

**Leander Independent School District**  
**Stiles Middle School**  
**2015-2016 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Vision

**Students will exit our system with the same passion for learning they had when they entered,  
without economics determining success.**

*Every Option Open.*

## Our Challenge

In order to accomplish this vision, we must:

- Give students ownership in their learning, with the Seven Student Learning Behaviors anchoring every classroom.
- Close the achievement gap.
- Ensure students exit our system college and career ready.
- Focus on the whole student, ensuring that every student is healthy, safe, engaged, supported and challenged.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Florence Stiles Middle School houses 1048 student in grades 6-8. 8.5% of our students are economically disadvantaged, and 12.22% of our students are students with disabilities. 28.82% of the FSMS population is At-Risk. Additional demographic information points to 27.2% of the student body as gifted and talented, and 1.82% as ELL. Our ethnicity breakdown is as follows: 9.73% Asian, 2.67% Black, 19.56% Hispanic, 0.1% American Indian, 4.3% two or more races, 0% Pacific Islander, and 63.64% are white. 49.04% of our students are female and 50.96% are male. Because campus test scores are high overall, the students with disabilities can post a large gap because of the small numbers of testers.

### Demographics Strengths

- 7th Wrtg - Hispanic subgroup (54 students) 91% met standard which outperformed white subgroup (198 students) 87%
- 6th Rdg - Asian subgroup (25 students) 100% met standard
- 7th Rdg - Economically disadvantaged subgroup (30 students) 90% met standard

### Demographics Needs

- 8th Rdg - Economically Disadvantaged (41 students) 76% met standard / Hispanic 88% met standard / Special Education 42% met standard vs White 96% met standards
- Special Education - Rdg 53% met standard 2015 compared to 67% in 2014 / Sci 17% met stand 2015 vs 46% in 2014 / SS 29% met stand 2015 vs 69% 2014 / Wrtg 39% 2015 vs 38% 2014
- Science Gap - 26% 2015 from 4% 2014
- Rdg Gap - 10% 2015 from 1% 2014 / Wrtg - 7% 2015 from 6% 2014
- SS Gap - 21% 2015 from 9% 2014

## **Student Achievement**

### **Student Achievement Summary**

Overall, Stiles MS scored in the high 80's and 90's on all tested subjects. We scored above the district and state average in all tested subjects. These scores include students that previously took modified assessments. Overall our advanced scores did not improve. Our special needs students did struggle in all content areas. The lack of a modified test was a challenge for these students in Reading, Math, Science and Social Studies. Most all of our SSI students were in Special Education. All of our departments worked closely as professional learning communities and focused on goal setting and tracking progress while increasing rigor and challenge. All of our STAAR tested departments created an Intervention Plan, providing additional support for students in need. Our SPED department and Grade Level Collaborative teams worked closely to meet the needs of the students. These strategies will continue.

### **Student Achievement Strengths**

- Rdg - 6th Grade 90% / 8th Grade 94%
- Wrtg - 7th Grade 90% - Adv Scores went up to 34% from 26%
- Sci - 8th Grade went to 87% from 84%
- SS - 8th Grade went to 88% from 84%

### **Student Achievement Needs**

- Rdg - 7th Grade went from 93% to 89%
- Would like to see Advanced scores overall increase more

## School Culture and Climate

### School Culture and Climate Summary

Stiles Middle School prides itself for the school culture and climate established in the three years we have been open. According to the student, staff and parent district surveys, students feel safe on campus and in classrooms. According to the survey data, students feel they have an adult on campus who listens and cares about them. We had a strong administrative and counseling team who are very visible and accessible. Many of our teachers have attended the training "Capturing Kids Hearts" and implement these strategies daily. We have many clubs and activities for students to be involved and feel connected, including the C2 Club. We have earned the No Place For Hate Distinction three years in a row. This year, we will be adding additional cameras as we continue to ensure the safety of our students and staff.

