

# **Brazosport Independent School District**

## **Grady Rasco Middle School**

### **2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Mission Statement

The mission of Rasco Middle School is to provide a nurturing atmosphere where all students can learn, gain confidence, and explore opportunities.

## Vision

"Teach the mind and touch the heart."

## Value Statement

We believe that learning requires the commitment and effort of a team including parents, students, school and community.

We go the extra mile to promote student success.

We are team players who work collaboratively to solve problems with positive attitudes.

We believe that every child is a unique individual, and the school exists for the benefit of each student to learn and grow.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Grady Rasco Middle School is one of 19 campuses in Brazosport Independent School District. Rasco opened its doors in 1995 and now serves 861 students in grades 5 and 6. Enrollment is up from last year by 6% and the student population includes: 58% American Indian or Alaskan Native, 5.9% African American, 1.62 % Asian, 50.29% Caucasian, 37.8% Hispanic, .12% Hawaiian or Pacific Islander, and 3.7% two or more races. Rasco consists of 51% males and 49% females.

There are 303 students identified as At Risk and 43% of students are identified as low socioeconomic status. Rasco Middle School has 37 students identified as Limited English Proficient and there are 113 identified students in the Gifted and Talented program (which is an increase of 3 students from last year). There are 85 students identified for 504 support and 67 students receiving Special Education services.

### Demographics Strengths

- Student attendance remains high (96.1%)
- Enrollment remained steady after a slight decrease in class size from the previous year. ( 811 in 2016; 861 in 2017; 818 in 2018)
- Number of gifted and talented students increased by 3 students

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Number of students identified as 504 continues to increase (49 students in 2015; 61 students in 2016; 85 students in 2017; 93 students in 2018) **Root Cause:** 504 eligibility has increased (TEA guidelines)

**Problem Statement 2:** Approximately 48% of students are economically disadvantaged (36% in 2015; 41% in 2016, 43% in 2017 48% 2018) **Root Cause:** Students continue to be impacted by economic issues out of our control.

**Problem Statement 3:** Students on free meals are more than 1% point lower in attendance than the rest of the Rasco population. **Root Cause:** The lack of educational opportunity and explanation of school importance has been lacking and needs to be targeted more than just during Title I Parental meetings.

**Problem Statement 4:** Enrollment has fluctuated over the years making it difficult to project the number of students. **Root Cause:** The transient nature of

our families from the local businesses and Harvey have created the fluctuation of enrollment from year to year.

# Student Achievement

## Student Achievement Summary

Rasco Middle School data shows that we continue to have strong performances in Math, Reading, and Science in the Caucasian and Asian populations. However, the Special Education and LEP students, and the African American and Economically Disadvantaged student groups, continue to struggle in these areas. Social Studies does not have a state assessment and must rely on campus based assessments to determine mastery of content. Attention must be paid to insure these assessments are delivered with fidelity to our students.

### April 2018 STAAR Mathematics, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
Grady B. Rasco Middle	375	24.35	1630.03	67.65%	84.27%	51.73%	28%
Economic Disadvantage	187	22.82	1599.21	63.40%	78.61%	41.71%	21.93%
American Indian/Alaskan Native	2	27.5	1704.5	76%	100%	50%	50%
Asian	9	27.78	1711.56	77.11%	88.89%	66.67%	44.44%
Black/African American	18	22.72	1598	63.11%	72.22%	44.44%	27.78%
Hispanic	162	23.64	1614.01	65.69%	83.95%	46.91%	22.84%
Native Hawaiian/Pacific Islander	1	19	1529	53%	100%	0%	0%
Two or More Races	7	23.71	1607	66%	85.71%	57.14%	14.29%
White	176	25.02	1644.53	69.48%	85.23%	56.25%	32.39%
Female	197	24.35	1627.69	67.66%	83.76%	52.79%	26.90%
Male	178	24.35	1632.62	67.63%	84.83%	50.56%	29.21%
First Year of Monitoring	3	20.33	1548	56.67%	100%	0%	0%
LEP	16	18.94	1532.13	52.69%	68.75%	18.75%	6.25%
Second Year of Monitoring	10	28.7	1709.5	79.60%	100%	90%	40%
Special Ed Indicator	24	15.42	1477.46	42.92%	41.67%	0%	0%

### April 2018 STAAR Reading, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
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Grady B. Rasco Middle	378	26.25	1576.2	69.03%	76.98%	50%	26.46%
Economic Disadvantage	190	24.15	1537.87	63.49%	69.47%	37.37%	19.47%
American Indian/Alaskan Native	2	25.5	1546	67.50%	50%	50%	0%
Asian	9	29.78	1646.44	78.44%	88.89%	66.67%	33.33%
Black/African American	18	26.11	1567.22	68.67%	77.78%	55.56%	27.78%
Hispanic	163	25.09	1552.74	66.01%	71.78%	42.33%	21.47%
Native Hawaiian/Pacific Islander	1	15	1396	39%	0%	0%	0%
Two or More Races	7	25	1545.43	65.71%	71.43%	57.14%	14.29%
White	178	27.26	1597.61	71.68%	82.02%	55.62%	31.46%
Female	198	26.94	1591.34	70.85%	79.29%	53.03%	31.82%
Male	180	25.48	1559.54	67.03%	74.44%	46.67%	20.56%
First Year of Monitoring	3	24.33	1520.67	64%	100%	0%	0%
LEP	16	17.94	1432.63	47.25%	37.50%	6.25%	0%
Second Year of Monitoring	10	30.5	1643.6	80.20%	100%	80%	20%
Special Ed Indicator	24	14.33	1379.79	37.67%	29.17%	4.17%	0%

#### May 2018 STAAR Science, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
Grady B. Rasco Middle	380	24.74	3824.91	68.71%	76.32%	36.58%	13.42%
Economic Disadvantage	191	22.79	3679.94	63.29%	65.97%	24.08%	7.85%
American Indian/Alaskan Native	2	27.5	4263	76.50%	50%	50%	50%
Asian	9	28.44	4098	79.22%	88.89%	55.56%	44.44%
Black/African American	18	24.28	3774.17	67.33%	72.22%	44.44%	5.56%
Hispanic	164	23.17	3700.79	64.35%	67.07%	26.83%	4.88%
Native Hawaiian/Pacific Islander	1	16	3241	44%	0%	0%	0%
Two or More Races	7	23.71	3734.86	66%	85.71%	28.57%	14.29%
White	179	26.1	3931.89	72.47%	84.92%	44.13%	20.11%
Female	199	24.38	3801.6	67.72%	70.85%	35.68%	14.07%
Male	181	25.13	3850.54	69.80%	82.32%	37.57%	12.71%
First Year of Monitoring	3	23	3657.33	64%	66.67%	0%	0%
LEP	16	19.94	3478.56	55.31%	50%	12.50%	0%
Second Year of Monitoring	10	28.3	4033.9	78.50%	100%	50%	10%
Special Ed Indicator	25	17.96	3339.96	49.92%	36%	8%	0%

May 2018 STAAR Mathematics, Grade 6

	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
Grady B. Rasco Middle	427	20.42	1630.99	53.74%	76.35%	40.52%	14.52%
Economic Disadvantage	206	17.85	1592.18	46.95%	66.50%	27.18%	7.28%
American Indian/Alaskan Native	6	22.33	1658	58.67%	83.33%	50%	16.67%
Asian	8	23.5	1702.13	61.88%	100%	37.50%	25%
Black/African American	25	16.32	1568.84	42.92%	56%	16%	4%
Hispanic	174	18.91	1608.94	49.73%	69.54%	33.91%	10.34%
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-
Two or More Races	13	21.54	1652.69	56.69%	76.92%	30.77%	23.08%
White	201	21.99	1652.76	57.89%	83.58%	49.75%	18.41%
Female	212	19.93	1622.84	52.45%	76.42%	36.32%	11.79%
Male	215	20.91	1639.02	55%	76.28%	44.65%	17.21%
First Year of Monitoring	2	20.5	1624.5	53.50%	100%	50%	0%
LEP	15	15.6	1574.73	41%	60%	20%	6.67%
Second Year of Monitoring	9	25.67	1706.78	67.44%	100%	55.56%	33.33%
Special Ed Indicator	26	11.85	1505.12	31.15%	23.08%	7.69%	0%

