front office questions. TTESS Dimension 2.3 Communication				
2) School Community Involvement: School will continue to support our fight against cancer.	District Support Provided by the Director of Student Services Campus Principal	We will raise at least \$10,000 for Relay For Life TTESS Dimension 4.4 School Community Involvement				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Feb	Apr	June
3) Goal Setting (CNA/CIP/DIP): Earn at least five distinctions	District Support Provided by the Director of Federal Programs, State Reports and Grants Campus Principal	Earn at least five distinctions TTESS Dimension 4.2: Goal Setting				
4) Communicating Student Achievement to Parents: Teachers will have grades in on time. Teachers will send home an email at least every two weeks. We will go over state results with parents at Open House.	District Support Provided by Coordinator of Accountability and Testing Campus Principal	85% on survey regarding communication from teachers/school TTESS Dimension 2.3 Communication				
5) Professional Development: Teachers will participate with a positive attitude and transfer their learning to the classroom	District Support Provided by the Coordinator of Professional Development and Special Projects Campus Principal	PD will be applicable to each teacher by providing choice. Lessons will reflect at least one new strategy every nine weeks that they learned in a recent PD. TTESS Dimension 4.3 Professional Development				
6) Professional Learning Communities: PLC's will meet to discuss and write the answers to questions 3 and 4. PLC's will also meet following every district assessment	District Support Provided by the Coordinator of Professional Development and Special Projects Campus Principal	PLC's will meet at least once a week and after each district assessment TTESS Dimension 4.3 Professional Development				
7) Attract/Retain high quality staff: Retain staff by having gatherings and making each individual teacher feel appreciated.	District Support Provided by the Director of Human Resources Campus Principal	Have at least three events, notes or gifts each semester to let teachers know they are appreciated. TTESS Dimension 4.3 Professional Development				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Feb	Apr	June
8) Fiscal Compliance: In order to increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the district will coordinate federal (TI, TII, TIII, TIV), state (SCE, SAMP), and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources.	District Support Provided by the Director of Federal Programs, State Reports and Grants and the Chief Financial Officer Campus Principal	Federal and state compliance will be met in accordance to EDGAR and ESSA, by receiving zero "missed" Initial Compliance Review (ICR) indicators, maintaining 100% rank order with campus allocations, receiving zero audit findings during review, and meeting 100% of comparability and MOE standards. The campuses will utilize ESSA budget templates to plan expenditures with measurable outcomes. TTESS Dimension 4.1 Professional Demeanor and Ethics				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Teri Eubank	Principal
Classroom Teacher	Deniese Harvey	math teacher
Classroom Teacher	Melissa Garraway	teacher science
Classroom Teacher	Chad DeBord	ela
Classroom Teacher	Jason Younts	ss teacher
Classroom Teacher	Dani Rauschuber	at large
Classroom Teacher	Casey Boggs	at large
Classroom Teacher	Brandy Fontenot	at large
Classroom Teacher	Megan O'Neal	at large
Classroom Teacher	Chris Glynn	at large
Non-classroom Professional	Barbara Holland	non teaching professional
District-level Professional	Charlotte Winkleman	district
Parent	Diane Martinez	parent
Business Representative	Lee Warbinton	business
Community Representative	Jim Cullen	community