### School Culture and Climate Strengths

- No Place for Hate distinction for third year/Active C2 Club
- Partnered with PTA to bring a guest speaker/assembly on Bullying and Kindness
- Active PALS Program
- Anonymous Alert System in place helped be proactive
- 13 Teachers to Capturing Kids Hearts Training
- Principal sends Weekly News From The Principal, some teams send weekly newsletters, teacher comprehensive websites, many teachers have Remind 101

### School Culture and Climate Needs

- With gaining 100 additional students and more staff, we will need to adjust our campus systems and processes
- We will expand our classrooms to an additional hallway with our growth, we will need to all be visible and monitoring
- With adding additional staff, will need to continue to focus on positive culture and climate

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Stiles MS focused on Goal Setting/Tracking Progress which was one of the lower survey areas from the year before. We were pleased to see a large increase in the staff survey data related to this behavior on the Spring 2015 survey (78% to 92%). We also continued our focus and expanded our Learning Target process to include a 3-4 part Target. We tracked data for for these two areas campus wide and were above the district average on all but one indicator. The student survey data increased as well in the area of Goal Setting/Tracking Progress from 70% to 75%. With this area still not as high as we would like according to the student survey data, we will continue our work and processes implemented for Goal Setting/Tracking Progress with a focus on students understanding the correlation with challenge and rigor.

### **Curriculum, Instruction, and Assessment Strengths**

- Goal Setting/Tracking Progress greatly improved from 78% to 92% for Staff
- Goal Setting/Tracking Progress improved from 70% to 75% for Students
- Above 90% on all questions related to Learning Targets for Staff and Students
- At or above 90% on questions related to seeking and getting help when struggling for Staff and Students

### **Curriculum, Instruction, and Assessment Needs**

- Survey data showed Staff at 68% on students seek deeper learning when they need to be challenged.
- Survey data showed Students at 77% for feeling challenged to learn as much as I can.
- As a campus focus on Goal Setting/Tracking Progress, would like to see Students survey results higher than 75%.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

The Stiles Middle School community is strong and supportive. We have an active PTA who offers many opportunities and resources for our students and staff. Stiles MS partners with parents and our volunteer coordinators to provide opportunities for parent participation. Some examples of this are through our career fair, technology training, school dances, PTA, Athletic Booster Club, CATCH program. According to the parent survey data, there were some parents that felt that communication between home and school could be improved. We will utilize student planners campus wide to ensure more parent communication and student ownership of learning. We will work to make teacher websites more streamlined for easier navigation for parents. We will continue with Remind texts and weekly newsletters for parents.

### **Family and Community Involvement Strengths**

- Implementation of first International Day
- Active PTA/Volunteer Coordinators
- Weekly News from the Principal/ Some teams sending weekly e-mails/ Remind 101
- FSMS Website
- Career Fair/Parent Volunteers
- Active Parent Volunteers - School Wide

### **Family and Community Involvement Needs**

- Parent Survey data showed "campus encourages parent/community involvement" down from 91% to 87%
- Parent Survey data included comments about the difficulty of teacher websites



# Technology

## Technology Summary

As a newer campus, Stiles MS has a generous amount of technology equipment on campus. Overall, our teachers and students have embraced technology integration and many have incorporated Google classroom, as well as a variety of other technology tools. Our STaR chart data and Technology Literacy assessments remain strong. We are excited about mLISD and the one to one device rollout with our 6th graders in January 2016. We are also looking forward to start the Gateway/Project Lead The Way program with our 7th and 8th graders this school year. Campus wide, we will continue to focus on technology integration.

## Technology Strengths

- Many teachers incorporated Google/Google Classroom as well as many other Tech Tools, APPS, Kahoot. Many teachers had technology class sets after attending Educate 1 and 2
- Training was provided by our Tech Facilitator as needed throughout school year
- Stiles is fortunate to have much technology

## Technology Needs

- Elective teachers do not have as much access to technology as core teachers.
- The challenge of how to integrate into all subject areas.
- Digital Citizenship (using technology appropriately) continues to be a challenge.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

## Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) 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
- Progress of prior year STAAR failers
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI), Grades 5 and 8, data
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc

## Student Data: Behavior and Other Indicators

- 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
- Teacher STaR Chart Technology Data
- Texas STaR Chart longitudinal data

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

# Goals

## Goal 1: College and Career Ready: Students exit our system college and career ready

**Performance Objective 1:** Increase the percent of students meeting the recommended standard on STAAR 2016 by 5% for all subjects. 2015 - 6th Reading (59%) 7th Reading (62%) 8th Reading (74%) 7th Writing (69%) 8th Science (64%) 8th Social Studies (49%) 6th Math (60%) 7th Math (48%) 8th Math (74%)