May 2018 STAAR Reading, Grade 6

	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
Grady B. Rasco Middle	428	25.72	1572.15	64.57%	65.19%	34.58%	15.19%
Economic Disadvantage	206	22.94	1528.64	57.61%	48.54%	23.79%	9.22%
American Indian/Alaskan Native	6	26	1566	65.33%	66.67%	33.33%	0%
Asian	8	30	1634.38	75.38%	75%	75%	25%
Black/African American	25	22.2	1515.2	55.72%	48%	16%	8%
Hispanic	175	23.89	1542.97	59.97%	53.71%	24.57%	12%
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-
Two or More Races	13	27.77	1613.77	69.69%	84.62%	38.46%	30.77%
White	201	27.45	1599.65	68.89%	75.62%	43.78%	17.91%
Female	212	26.73	1589.18	67.10%	69.81%	39.15%	19.34%



Male	216	24.74	1555.43	62.09%	60.65%	30.09%	11.11%
First Year of Monitoring	2	21	1494.5	53%	50%	0%	0%
LEP	15	19	1472.07	47.80%	26.67%	13.33%	6.67%
Second Year of Monitoring	9	29.89	1632.44	75%	88.89%	55.56%	22.22%
Special Ed Indicator	26	14	1401.85	35.23%	11.54%	7.69%	3.85%

### Student Achievement Strengths

- Only 6% of 5th grade math students and 9% of 6th grade math students are on Urgent Intervention based on EOY Star screener
- 6th Grade Math showed a 1.2 years growth overall (420 students).
- Rasco Students scored highest in the district on the 5th grade math Mock STAAR at 66.7%, 5th grade reading Mock STAAR with 65.96%.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** SPED students continue to be low performing on Mock STAAR: Reading (5th grade 7.69%, 6th 8%), Math (5th 7.69%, 6th 19.29%), Science (5th 24%) **Root Cause:** Students need to receive further supports in curriculum to address severe deficits.

**Problem Statement 2:** 55% of 5th grade reading students are below benchmark with 15% of them at Urgent Intervention level based on MOY Star screener **Root Cause:** Students continue to need assistance in the area of Reading.

**Problem Statement 3:** 62% of 6th grade reading students are below benchmark with 15% of them at Urgent Intervention level based on BOY Star screener **Root Cause:** Students continue to need assistance in the area of Reading.

**Problem Statement 4:** LEP students continue to be low performing on Mock STAAR: Reading (5th 29.41%, 6th 28.57%), Math (5th 29%, 6th 33.33%), Science (5th 43.75%) **Root Cause:** Students need to receive further supports in curriculum and language acquisition to address severe deficits.

**Problem Statement 5:** Less than 10% of students scored commended on the 5 Mock STAAR tests with the exception of 5th grade Reading (13.72%) and 6th grade Reading (10.07%) **Root Cause:** There is a need to raise the rigor level of our SEARCH/GT Classes.

**Problem Statement 6:** AA and Economically Disadvantaged students performed below the school averages on all Mock STAAR tests **Root Cause:** Students need to receive further supports in curriculum to address severe deficits.

# School Culture and Climate

## School Culture and Climate Summary

Rasco MS has established a Positive Behavior Support (PBIS) team that analyzes data and addresses areas of need that will maintain Rasco's positive atmosphere and recognize teachers and students on a job well done. PBIS has defined the purpose of Empowering Students, Staff, and Parents by Promoting a Positive School Climate.

The PBIS team consists of members including the principal, assistant principal, who will have met ten times during the school year. SWIS is used to track discipline data and helps administrators adjust staffing in locations and times of the school year. It also allows the team to assess the effectiveness of campus behavior procedures

In general, Rasco seems to have a positive vibe around campus. The students, staff and parents provided feedback through a district survey which was mostly positive. We believe this is due to campus processes in place to make the school safe and successful. We have a strong and committed staff who want only the best for our students.

This year we have tried new ways to reach students at risk by allowing each core teacher to tutor once weekly during Rocket Hour and have found successful with many students. This was used to reach those students that are unable to stay after school. RTI and Tutorials started much earlier this year in the fall with adjustments made to rotations as needed.

Rasco offers a variety of clubs and extracurricular activities for the students including: Mission Specialist, Robotics, Comic Book Club, Kingdom Builders, Rasco Rhythm, You Be the Chemist, Name That Book Challenge, Geography Bee, many UIL Events/Competition and Student Council.

In addition, we are still seeing a decline in parent and student involvement. We know and understand the importance of looking at ways in which to involve parents in our campus events as well as how they can help to support their child and their education.

On a positive note, we have had an increase in community involvement adding Dow volunteers, Kohls volunteers, Reading Therapy Dogs once a month, Kohl's volunteers, Backpack Buddies, donations for Robotics Clubs, and donations from State Farms with school supplies.

## School Culture and Climate Strengths

- - 68% of students were satisfied with their school experience and a high majority of students find classes interesting.
  - 77% of students say that the assignments were clear and a high majority felt that the assessments were relevant to what they are learning.

- Students are extremely satisfied with their teachers with 75% saying teacher presentations are clear and a high majority saying the grading policy is fair.
- 91% say the teaching approach is effective and a high majority feel teachers are open minded. 91% feel teachers are knowledgeable.
- 89% said that teachers facilitate their understand of the material but we are unsure of the validity of the question due to student understanding.
- 85% of students feel satisfied with their effort in class and a high majority feel they learn a lot in class. 81% enjoy their classes.
- Rasco's attendance goal for the year is 96.6%. We are currently averaging 96.55% so we are meeting our yearly goal so far.
- 86% of parents surveyed feel welcome at Rasco.
- 89% of parents surveyed feel Rasco is clean and well-maintained.
- 80% of parents surveyed feel that their children's bus drivers are respectful of students.
- 84% of parents surveyed believe that the student code of conduct is clearly conveyed.
- 77% of parents surveyed answered that their children have never seen alcohol or drugs at school.
- 78% of parents surveyed feel that their children feel safe at school.
- Write up numbers have remained fairly the same from last year to this year.
- Community involvement has increased with DOW volunteers once a week, Kohl's volunteers when available, Backpack Buddies, donations for Robotics Clubs, CH2M involvement in STEM lessons.

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Defiance/insubordination is the top write up reason despite PBIS focused lessons being utilized **Root Cause:** Are expectations clearly defined as well as disciplinary rules/regulations-this should be covered by students and parents alike

**Problem Statement 2:** More consistency with teams (hall presence, catching dress code violations, cell phones etc)-systems are in place but is everyone following or enforcing -there is a need for everyone's commitment and "buy in" (ALL MEANS ALL) **Root Cause:** Monitoring of staff during class change by administrators; Address staff appropriately when there is a lack of

**Problem Statement 3:** The largest population of parents surveyed have children who are enrolled in GT classes. There is not much parent participation from parents with 504, SpEd, or ESL students.

**Problem Statement 4:** 47% of parents feel that Rasco is teaching them skills they can use to support their child's learning **Root Cause:** While evening events were offered by the campus, we need to great the focus of the evening events towards parent interests.

**Problem Statement 5:** Decline in watchdog involvement **Root Cause:** Despite parent meetings, we have fewer fathers and/or male parent figures that are able to take a full day of work off to be on our campus.

**Problem Statement 6:** Parent involvement has decreased and student involvement in extracurricular and elective programs have decreased. **Root Cause:** More parents work during the school day and do not get off prior to our end of day events.

**Problem Statement 7:** There is a need for staff/teachers to consistently utilize all student/academic initiatives year round **Root Cause:** Lack of communication and training for initiatives and programs (behavioral, etc.)

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

For the investigation into the quality, recruitment and retention of staff at Rasco Middle School the committee collected data through a staff survey and then analyzed the responses to identify the strengths and areas of concern for our campus.

The committee found that 56.8% of respondents have worked at Rasco for five years or less, with 17.64% of this group being in their first year on this campus. Similarly, 50.9% of the staff have less than five years of teaching experience. Retaining these personnel should be a priority for the improvement of instructional skills and campus mission continuity. There has been some flux in the retention rate the past two years.

When reviewing T-Tess data, the committee identified three areas of high teacher performance and three areas for growth. High student engagement, active participation and monitoring, and effective behavior management were observed during administrator walkthroughs 88%, 75%, and 84% of the time respectively. Areas of potential concern included relevant, meaningful learning, higher order questions, collaboration and rapport, and higher order thinking teacher/student dialog. These were documented in 52%, 27%, 58% and 33% of walkthroughs. Areas of stability and/or improvement include high student expectations rising maintaining 51%. Real world application was at 39%. Monitors and adjusts instruction- from 21% to 27%.

In the survey data we also found multiple areas of strength. 24.4% of Rasco's staff have a Master's Degree (the state average is 23.6%) and 59.2% have pursued non-mandatory professional development within the past year. Additionally, 40% of our staff have more than five years teaching experience. When examining trends in employee retention, the survey data indicated that 63.3% of our staff have taught on this campus for six or more years and 32.7% obtained their positions through a referral from a friend or colleague. This may support the notion that Rasco maintains a positive image among the local education community.