**Summative Evaluation:** Spring 2016 STAAR Test






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Incorporate and model AVID strategies school wide with a focus on WICOR. Continue utilizing Cornell Notes and AVID weekly resources. Implement the use daily of hard copy Planners school wide.	Administrators, Counselors and All Teachers, with guidance from AVID Teacher and AVID campus Site-Team	Students bring Planners to all classes and they are utilized daily. Students are using Cornell Notes and WICOR strategies in a variety of classes			
Funding Sources: 199 - General Funds					
2) Continue campus "college and career awareness" emphasis through College Awareness Week activities, Career Fair, March Madness, faculty college graduation recognition, Friday college t-shirt days, etc.	Administrators, Counselors, and all Faculty and Staff	Number of students who actively participate in events, attendance at Career Fair, pictures and curriculum for College Awareness Week			
Funding Sources: 199 - General Funds					
3) Continue focus on technology integration campus wide with one to one rollout in 6th Grade. Provide technology training to staff (Tech Tidbit), students and parents.	Technology Facilitators, Teachers, Administrators	All 6th graders will receive device in January 2016 and teachers will incorporate technology integration through the use of Google classroom, etc.  Number of parents that attend parent trainings			
Funding Sources: 199 - General Funds					
<b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4	Administrators, Leadership Team, and All Teachers	Leadership Team Meeting Agendas and Department Planning Time Agendas			
4) Continue building high functioning Professional Learning Communities where teachers have a planned focus on the 4 critical questions: 1. What do our students need to learn? 2. How will we know they have learned it? 3. What will we do if they don't learn it? 4. How will we extend/challenge the learning of those who already know it?	Funding Sources: 199 - General Funds				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

## Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success

**Performance Objective 1:** At least 60% of Special Education students meet standard on STAAR in Reading and Writing according to the 2016 STAAR Test. 2015 - Reading 59%, Writing 35% (STAAR tests in grades 3-8 Mathematics were not used in 2014-15 State Accountability calculations )






**Summative Evaluation:** Spring 2016 STAAR Test

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p><b>System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Special Education staff will develop a plan for the roles, expectations, and desired skills of Special Education teachers to include: student tracking, inclusion support and study skills/tutorial process.</p>	<p>Special Education Team Leader, Special Education teachers, Administrators</p>	<p>Agenda from Special Education dept meetings.</p> <p>Written plan/schedule for all SPED staff including Instructional Assistants.</p>			
Funding Sources: 199 - General Funds					
<p><b>System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Collaboration and planning between general education teachers and special education teachers will take place weekly. Teachers will utilize Eduphoria, Quintiles, and IEP's to provide targeted instruction.</p>	<p>Gen Ed Teachers, SPED CoTeach, Inclusion and Resource Teachers, Administrators, Tech facilitators, Curriculum facilitators</p>	<p>Agenda from weekly planning meetings.</p> <p>Tools and data created such as Quintiles and tracking sheets</p>			
Funding Sources: 199 - General Funds					
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>					

**Goal 2:** Eliminating the Gap: Students achieve at high levels without economics determining success

**Performance Objective 2:** Increase the percent of Economically Disadvantaged and Hispanic students meeting advanced (Index 3) by 3 percentage points according to the 2016 STAAR Test. 2015 - Reading (25%/36%) Writing (17%/28%) Science (15%/30%) Social Studies (14%/17%) (STAAR tests in grades 3-8 Mathematics were not used in 2014-15 State Accountability calculations )

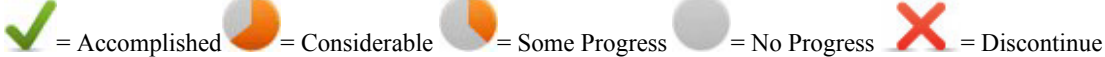
**Summative Evaluation:** Spring 2016 STAAR Test

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p><b>System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Campus data will be analyzed. Student data trackers will be created and utilized by teachers, counselors, and administrators. Teachers will look at subgroup data to help track progress.</p>	Administrators, Counselors, Teachers	Teachers are using student data trackers during team and department meetings to track progress.			
Funding Sources: 199 - General Funds					
<p>2) RtI process will be utilized to target students and goals/plans/progress monitoring will be established. Students will be made aware of their goals and will help track their progress.</p>	Administrators, Teachers	<p>RtI data in Eduphoria.</p> <p>Agenda from RtI Meetings.</p> <p>Students and teachers tracking progress.</p>			
Funding Sources: 199 - General Funds					
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>					

### Goal 3: Student Learning Behaviors: Students own their learning

**Performance Objective 1:** 80% of FSMS students will indicate they "strongly agree" and "agree" on the student survey question, "I know my learning goals and track my progress throughout the year" on the Spring 2016 SLB Survey. (2015 - 75%)

**Summative Evaluation:** Spring 2016 SLB Survey






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Continued focus on Goal Setting/Tracking Progress through article readings, video clips, on-line resources, and examples from our district curriculum facilitators.	Administrators, Teachers, Tech Facilitators, Librarian, District Curriculum Facilitators	Agenda from Staff Development (BOY Inservice, Early Release, Staff Dev. Days)). Agenda from Facilitator meetings with teachers.			
Funding Sources: 199 - General Funds					
<b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 2	Administrators, Leadership Team and all Teachers	Agendas from grade level Dept. Meetings. Agenda from Vertical Dept. meetings from Early Release days.			
2) Teachers will collaborate and share examples of processes and systems for Goal Setting/Tracking Progress as they each create their own system for students to set goals and track progress.	Funding Sources: 199 - General Funds				
3) Teachers will create a QR Code Form and campus Learning Walks will be implemented with a focus on giving feedback around Goal Setting/Tracking Progress.	Administrators, Librarian, Teach Facilitators, and All Teachers	Teacher created QR Codes will be posted in every classroom. Administrators and Teachers will engage in Learning Walks in order to give feedback to teachers.			
Funding Sources: 199 - General Funds					
					



**Goal 3:** Student Learning Behaviors: Students own their learning

**Performance Objective 2:** 82% of FSMS students will indicate they "strongly agree" and "agree" on the student survey question, "I feel challenged to learn as much as I can in class" on the Spring 2016 SLB Survey. (2015 - 77%)


**Summative Evaluation:** Spring 2016 SLB Survey

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p><b>System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b></p> <p>CSF 1</p> <p>1) Teachers will focus on increasing engagement/discourse, levels of questioning, and utilize the use of Learning Targets to leverage higher level thinking and learning experiences for students.</p>	<p>Teachers, Administrators, Curriculum Facilitators</p>	<p>Learning Targets posted match the student learning.</p> <p>Agenda from professional development and PLC meetings.</p> <p>District facilitator/teacher meetings.</p>			
			Funding Sources: 199 - General Funds		
<p>2) Teachers will utilize PLC Department meetings to create high level formative and summative assessments.</p>	<p>Teachers, Administrators, Curriculum Facilitators</p>	<p>Agendas from PLC Dept. Meetings and Curriculum Facilitator/Teacher Meetings.</p> <p>Examples of teacher created formative and summative assessments.</p>			
			Funding Sources: 199 - General Funds		
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>					

**Goal 4: Whole Student: Students are healthy, safe and engaged**

**Performance Objective 1:** Earn the distinction of "No Place for Hate" for year four by meeting the required criteria for 2015-2016.


**Summative Evaluation:** Successful completion of the No Place For Hate requirements

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) C2/No Place For Hate Club will meet regularly to promote a Culture of Kindness. The Club will promote at least three school wide campus activities and complete the necessary documentation to become a No Place For Hate campus.	C2 Club Sponsor, Counselors, Administrators, Teachers, Students	All Staff and Students will sign the Resolution of Respect.			
					