## Staff Quality, Recruitment, and Retention Strengths

- Over 63.3% of staff have more than 5 years teaching experience.
- Nearly 59.2% of staff members have pursued non-mandatory professional development within the past year.
- Over 24.4% of staff have their Master's Degree.
- According to walkthrough data 88% of students were actively engaged.
- 8.3% of Rasco teachers are new to the campus. (58.3% have been at Rasco less than 5 years)
- Teachers hold a variety of certifications to better serve a diverse student population.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** More Teacher/Student dialog for higher order thinking **Root Cause:** Continued professional development for staff to incorporate high rigor/questioning into lessons.

**Problem Statement 2:** Need a more diverse staff **Root Cause:** As student demographics/diversity increases students need to have more diverse/cultural representation

**Problem Statement 3:** Continued need for high academic expectations at all levels. **Root Cause:** Continued professional development for staff to incorporate high rigor/questioning, and strategies into lessons.

**Problem Statement 4:** 50.9% of staff has 5 years or less teaching experience. This is up from only 31.3% from the previous year. **Root Cause:** Rasco lost several staff members to moves at the end of the 2017 school year.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The members of the Curriculum, Instruction, & Assessment group used data from campus unit assessments (all subject areas), Mock STAAR (ELA & Math), Star Screener (ELA & Math), and District CBAs (all subject areas) to determine strengths and areas of concern. Math and ELA have administered a minimum of 2 Star Screeners to date (BOY and MOY). Math and ELA have also each completed 1 CBA, 1 Mock STAAR, and several campus unit assessments. Science has completed 2 CBAs, 1 Mock STAAR, and several campus unit assessments. Social Studies has completed 2 CBAs and several campus unit assessments. On a campus level, each department creates their own campus-based assessment using the test bank provided in Eduphoria. This is used to get data across the teams on campus and to maintain consistency across the campus with the assessing of students.

Rasco has continued advanced tutoring based on last year's STAAR scores, BOY and MOY Star Screeners, Fall Benchmark, CBAs, and Mock STAARs in the hopes of assisting students in excelling on the state tests.

All teachers at Rasco are planning lessons aligned with their the district's scope and sequence, as well as the state standards. All teachers at Rasco are providing both a Language Objective and Learning Objective in visible, student-understood terms daily.

For the second year, Rasco implemented "Rocket Hour" which is designed for extended learning. Each department is able to provide additional tutoring one day a week. For students not receiving tutoring, students are given time to use various programs to enrich their learning such as: I-Station, ST Math, ALEKS, and Learning.com.

## Curriculum, Instruction, and Assessment Strengths

Continued Programs:

- Rocket Hour-Weekly teacher tutorials in each of the 4 core classes and students work on academic programs (i Station or Aleks)
- ZAP - Great for ensuring that students are completing and turning in work during the school day

6th grade Math Mock STAAR:

- 66.47% of all 6th graders passed
- LEP 1st year monitoring - 50% Passed (0% passed in 2016)
- Female students – 67.37% passed
- Male – 65.5% passed
- Asian – 81.25% passed
- Native Hawaiian/Pacific Islander – 33.3% passed
- African/American - 51% passed

- SPED – 13.5% passed
- 2 or more races – 60.43% passed

6th Grade Math: Star Screener:

- Average Scale Score growth of 41 points - from 723 (BOY) to 764 (EOY)
- Grade Equivalency growth of 1.2 (14 months) - from 6.1 (BOY) to 7.3 (MOY)

2016 May STAAR Test (current 6th grade students, 5th grade data)

- Out of 405 students tested - 72.1% passed the first testing date (March)
- Out of 114 students tested - 44.74% passed the second test date (May)

6th Grade Math:

- ReCap Homework: Weekly problems given on Monday, due on Friday. We continue to spiral curriculum to avoid any lengthy time periods between concepts taught. It was a challenge making up time and covering material due to severe weather at the beginning of the school year.
- Interactive Math Journals: Students maintain their own journal and use them daily to refresh concepts, do homework, and classwork assignment.

Early RTI Placement: Students were identified at the beginning of the school year for needing interventions.

- 6th grade Reading students were assigned a class period with the reading interventionist.
- 6th grade math students were pulled from class as well as PE.
- The majority of 5th grade math and reading students came from PE twice a week. A few were seen during a 30 minute block that was arranged with their teachers.

RTI: When progress monitoring students, the star screener was used. The majority of the students increased their scores on the screener showing they are making gains in their learning.

- 6th grade reading - 81.5% of students showed growth
- 6th grade math - 86.7% of students showed growth

5th Grade ELA - Mock STAAR

- Two or More Races – 83.7% passed
- First Year of Monitoring – 83.3% passed

2018 Mock STAAR (21 of the 36 questions had not been taught to students) :



- 67.64% of all students passed all 3 Mock STAAR exams
- 72.7% of white passed
- 83.79% of Asian passed
- Female students- 68.4% passed
- First Year Monitor – 55.5% passed

Math Curriculum still in place that we feel have improved scores overall:

- Interactive Math Journals: Students maintain their own journal and use them daily to refresh concepts, take notes, and refer to when preparing for a test.
- Warm-ups in which we spiral back on skills already taught to help keep it fresh on their minds and close the gaps.

Science:

- Asian and White sub-populations continue to be the highest scoring, with the Asian population exceeding the white population by a large margin.
- 5th Grade: CBA - White: 76.83% passed
- 5th Grade Mock STAAR (Math, Science) – American Indian/Alaskan Native- 100% passed; Asian- 88.89%

Co-Teach / Inclusion Support

- 5th Grade ELA & Math - One co-teacher is used for both teams with a co-teach class. The consistency of this has been very helpful. Teachers like having the same co-teacher, at minimum, per team to help in getting to know the strengths/weaknesses of students and to help in building relationships with the students.
- 5th Grade Science & Social Studies - They have an inclusion-supported aide for the entire class period instead of 25 minutes. This has been very helpful!
- 6th Grade Math & Reading - They have two teachers designated as co-teachers and work together for the entire day. These two teachers have smaller class sizes and are able to work in smaller groups with the students needing it the most. Teachers feel that this has been very helpful this year.

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** District CBA, Mock-There is a wide gap between LEP and the other races in scores. Special Education needs to be having more success in 5th grade math **Root Cause:** Continued supports are needed for teachers- further training- ELL Strategies.

**Problem Statement 2:** 6th Grade Math: There are still large gaps in scores between races (White, African American, Hispanic, & 2 or more races). **Root Cause:** Continued effort to intervene early with our struggling students.

**Problem Statement 3:** 5th & 6th Grade Math: SPED students are not having as much success as we would like. **Root Cause:** Students are behind

academically and we need stronger CT and Resource supports.

**Problem Statement 4:** 5th Grade Math - STAAR: African American - 51% passed LEP - 42% passed SPED - 37.68 % passed **Root Cause:** Students are behind academically and we need stronger/earlier intervention and supports.

**Problem Statement 5:** 5th Grade Reading - STAAR: African American - 50% passed LEP - 35.7% passed SPED - 12% passed **Root Cause:** Students are behind academically and we need stronger/earlier intervention and supports.

**Problem Statement 6:** 2018 Mock STAAR We still have too large of a gap in scores between white, African/American, and Hispanic Students. Special Ed. students are not having as much success as we would like. **Root Cause:** Students are behind academically and we need stronger/earlier intervention and supports.

# Parent and Community Engagement

## Parent and Community Engagement Summary

A Community and Family Involvement Team is in place at Rasco Middle School that identify ways for parents to be involved. An active PTO with 106 members is also in place. The PTO provides a multitude of programs, resources, and services, such as two Jamboree Festivals (Fall and Spring) for all students, monthly "Popcorn Fridays", as well as many fund raising efforts. We are in our second year of our partnership with Kohl's department store who have their volunteers come to our campus for several events throughout the year. This endeavor is somewhat down from last year as Kohl's has expanded their volunteer efforts throughout the community.

We had four events in the fall that allowed for parent involvement to include: Move-To-The-Middle, Meet-the-Teacher, BOY parent/team meetings, Title I parent meeting night, Band Open House, Fine Arts Open House (which was held during Public School Week), Band Gator Festival/Kemah Field Trip, and the Watch

Dogs Kickoff Party. Field Trips are also a way parents can be involved. The 5th grade Science teams attend a fall event at the local Brazosport College Planetarium. There are also two field trips which were planned for each grade level. This year the 6th graders went to the Houston Museum of Natural Science and the 5th graders traveled to the Varner Hogg Plantation. DOW continued to sponsor "You Be The Chemist", which allows parents the opportunity to attend/volunteer for study sessions/events on weekends and to volunteer for the test event at Brazosport College. Parent chaperone's were able to volunteer for this event. For the 2017-2018 school year, our campus has had 260 adult volunteers to include 3 volunteers who mentor at-risk students, (along with a number of teacher mentors) and 13 fathers volunteer for the Watch Dogs Program.