**Goal 4: Whole Student:** Students are healthy, safe and engaged






**Performance Objective 2:** At least 95% of FSMS parents will respond "strongly agree" or "agree" to the parent survey question, "The campus provides a safe and supportive learning environment for my child" on the Spring 2016 District Survey. (2015 - 91%)

**Summative Evaluation:** Spring 2016 SLB Survey

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Campus will continue to focus on and implement emergency plans/drills, tabletop drills, drug dog searches, drug and alcohol referrals via CAPP counselors, counselor guidance lessons, discipline management system, and bully prevention presentations. Anonymous Alert system will be implemented.	Administrators, Counselors, Teachers, Parents	Data from Anonymous Alerts, Discipline Referrals, and Emergency Drills.			
		Agendas from staff meetings and team meetings.  Agendas from guidance lessons and bully prevention presentations.			
Funding Sources: 199 - General Funds					
2) Administrators, counselors, and teachers will be highly visible before and after school, during lunches and passing periods. Additional cameras have been added campus wide. School will communicate safety priorities to parents.	Administrators, Counselors, Teachers	Weekly News From The Principal newsletters.			
		Agenda from Site-Based Meetings and PTA Meetings.  Teacher duty schedule and duty descriptions distributed.			
Funding Sources: 199 - General Funds					
3) Communication between home and school will be strengthened through Weekly Insider E-mails, Daily Planners, Team E-mails, Remind Messages, Websites, PTA, Booster Club, Campus Site-Based Committee, and our Volunteer Programs.	Administrators, Parents, Teachers	Examples of Weekly News From The Principal E-mails, Team E-mails, Remind Messages, PTA and Site Based Agendas, School and Teacher Websites. Planners will be utilized daily in all classes.			
					

**Goal 4: Whole Student:** Students are healthy, safe and engaged

**Performance Objective 3:** Implement a sustainable coordinated school health system that provides wellness tools and resources that promotes the long-term development and success of the whole child.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Fitnessgram results will be administered and analyzed	PE Teacher, Principal, Campus CATCH Team	Fitnessgram Test Results			
Funding Sources: 199 - General Funds					
2) Provide students with the required amount of moderate to vigorous physical activity in PE class	PE Teacher and Principal	Campus Class Schedule, PE Lesson Plans			
Funding Sources: 199 - General Funds					
3) Establish goals and objectives for a CATCH (Coordinated Approach to Child Health) plan using Fitnessgram, student performance, demographic and instructional data and recommendations from the district SHAC (School Health Advisory Council)	Campus CATCH Team	Evaluation of Campus CATCH Plan			
Funding Sources: 199 - General Funds					
4) PE Classes must provide the following: opportunity for enjoyable participation in physical activity, health education instruction and, a safe social-emotional environment.	PE Teacher	Student performance, Fitnessgram data, Campus CATCH Plan evaluation			
Funding Sources: 199 - General Funds					
5) Campus shall attempt to staff PE classes at a student to adult ratio of 45 to 1 or must develop a safety plan	Principal	Campus Class Schedule			
Funding Sources: 199 - General Funds					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	4	Continue building high functioning Professional Learning Communities where teachers have a planned focus on the 4 critical questions: 1. What do our students need to learn? 2. How will we know they have learned it? 3. What will we do if they don't learn it? 4. How will we extend/challenge the learning of those who already know it?
2	1	1	Special Education staff will develop a plan for the roles, expectations, and desired skills of Special Education teachers to include: student tracking, inclusion support and study skills/tutorial process.
2	1	2	Collaboration and planning between general education teachers and special education teachers will take place weekly. Teachers will utilize Eduphoria, Quintiles, and IEP's to provide targeted instruction.
2	2	1	Campus data will be analyzed. Student data trackers will be created and utilized by teachers, counselors, and administrators. Teachers will look at subgroup data to help track progress.
3	1	2	Teachers will collaborate and share examples of processes and systems for Goal Setting/Tracking Progress as they each create their own system for students to set goals and track progress.
3	2	1	Teachers will focus on increasing engagement/discourse, levels of questioning, and utilize the use of Learning Targets to leverage higher level thinking and learning experiences for students.

# Addendums

**048 STILES MIDDLE SCHOOL**  
**Campus Demographic Summary**  
**2015 - 2016 School Year**  
Principal: SUSAN COLE

Teaching Staff				
Total	Average Years Experience	New to District	New to Profession	New to Campus
68	11.0	8	3	6

Grade	Total	%
06	381	36.4%
07	341	32.6%
08	324	31.0%
<b>Campus Total</b>	1,046	

Economically Disadvantaged		
N	953	91.1%
Y	93	8.9%

Students with Disabilities		
N	915	87.5%
Y	131	12.5%

At Risk Students		
N	647	61.9%
Y	399	38.1%

Ethnicity		
ASIAN	103	9.8%
BLACK	28	2.7%
HISPANIC/LATINO	204	19.5%
AMERICAN INDIAN	1	0.1%
TWO OR MORE RACES (MULTI)	44	4.2%
WHITE	666	63.7%

Gender		
FEMALE	515	49.2%
MALE	531	50.8%

Gifted and Talented		
N	754	72.1%
Y	292	27.9%

English Language Learners		
N	1,034	98.9%
Y	12	1.1%

Students in Bilingual Program		
N	1,046	100.0%

Students in ESL program		
N	1,034	98.9%
Y	12	1.1%

FSMS (048)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
Student Learning Behaviors	Student ownership of learning Lesson design	At least 96% of students will indicate they "strongly agree" and "agree" that they understand what they are learning and why it's important on the Spring 2015 SLB Survey. (2014 - 94%)	Did Not Meet Goal - 94.5%	Continue focus on 3-4 part Learning Target
	Supportive learning environment	At least 83% of the teachers will indicate they "strongly agree" and "agree" that students set learning goals and track progress throughout the year on the Spring 2015 SLB Survey. (2014 - 78%)	Met Goal - 92%	Continue goal setting/tracking progress systems created
Eliminating the Achievement Gap	Essential learning aligned to TEKS Learner engagement	Increase the % of Eco-Dis and Hispanic students meeting advanced (Index 3) by 3 percentage points. 2014 - Reading (28%/31%) Math (25%/24%) Writing (20%/25%) Science (15%/20%) Social Studies (10%/20%)	Met Goal - Hispanic Rdg 36%, Math 54%, and Sci 30% and Eco-Dis SS 14%. Did Not Meet Goal - Hispanic Wrtg 28% and SS 17%. Eco-Dis Rdg 25%, Wrtg 17%, and Sci 15%.	Focus on challenge and rigor - common assessments more rigorous - cross curricular and vertical planning
	Data analysis and goal setting Plan for intervention / challenge			
College and Career Readiness	Learner engagement	Increase the Level III (advanced) STAAR percentages by 5 percentage points for the 2015 Spring Administration for all tests. (2014 - 6th math (11%), 7th math (26%), 8th math (24%), Alg. (75%), 6th rdg (37%), 7th rdg (39%), 8th rdg (49%), writing (26%), 8th Sci (29%), 8th SS (26%)	Met Goal - (7thWrtg-33%) (6thMath-28%) Did Not Meet Goal - (6thRdg-35%) (7thRdg-39%)(8thRdg-46%) (7thMath-12%) (8thMath-23%) (8thSci-29%) (8thSS-23%)	Focus on challenge and rigor - Relate to AVID higher level questions
	High yield strategies			
	Essential learning aligned to TEKS	Increase STAAR postsecondary readiness scores (Index 4) for all students by at least 5 percentage points to 65%. (2014 - 60%)	Did Not Meet Goal -59.3%	More kids in advanced courses
	Data analysis and goal setting	Increase 8th grade ReadStep (On Track to be College and Career Ready) results by at least 5 percentage points to 63%. (2013-14 58%)	Did Not Meet Goal - 57.5% - We were 10% points higher than district avg.	PSAT Tests will be given in 15-16 - Encourage kids to take more advanced courses - focus on challenge and rigor campus wide



FSMS (048)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
Focus on Whole Student	Supportive learning environment Student ownership of learning Collaboration (Student)	Earn the distinction of "No Place For Hate" for year three by meeting the required criteria for 2014-2015.	Met Goal - Earned NPFH distinction for 3rd year	Continue C2 Club - grow the club - continue focus on culture of kindness
		At least 95% of students will respond "strongly agree" or "agree" to the Spring district survey questions of feeling safe in the classroom and on campus. (2013-14 - Classroom 94%/ Campus 94%)	Met Goal - 95% Classroom Did Not Meet Goal - 94% Campus (missed by 1% point)	Continue AA, Girl Talk Club, C2, Grade level Training/Lessons by AP's and Counselor, School Wide Assembly