In addition to the activities described above, each academic team sends a weekly parent email, Remind 101 messages, and individual teacher websites in an effort to keep parents informed and involved in their child's education. Our parent survey supported our efforts by stating that "Campus Newsletters are believed to

be helpful by 63% of the parents surveyed; Teacher Websites are helpful to 55%; E-mail communication is helpful to 90%; Text messages and alerts are helpful for 91% of parents surveyed".

## Parent and Community Engagement Strengths

- Volunteers are active on our campus and serve in many capacities to include: "Watch Dogs", Kohl's, parent chaperones, copy room and school store helpers
- Move-to-the-Middle was a success according to parents surveyed. Overall, 95% of the parents considered this activity "valuable" or "extremely valuable". For our "Meet the Teacher" night, parents overwhelmingly rated the event as "valuable" and "extremely valuable" as well.
- Weekly team emails are valued by parents as 90% of the parents on the survey reported that these emails were the best mode of communication. The e-newsletter and monthly calendar/Rocket Report is also valued by parents.
- "Remind 101" texts are an effective means of communication according to the parent survey. Parents communicate that text reminders are increasing and they appreciate the communication.
- Most parents felt they were given ample opportunities this year to be involved at Rasco Middle School.

- Movie Nights sponsored by the PALS were a success this year as well as our second annual Literacy Night

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** Community mentor recruiting efforts, especially male mentors to volunteer 30 minutes per week with a student using social media, apps, and sending home information with students. **Root Cause:** Is there enough communication with regards to our needs? It is important to have someone act as a PR contact who can reach out to the community at large and help to recruit more volunteers (preferably more males).

**Problem Statement 2:** Surveys to be sent out earlier for staff and parents to allow time **Root Cause:** We need to send the surveys earlier in the year so we can have time to evaluate and address accordingly.

**Problem Statement 3:** Continued support for school-home communication **Root Cause:** Is there a lack or gap in parent training/communication as to what is available to them (at home) to communicate with their child's teacher(s)?

# School Context and Organization

## School Context and Organization Summary

The School Context and Organization committee worked together to compile and review data regarding the campus organizational structure. Data concerning our organization's strengths and weaknesses was provided by parents, students, and staff. Surveys were administered to each party and 79 parents, 294 students, and 48 staff members responded.

Rasco Middle School is comprised of fifth and sixth grade students, organized into academic teams in each grade level. The fifth grade teams of Odyssey, Pioneer, Discovery, and Spirit are in each class for seventy minutes. Apollo, Galileo, and Endeavor make up the sixth grade teams that spend 52 minutes in each class. Team Voyager is a separate sixth grade team to help serve students from the three main teams in math and language arts. Sixth graders have a choice of fine art (band, choir, orchestra, and art) that is incorporated into their daily schedule as well. Each grade level incorporates language arts, math, science, social studies, physical education into their day. Students visit the library every other week with their language arts for lessons from the campus librarian, but are able to visit during the day as need-be. This is the first year Rasco Middle School has been a one-to-one campus with each student having their own chromebook every day in class. Students are able to gain technology skills and knowledge daily within their general education classes. Response To Intervention (RTI) is included into the student's schedules as needed. The Gifted and Talented (SEARCH) program is assigned to students on team Apollo (6th grade) and Discovery and Pioneer (5th grade).

Each grade level observes a 45 minute period of time in the afternoon that serves several purposes. Each department is designated one day during the week to pull students for tutoring. Additionally, each department has a separate designated day to meet and discuss plans and data. Students that are not pulled for tutoring remain in their classrooms and work on enrichment programs such as iStation, Think Through Math, FASTT Math, and Learning.com. On Fridays, students who have not turned in work are sent to ZAP (Zeroes Aren't Permitted) during Rocket Hour to be given another opportunity to complete the missing work.

Academic teams meet Thursdays during their conference period to discuss student concerns, upcoming events, etc. Administrators attend these meetings once a month to share information and discuss specific concerns with each team of teachers. The campus has many after school student clubs that are organized and sponsored by staff members that meet on a regular schedule. Each staff member serves on one to three school committees that are chosen based on a yearly interest survey.

## School Context and Organization Strengths

- 78% of responding parents rated the overall quality of Rasco as a B or higher
- 71.01 % of responding parents agree or strongly agree there is a staff member their child can go to for help with school or personal problems
- 89% of responding parents agree or strongly agree that Rasco is clean, well maintained and comfortable
- 72% of responding parents agree or strongly agree there are opportunities for them to be involved at Rasco
- 79.37% of responding parents agree or strongly agree their child is safe at Rasco
- An overwhelming number of responding parents prefer email, the school messenger call system, and/or Remind text message alerts as forms of school to-home communication
- The appropriate amount of time is provided for tutorials
- The appropriate amount of time is spent on duty, committees, and other meetings

## **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** Many teachers had suggestions for students not pulled for tutoring during Rocket Hour in addition to iStation, Think Through Math, and FASTT Math (i.e., DEAR time, including Science and Social Studies programs, homework help, etc.) **Root Cause:** Need to utilize the time during RH and to make the use of this time purposeful

**Problem Statement 2:** Teachers stated that a document camera and the proper connections would be highly beneficial in each of the rooms available for tutoring during Rocket Hour **Root Cause:** Teachers do not have access to technology in some rooms in order to do tutoring etc.

**Problem Statement 3:** Several teachers suggested incorporating recess time into Rocket Hour, maybe on Fridays as a reward for students who are not in ZAP **Root Cause:** The need for incentives for students as they work on the same programs every day (during Rocket Hour)

# Technology

## Technology Summary

- instructional Technology Trainers (Tammy Myers and Erin Cobb) who are always available to provide “just in time” training for our campus.
- There is a quick response to work orders submitted.
- Teachers are using Google to communicate with other teachers in the district and school.
- Students complete the Digital Citizenship Lessons each school year.
- Students are very knowledgeable in technology and the password process for students is more efficient.
- Rasco website, Facebook, Twitter, and PeachJar are kept up-to-date and are great ways to communicate to parents.
- Teachers will begin to add when and what technology is used in their lesson plans (in Eduphoria).
- Technology hardware used includes: document cameras, media projectors, Mimio pads, Mimioteach, student chromebooks, teacher laptops, televisions, DVD players, voice recorders, student desk top computers (lab 601), iPads, and test scanners
- Software used includes : Read 180, All things Google, Eduphoria, TEAMS, Google Classroom, BISD Helpdesk, Remind, YouTube, Learning Earnings, Brain Pop, Aleks, iStation, Renaissance Place, B-connect, Discover Ed, Quizlet, Kahoot and many free online resources.

## Technology Strengths

- As a whole, Grady Rasco is ahead of other campuses in the district.
- Staff is willing and able to learn new technology as it presents itself.
- We had 20 presenters at this year’s BISD Digital Learning Conference
- More usage of Google products within the campus and with students
- Starting the Digital Learning Cohort-“Exploring Technology”
- Now that we are 1:1 students no longer have to share carts and are now able to have their own device throughout the day and are able to take home if needed.
- Implementation of the Coding Club
- Second year for Robotics Club and Rasco was 1 out of the 3 campuses that competed in Houston this year.
- Upcoming 6th graders will have experience using and having chromebooks
- Utilizing many different types of technology to meet the needs of all diverse learners
- Teachers like the Blocking of the Google Apps/Extensions
- Teachers/student love to use their Mimio pads during instruction
- There is quick turnaround time on chromebook repairs

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Headphones- break easily. It was on the school supply list but possibly making it required (maybe having a small set for each teacher for those who cannot bring ear buds) **Root Cause:** Quality of headphones available on campus and students losing or breaking them

**Problem Statement 2:** Putting a policy in place when parents do not want their child to be issued a chromebook- an extra loaner in class to use, maybe two per teacher **Root Cause:** Chromebooks are required for students on campus and it is difficult for students to function academically without having access to them.

**Problem Statement 3:** 6th Carrying chromebooks with materials and knowing how to take care of them with the different schedules and moving across campus **Root Cause:** Is there a need for more tips/training for students on how to take care of the chromebooks and to review financial and personal responsibility for the (loaned) property.

**Problem Statement 4:** Chromebooks breaking or not charged **Root Cause:** There is a need to provide students with covers or some type of protection for the chromebooks. Do parents know where to purchase-do they understand the device and how fragile it is (talk with students)



# 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
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- 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 Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

## Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data

- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement 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
- Action research results

# Goals

Revised/Approved: September 11, 2018

## Goal 1: Rasco Middle School will provide a rigorous and relevant learning experience to ensure that every student will B\*FutureReady.

**Performance Objective 1:** The percentage of Rasco 5-6 grade students who perform at or above the state average on the STAAR reading and math will increase by 6% from a state average in grade 5 and 6% above state average in grade six to 6% above in grade 5 and 6% above in grade 6 by June of 2019 (Outcome Goal 2).

**Evaluation Data Source(s) 1:** 90% of all students will achieve Level II Satisfactory Performance or above as measured by the STAAR test/EOY assessments with no gaps by race, ethnicity, socioeconomic status, or program.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Design quality lessons within developmentally-organized professional learning communities that engages students in relevant and rigorous learning experiences differentiated to meet their individual needs and promote higher order thinking skills.</p>	2.4, 2.5, 2.6	Grade level curriculum teams	Department mtg documentation, Lesson Plans, Eduphoria Checklist Usage report				
<p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1, 3  <b>Funding Sources:</b> 199 - General Fund - 5000.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Design quality assessments within departmentally-organized professional learning communities and utilize performance data to guide instruction and determine reteach/intervention needs.</p>	2.4, 2.5, 2.6	CDAT team, grade level curriculum teams	Department mtg documentation, AWARE, TEAMS gradebooks				
<p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1, 6  <b>Funding Sources:</b> 199 - General Fund - 2000.00</p>							

<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7 3) Provide targeted staff development for faculty members based on feedback from staff surveys, evaluations, and needs assessment.	2.4, 2.5, 2.6	Principal, Assistant Principal	Documentation of training; evaluations;				
	<b>Problem Statements:</b> Student Achievement 3, 4, 6 <b>Funding Sources:</b> 199 - General Fund - 4000.00						
<b>Critical Success Factors</b> CSF 1 4) Implement Accelerated Reader on campus. 5th & 6th Grade ELA will use regularly.	2.4, 2.5, 2.6	ELA Teachers	STAR Screener Results				
	<b>Problem Statements:</b> Student Achievement 2						
= Accomplished              = Continue/Modify              = No Progress              = Discontinue							

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 2:</b> 55% of 5th grade reading students are below benchmark with 15% of them at Urgent Intervention level based on MOY Star screener <b>Root Cause 2:</b> Students continue to need assistance in the area of Reading.
<b>Problem Statement 3:</b> 62% of 6th grade reading students are below benchmark with 15% of them at Urgent Intervention level based on BOY Star screener <b>Root Cause 3:</b> Students continue to need assistance in the area of Reading.
<b>Problem Statement 4:</b> LEP students continue to be low performing on Mock STAAR: Reading (5th 29.41%, 6th 28.57%), Math (5th 29%, 6th 33.33%), Science (5th 43.75%) <b>Root Cause 4:</b> Students need to receive further supports in curriculum and language acquisition to address severe deficits.
<b>Problem Statement 6:</b> AA and Economically Disadvantaged students performed below the school averages on all Mock STAAR tests <b>Root Cause 6:</b> Students need to receive further supports in curriculum to address severe deficits.
<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> More Teacher/Student dialog for higher order thinking <b>Root Cause 1:</b> Continued professional development for staff to incorporate high rigor/questioning into lessons.
<b>Problem Statement 3:</b> Continued need for high academic expectations at all levels. <b>Root Cause 3:</b> Continued professional development for staff to incorporate high rigor/questioning, and strategies into lessons.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> District CBA, Mock-There is a wide gap between LEP and the other races in scores. Special Education needs to be having more success in 5th grade math <b>Root Cause 1:</b> Continued supports are needed for teachers- further training- ELL Strategies.
<b>Problem Statement 6:</b> 2018 Mock STAAR We still have too large of a gap in scores between white, African/American, and Hispanic Students. Special Ed. students are not having as much success as we would like. <b>Root Cause 6:</b> Students are behind academically and we need stronger/earlier intervention and supports.

**Goal 1:** Rasco Middle School will provide a rigorous and relevant learning experience to ensure that every student will B\*FutureReady.

**Performance Objective 2:** By June of 2019, the percentage of students who meet or exceed one year of growth as measured by the STAAR reading and math exams will increase from 46-55% to 56-65% in reading and from 44-63% to 54-73% in math across all student groups (Outcome Goal 2) especially for our Special education and ELL students.

**Evaluation Data Source(s) 2:** 100% of students will meet growth expectations as evidenced.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Identify and provide training on Tier I teaching strategies and assessment methods to address the unique needs of students who require additional opportunities to demonstrate learning.</p>	2.4, 2.5, 2.6	RtI teachers, CDAT leaders, and partner teacher from opposite grade level	Tutoring/Reteaching documentation, Retest grades				
<p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5, 6</p> <p><b>Funding Sources:</b> 211 - Title I, Part A - 2358.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 2</p> <p>2) Identify students who display the greatest academic need based on relevant data sources and provide timely and targeted Tier II and Tier III intervention with fidelity through research-based programs and methods that accelerates learning and includes progress monitoring tools such as STAR Ren, iStation, and IXL Reading and IXL Math</p>	2.4, 2.5, 2.6	RtI interventionists, RtI Interventionist Aide, Tutors	Lexiles, STAR screener, IStation Screener, Team Meeting Documentation, RtI Meeting Documentation, IXL Math/IXL Reading Reports				
<p><b>Problem Statements:</b> Student Achievement 1, 4, 5, 6</p> <p><b>Funding Sources:</b> 211 - Title I, Part A - 137025.00, Local 24 - State Comp - 1792.00, Local 24 - State Comp Personnel - 113750.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>3) Collaboratively share responsibility for design and delivery of classroom instruction through weekly planning in order to meet the diverse needs of students identified to receive services provided by special and federal programs. Interdisciplinary collaboration is strongly encouraged to promote similar strategies across content area.</p>	2.4, 2.5, 2.6	Co-teachers, 504 coordinator, Dyslexia teacher, ESL campus coordinator, GT teachers	Department meeting documentation, grades				

<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1</p>	2.4, 2.5, 2.6	Administrators, teachers, co teachers	CBAs, Mock STAAR, STAAR			
<p>4) Utilize Rocket Hour on a daily basis to allow for collaborative planning by grade level subject and data-based small group intervention for students needing additional time or methods to learn Essential Outcomes.</p> <p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5, 6</p>						
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>						

**Performance Objective 2 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 1:</b> SPED students continue to be low performing on Mock STAAR: Reading (5th grade 7.69%, 6th 8%), Math (5th 7.69%, 6th 19.29%), Science (5th 24%) <b>Root Cause 1:</b> Students need to receive further supports in curriculum to address severe deficits.</p>
<p><b>Problem Statement 2:</b> 55% of 5th grade reading students are below benchmark with 15% of them at Urgent Intervention level based on MOY Star screener <b>Root Cause 2:</b> Students continue to need assistance in the area of Reading.</p>
<p><b>Problem Statement 3:</b> 62% of 6th grade reading students are below benchmark with 15% of them at Urgent Intervention level based on BOY Star screener <b>Root Cause 3:</b> Students continue to need assistance in the area of Reading.</p>
<p><b>Problem Statement 4:</b> LEP students continue to be low performing on Mock STAAR: Reading (5th 29.41%, 6th 28.57%), Math (5th 29%, 6th 33.33%), Science (5th 43.75%) <b>Root Cause 4:</b> Students need to receive further supports in curriculum and language acquisition to address severe deficits.</p>
<p><b>Problem Statement 5:</b> Less than 10% of students scored commended on the 5 Mock STAAR tests with the exception of 5th grade Reading (13.72%) and 6th grade Reading (10.07%) <b>Root Cause 5:</b> There is a need to raise the rigor level of our SEARCH/GT Classes.</p>
<p><b>Problem Statement 6:</b> AA and Economically Disadvantaged students performed below the school averages on all Mock STAAR tests <b>Root Cause 6:</b> Students need to receive further supports in curriculum to address severe deficits.</p>

**Goal 1:** Rasco Middle School will provide a rigorous and relevant learning experience to ensure that every student will B\*FutureReady.

**Performance Objective 3:** Rasco Middle School will be at the sustaining stage of the PLC continuum rubric in all grade level teams by May of 2019 (Constraint 1).

**Evaluation Data Source(s) 3:** 100% of Rasco Grade Level Teams will show that they are at or above the Developing stage of the PLC Continuum through documentation- meeting agendas, student progress monitoring, etc.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Design quality lessons within developmentally-organized professional learning communities that engages students in relevant and rigorous learning experiences differentiated to meet their individual needs and promote higher order thinking skills.</p>	2.4, 2.5, 2.6	Grade level curriculum teams, Grade level administrator, Campus principal	Department mtg documentation, Lesson Plans, Eduphoria Checklist Usage report for unit assessments.				
<p><b>Problem Statements:</b> Student Achievement 1, 4, 5, 6</p> <p><b>Funding Sources:</b> 199 - General Fund - 25817.00, 211 - Title I, Part A - 7942.00, 255 - Title II, Part A - 4732.00</p>							
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Design quality assessments within departmentally-organized professional learning communities and utilize performance data to guide instruction and determine reteach/intervention needs.</p>	2.4, 2.5, 2.6	CDAT team, grade level curriculum teams, Campus administrators	Department mtg documentation, AWARE, TEAMS gradebooks				
<p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5, 6</p> <p><b>Funding Sources:</b> 199 - General Fund - 700.00</p>							
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Performance Objective 3 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> SPED students continue to be low performing on Mock STAAR: Reading (5th grade 7.69%, 6th 8%), Math (5th 7.69%, 6th 19.29%), Science (5th 24%) <b>Root Cause 1:</b> Students need to receive further supports in curriculum to address severe deficits.</p>
<p><b>Problem Statement 2:</b> 55% of 5th grade reading students are below benchmark with 15% of them at Urgent Intervention level based on MOY Star screener <b>Root Cause 2:</b> Students continue to need assistance in the area of Reading.</p>

<b>Problem Statement 3:</b> 62% of 6th grade reading students are below benchmark with 15% of them at Urgent Intervention level based on BOY Star screener <b>Root Cause 3:</b> Students continue to need assistance in the area of Reading.
<b>Problem Statement 4:</b> LEP students continue to be low performing on Mock STAAR: Reading (5th 29.41%, 6th 28.57%), Math (5th 29%, 6th 33.33%), Science (5th 43.75%) <b>Root Cause 4:</b> Students need to receive further supports in curriculum and language acquisition to address severe deficits.
<b>Problem Statement 5:</b> Less than 10% of students scored commended on the 5 Mock STAAR tests with the exception of 5th grade Reading (13.72%) and 6th grade Reading (10.07%) <b>Root Cause 5:</b> There is a need to raise the rigor level of our SEARCH/GT Classes.
<b>Problem Statement 6:</b> AA and Economically Disadvantaged students performed below the school averages on all Mock STAAR tests <b>Root Cause 6:</b> Students need to receive further supports in curriculum to address severe deficits.



**Goal 1:** Rasco Middle School will provide a rigorous and relevant learning experience to ensure that every student will B\*FutureReady.

**Performance Objective 4:** In 2018-19, all Closing the Gaps indicators identified for Additional Targeted Support will exceed the cut score. (Constraint 3)

**Evaluation Data Source(s) 4:** 2019 Domain 3: Closing the Gaps Report

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Identify and provide training on Tier I teaching strategies and assessment methods to address the unique needs of students who require additional opportunities to demonstrate learning.	2.4, 2.5, 2.6	RtI teachers, CDAT leaders, and partner teacher from opposite grade level	Tutoring/Reteaching documentation, Retest grades				
<b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5, 6 <b>Funding Sources:</b> 211 - Title I, Part A - 0.00							
2) Identify students who display the greatest academic need based on relevant data sources and provide timely and targeted Tier II and Tier III intervention with fidelity through research-based programs and methods that accelerates learning and includes progress monitoring tools such as STAR Ren, iStation, and IXL Reading and IXL Math	2.4, 2.5, 2.6	RtI interventionists, RtI Interventionist Aide, Tutors	Lexiles, STAR screener, IStation Screener, Team Meeting Documentation, RtI Meeting Documentation, IXL Math/IXL Reading Reports				
<b>Problem Statements:</b> Student Achievement 1, 4, 5, 6 <b>Funding Sources:</b> 211 - Title I, Part A - 0.00							
3) Utilize Rocket Hour on a daily basis to allow for collaborative planning by grade level subject and data-based small group intervention and/or enrichment for students needing additional time or methods to learn Essential Outcomes.	2.4, 2.5, 2.6	Administrators, teachers, co teachers	CBAs, Mock STAAR, STAAR				
<b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5, 6 <b>Funding Sources:</b> 199 - General Fund - 0.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 4 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> SPED students continue to be low performing on Mock STAAR: Reading (5th grade 7.69%, 6th 8%), Math (5th 7.69%, 6th 19.29%), Science (5th 24%) <b>Root Cause 1:</b> Students need to receive further supports in curriculum to address severe deficits.

<b>Problem Statement 2:</b> 55% of 5th grade reading students are below benchmark with 15% of them at Urgent Intervention level based on MOY Star screener <b>Root Cause 2:</b> Students continue to need assistance in the area of Reading.
<b>Problem Statement 3:</b> 62% of 6th grade reading students are below benchmark with 15% of them at Urgent Intervention level based on BOY Star screener <b>Root Cause 3:</b> Students continue to need assistance in the area of Reading.
<b>Problem Statement 4:</b> LEP students continue to be low performing on Mock STAAR: Reading (5th 29.41%, 6th 28.57%), Math (5th 29%, 6th 33.33%), Science (5th 43.75%) <b>Root Cause 4:</b> Students need to receive further supports in curriculum and language acquisition to address severe deficits.
<b>Problem Statement 5:</b> Less than 10% of students scored commended on the 5 Mock STAAR tests with the exception of 5th grade Reading (13.72%) and 6th grade Reading (10.07%) <b>Root Cause 5:</b> There is a need to raise the rigor level of our SEARCH/GT Classes.
<b>Problem Statement 6:</b> AA and Economically Disadvantaged students performed below the school averages on all Mock STAAR tests <b>Root Cause 6:</b> Students need to receive further supports in curriculum to address severe deficits.

## Goal 2: Rasco Middle School learning environments will be safe and conducive to learning.

**Performance Objective 1:** By May 2019, disrespectful and bullying behaviors, as well as drug-related offenses on campus, will be reduced by 20% through utilization of a multi-faceted educational approach that supports diverse student needs.

**Evaluation Data Source(s) 1:** 20% reduction of referrals for disrespect, bullying and drug-related offenses.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 6  1) Provide character building lessons to students each grading period.	2.4, 2.5, 2.6	Advisory teachers, Counselors	Lesson plans				
<b>Problem Statements:</b> Demographics 2 <b>Funding Sources:</b> 211 - Title I, Part A - 3500.00							
<b>Critical Success Factors</b> CSF 1 CSF 6  2) Provide researched-based character education/bully prevention education for all students.	2.4, 2.5, 2.6	Advisory teachers, Counselors	Curriculum, lesson plans				
<b>Problem Statements:</b> Demographics 2, 4 - School Culture and Climate 1, 6 <b>Funding Sources:</b> Local 24 - State Comp - 500.00							
<b>Critical Success Factors</b> CSF 1 CSF 6  3) Provide targeted lessons in both grade levels to address unhealthy lifestyle choices such as drug, alcohol, and tobacco use.	2.4, 2.5, 2.6	Counselors, officer	ODR for related offenses, student survey data, Lesson plans				
<b>Problem Statements:</b> Demographics 2, 3 <b>Funding Sources:</b> 199 - General Fund - 750.00							
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> Approximately 48% of students are economically disadvantaged (36% in 2015; 41% in 2016, 43% in 2017 48% 2018) <b>Root Cause 2:</b> Students continue to be impacted by economic issues out of our control.

**Problem Statement 3:** Students on free meals are more than 1% point lower in attendance than the rest of the Rasco population. **Root Cause 3:** The lack of educational opportunity and explanation of school importance has been lacking and needs to be targeted more than just during Title I Parental meetings.

**Problem Statement 4:** Enrollment has fluctuated over the years making it difficult to project the number of students. **Root Cause 4:** The transient nature of our families from the local businesses and Harvey have created the fluctuation of enrollment from year to year.

### School Culture and Climate

**Problem Statement 1:** Defiance/insubordination is the top write up reason despite PBIS focused lessons being utilized **Root Cause 1:** Are expectations clearly defined as well as disciplinary rules/regulations-this should be covered by students and parents alike

**Problem Statement 6:** Parent involvement has decreased and student involvement in extracurricular and elective programs have decreased. **Root Cause 6:** More parents work during the school day and do not get off prior to our end of day events.

**Goal 2:** Rasco Middle School learning environments will be safe and conducive to learning.

**Performance Objective 2:** By the end of the first semester, Rasco Middle School will increase positive behavior support to students through a variety of meaningful recognitions and rewards.

**Evaluation Data Source(s) 2:** Student Climate Survey Results reveal 95% satisfaction.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6  1) Provide teachers with prizes to support positive behavior in their classrooms.	2.4, 2.5, 2.6	Assistant Principal, STARS Team	Prize selections				
<b>Problem Statements:</b> School Culture and Climate 2, 7 <b>Funding Sources:</b> 199 - General Fund - 700.00							
<b>Critical Success Factors</b> CSF 6 CSF 7  2) Train all teachers to effectively incorporate positive behavior intervention and support in their classroom in order to positively reinforce as well as shape appropriate behavior and participation in learning, personalizing the reinforcers as needed for students in need of behavior intervention.	2.4, 2.5, 2.6	STARS Team, RtI-Behavior Team, Administrators, Advisory Teachers	Faculty Meeting Minutes / Sign In				
<b>Problem Statements:</b> Demographics 2 - School Culture and Climate 7 <b>Funding Sources:</b> 199 - General Fund - 400.00							
3) Provide training for all PBIS STARS area expectations with students at the beginning and middle of the school year.	2.4, 2.5, 2.6	Teachers	Student knowledge of expectations.				
<b>Problem Statements:</b> Demographics 4 - School Culture and Climate 6							
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> Approximately 48% of students are economically disadvantaged (36% in 2015; 41% in 2016, 43% in 2017 48% 2018) <b>Root Cause 2:</b> Students continue to be impacted by economic issues out of our control.

**Problem Statement 4:** Enrollment has fluctuated over the years making it difficult to project the number of students. **Root Cause 4:** The transient nature of our families from the local businesses and Harvey have created the fluctuation of enrollment from year to year.

### School Culture and Climate

**Problem Statement 2:** More consistency with teams (hall presence, catching dress code violations, cell phones etc)-systems are in place but is everyone following or enforcing -there is a need for everyone's commitment and "buy in" (ALL MEANS ALL) **Root Cause 2:** Monitoring of staff during class change by administrators; Address staff appropriately when there is a lack of

**Problem Statement 6:** Parent involvement has decreased and student involvement in extracurricular and elective programs have decreased. **Root Cause 6:** More parents work during the school day and do not get off prior to our end of day events.

**Problem Statement 7:** There is a need for staff/teachers to consistently utilize all student/academic initiatives year round **Root Cause 7:** Lack of communication and training for initiatives and programs (behavioral, etc.)

**Goal 2:** Rasco Middle School learning environments will be safe and conducive to learning.

**Performance Objective 3:** By May 2019, Rasco MS will achieve parity between the office discipline referrals of each student group without increasing the overall total number.

**Evaluation Data Source(s) 3:** Gap in referral risk will be reduced by 10% as shown by SWIS report.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>1) Train all staff in PBIS and CKH (Capturing Kid's Hearts) strategies and implement classroom management strategies in all classrooms, reviewing classroom management strategies throughout the year.</p>	2.4, 2.5, 2.6	Team leaders	Office discipline referrals				
<p><b>Problem Statements:</b> School Culture and Climate 1, 7 <b>Funding Sources:</b> 199 - General Fund - 350.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>2) Effectively utilize an RtI Behavior program to develop interventions for students in need including a plan for providing on-going support as well as positive and negative motivators that are personalized to meet the individual needs of the student.</p>	2.4, 2.5, 2.6	Assistant Principals, RtI-Behavior Team- Behavioral specialist	Decreased Office Discipline Referrals				
<p><b>Problem Statements:</b> School Culture and Climate 1, 7 <b>Funding Sources:</b> 199 - General Fund - 600.00</p>							
<p><b>Critical Success Factors</b> CSF 2 CSF 6</p> <p>3) Monitor discipline data and use the data to inform the staff, guide decisions, and implement corrective actions on a monthly basis.</p>	2.4, 2.5, 2.6	Assistant Principals, STARS Team	Students Within Each Ethnicity report from SWIS				
<p><b>Problem Statements:</b> School Culture and Climate 1 <b>Funding Sources:</b> 199 - General Fund - 100.00</p>							
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Performance Objective 3 Problem Statements:**

<b>School Culture and Climate</b>
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**Problem Statement 1:** Defiance/insubordination is the top write up reason despite PBIS focused lessons being utilized **Root Cause 1:** Are expectations clearly defined as well as disciplinary rules/regulations-this should be covered by students and parents alike

**Problem Statement 7:** There is a need for staff/teachers to consistently utilize all student/academic initiatives year round **Root Cause 7:** Lack of communication and training for initiatives and programs (behavioral, etc.)



**Goal 2:** Rasco Middle School learning environments will be safe and conducive to learning.

**Performance Objective 4:** By May 2019 at-risk students will gain confidence through inclusion and participation in support services within classrooms and campus activities as demonstrated through attendance, grades and reduction of discipline referrals.

**Evaluation Data Source(s) 4:** At-risk students will show 10% growth in attendance, in grades and reduction of discipline referrals.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Ensure all students, including at-risk students, have the opportunity to meaningfully connect to an extra- or co-curricular class or club through successful participation that includes positive experiences of exploratory learning and relationship building.</p>	2.4, 2.5, 2.6	Club sponsors, Fine Arts teachers, PE teachers	Club attendance records, grade reports for non-core classes				
<p><b>Problem Statements:</b> School Culture and Climate 6 <b>Funding Sources:</b> 199 - General Fund - 100.00</p>							
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Provide coordinated school health services that include basic health screenings, counseling services (including a parent resource library), and education about healthy lifestyle choices with a focus on support and intervention for at-risk students.</p>	2.4, 2.6	School nurse, counselors, PE teachers	Handbook outlining services, calendar of events				
<p><b>Problem Statements:</b> Demographics 2, 4 <b>Funding Sources:</b> 211 - Title I, Part A - 805.00</p>							
<p>  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Performance Objective 4 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Approximately 48% of students are economically disadvantaged (36% in 2015; 41% in 2016, 43% in 2017 48% 2018) <b>Root Cause 2:</b> Students continue to be impacted by economic issues out of our control.</p>
<p><b>Problem Statement 4:</b> Enrollment has fluctuated over the years making it difficult to project the number of students. <b>Root Cause 4:</b> The transient nature of our families from the local businesses and Harvey have created the fluctuation of enrollment from year to year.</p>
School Culture and Climate

**Problem Statement 6:** Parent involvement has decreased and student involvement in extracurricular and elective programs have decreased. **Root Cause 6:** More parents work during the school day and do not get off prior to our end of day events.

# Goal 3: Rasco Middle School will recruit, develop, and retain highly effective staff.

**Performance Objective 1:** By May 2019, all faculty will increase capacity to participate and lead high-functioning PLCs and elevate the academic performance of students in all core content classes as evidenced by lesson plans, assessment data, and grade books (Constraint 1).

**Evaluation Data Source(s) 1:** PLC Leaders demonstration of leading highly effective PLCs as based on a sample of 10 products.

## Summative Evaluation 1:

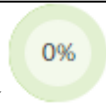
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7  1) Develop the capacity of all core teachers to collaboratively identify essential outcomes, develop learning targets, develop formative assessments, and analyze student data to provide learning support by standard by student during class and Rocket Hour.	2.4, 2.5, 2.6	Administrators, Department Chairs	Sign Ins, Agendas, Intervention needs identified and addressed				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 2, 3, 4, 5, 6 <b>Funding Sources:</b> 211 - Title I, Part A - 21745.00							
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7  2) Implement a two-tiered peer-to-peer walkthrough plan as needed that includes identified teachers participating in walkthroughs/observations of other teachers.	2.4, 2.6	Administrators, CDAT, department chairs	Walkthrough reports, peer observation records				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1, 3 - Curriculum, Instruction, and Assessment 1, 2, 3, 4, 5, 6 <b>Funding Sources:</b> 199 - General Fund - 400.00							
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7  3) All teachers will set SMART goals with a focus on increasing student performance by developing capacity in areas such as formative assessment, professional learning, teacher clarity, feedback, and relationship building. All curriculum teams will set SMART goals for their team.	2.4, 2.5, 2.6	Administrators	T-TESS Goal Setting Templates				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1, 3							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

### Performance Objective 1 Problem Statements:

#### Staff Quality, Recruitment, and Retention

- Problem Statement 1:** More Teacher/Student dialog for higher order thinking **Root Cause 1:** Continued professional development for staff to incorporate high rigor/questioning into lessons.
- Problem Statement 2:** Need a more diverse staff **Root Cause 2:** As student demographics/diversity increases students need to have more diverse/cultural representation
- Problem Statement 3:** Continued need for high academic expectations at all levels. **Root Cause 3:** Continued professional development for staff to incorporate high rigor/questioning, and strategies into lessons.
- Problem Statement 4:** 50.9% of staff has 5 years or less teaching experience. This is up from only 31.3% from the previous year. **Root Cause 4:** Rasco lost several staff members to moves at the end of the 2017 school year.

#### Curriculum, Instruction, and Assessment

- Problem Statement 1:** District CBA, Mock-There is a wide gap between LEP and the other races in scores. Special Education needs to be having more success in 5th grade math **Root Cause 1:** Continued supports are needed for teachers- further training- ELL Strategies.
- Problem Statement 2:** 6th Grade Math: There are still large gaps in scores between races (White, African American, Hispanic, & 2 or more races). **Root Cause 2:** Continued effort to intervene early with our struggling students.
- Problem Statement 3:** 5th & 6th Grade Math: SPED students are not having as much success as we would like. **Root Cause 3:** Students are behind academically and we need stronger CT and Resource supports.
- Problem Statement 4:** 5th Grade Math - STAAR: African American - 51% passed LEP - 42% passed SPED - 37.68 % passed **Root Cause 4:** Students are behind academically and we need stronger/earlier intervention and supports.
- Problem Statement 5:** 5th Grade Reading - STAAR: African American - 50% passed LEP - 35.7% passed SPED - 12% passed **Root Cause 5:** Students are behind academically and we need stronger/earlier intervention and supports.
- Problem Statement 6:** 2018 Mock STAAR We still have too large of a gap in scores between white, African/American, and Hispanic Students. Special Ed. students are not having as much success as we would like. **Root Cause 6:** Students are behind academically and we need stronger/earlier intervention and supports.

**Goal 3:** Rasco Middle School will recruit, develop, and retain highly effective staff.

**Performance Objective 2:** By May 2019, staff quality will improve through certification attainment and training in areas identified by Rasco staff as challenging.

**Evaluation Data Source(s) 2:** Staff quality will improve through certification attainment and training in the two areas identified.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Ensure all ELA teachers who do not have ESL certification are progressing toward attainment.</p>	2.4, 2.5, 2.6	Principal, ESL campus coordinator	Certification records				
<p><b>Problem Statements:</b> Student Achievement 4 - Staff Quality, Recruitment, and Retention 1, 2, 3</p> <p><b>Funding Sources:</b> 199 - General Fund - 1000.00</p>							
<p><b>Critical Success Factors</b> CSF 7</p> <p>2) Ensure all teachers that serve GT students receive 30+ hours of targeted training by December 2018 and develop a plan to have additional teams of teachers attain this training in upcoming years.</p>	2.4, 2.5, 2.6	Principal	Training records				
<p><b>Problem Statements:</b> Student Achievement 5 - Staff Quality, Recruitment, and Retention 1, 3</p> <p><b>Funding Sources:</b> 199 - General Fund - 1000.00</p>							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 2 Problem Statements:**

Student Achievement
<b>Problem Statement 4:</b> LEP students continue to be low performing on Mock STAAR: Reading (5th 29.41%, 6th 28.57%), Math (5th 29%, 6th 33.33%), Science (5th 43.75%) <b>Root Cause 4:</b> Students need to receive further supports in curriculum and language acquisition to address severe deficits.
<b>Problem Statement 5:</b> Less than 10% of students scored commended on the 5 Mock STAAR tests with the exception of 5th grade Reading (13.72%) and 6th grade Reading (10.07%) <b>Root Cause 5:</b> There is a need to raise the rigor level of our SEARCH/GT Classes.
Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> More Teacher/Student dialog for higher order thinking <b>Root Cause 1:</b> Continued professional development for staff to incorporate high rigor/questioning into lessons.
<b>Problem Statement 2:</b> Need a more diverse staff <b>Root Cause 2:</b> As student demographics/diversity increases students need to have more diverse/cultural representation

**Problem Statement 3:** Continued need for high academic expectations at all levels. **Root Cause 3:** Continued professional development for staff to incorporate high rigor/questioning, and strategies into lessons.

**Goal 3:** Rasco Middle School will recruit, develop, and retain highly effective staff.

**Performance Objective 3:** By May 2019, Rasco teacher efficacy and staff morale will show improvement as evidenced by annual staff surveys.

**Evaluation Data Source(s) 3:** Teacher efficacy and staff morale will show improvement as evidenced by annual staff surveys showing a 95% satisfaction rate.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6  1) Recognize and value employee contributions by providing positive feedback, demonstrating appreciation of efforts, and engaging in meaningful dialogue focused on quality practices.	2.4, 2.5, 2.6	Administrators	Staff survey results				
	<b>Problem Statements:</b> School Culture and Climate 7 <b>Funding Sources:</b> 199 - General Fund - 400.00						
<b>Critical Success Factors</b> CSF 6  2) Provide on-going positive reinforcers for all staff to show appreciation for participation and efforts.	2.4, 2.5, 2.6	Staff Reinforcement Committee, Principal, Secretary to Principal	Staff survey results				
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 4 <b>Funding Sources:</b> 199 - General Fund - 1000.00						
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Performance Objective 3 Problem Statements:**

School Culture and Climate
<b>Problem Statement 7:</b> There is a need for staff/teachers to consistently utilize all student/academic initiatives year round <b>Root Cause 7:</b> Lack of communication and training for initiatives and programs (behavioral, etc.)
Staff Quality, Recruitment, and Retention
<b>Problem Statement 4:</b> 50.9% of staff has 5 years or less teaching experience. This is up from only 31.3% from the previous year. <b>Root Cause 4:</b> Rasco lost several staff members to moves at the end of the 2017 school year.

**Goal 3:** Rasco Middle School will recruit, develop, and retain highly effective staff.

**Performance Objective 4:** Rasco Middle School will improve teacher attendance from 95.3% (17-18) to a 95.5% teacher attendance rate for 2018-2019 (Constraint 2).

**Evaluation Data Source(s) 4:** An overall teacher attendance rate of 95.5% will be achieved.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 6  1) Monitor staff attendance data on a monthly basis throughout the 2018-2019 school year.	2.4, 2.5, 2.6	Principal	TEAMS Attendance reports- monthly				
<b>Problem Statements:</b> Student Achievement 1 - Staff Quality, Recruitment, and Retention 2, 3 <b>Funding Sources:</b> 199 - General Fund - 0.00							
<b>Critical Success Factors</b> CSF 1  2) Recognize and value employee attendance on a monthly basis.	2.4, 2.5	Campus administration	Tracking document that is updated monthly. Hold meetings with staff as need. Increase in staff attendance by 0.2%.				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2, 3, 4 <b>Funding Sources:</b> 199 - General Fund - 0.00							
3) The Rasco Sunshine Committee will celebrate teachers on a monthly basis through various activities.	2.4, 2.5	Campus administration; Campus Sunshine Committee	Celebrations through free jean passes, snacks. etc. /Increase attendance by 0.2%				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2, 3, 4 <b>Funding Sources:</b> 199 - General Fund - 0.00							
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Performance Objective 4 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> SPED students continue to be low performing on Mock STAAR: Reading (5th grade 7.69%, 6th 8%), Math (5th 7.69%, 6th 19.29%), Science (5th 24%) <b>Root Cause 1:</b> Students need to receive further supports in curriculum to address severe deficits.
Staff Quality, Recruitment, and Retention



<b>Problem Statement 2:</b> Need a more diverse staff <b>Root Cause 2:</b> As student demographics/diversity increases students need to have more diverse/cultural representation
<b>Problem Statement 3:</b> Continued need for high academic expectations at all levels. <b>Root Cause 3:</b> Continued professional development for staff to incorporate high rigor/questioning, and strategies into lessons.
<b>Problem Statement 4:</b> 50.9% of staff has 5 years or less teaching experience. This is up from only 31.3% from the previous year. <b>Root Cause 4:</b> Rasco lost several staff members to moves at the end of the 2017 school year.

# Goal 4: Rasco Middle School will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

**Performance Objective 1:** By June 2019, an overall attendance rate of 96.6% will be achieved to increase funding.

**Evaluation Data Source(s) 1:** An overall attendance rate of 96.6% will be achieved.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 4 CSF 6  1) Positively reinforce individual student attendance by providing teacher/team recognition each grading period and school wide recognition each semester.	2.4, 2.5, 2.6	PEIMS clerk, administrators	Number of students recognized				
<b>Problem Statements:</b> Demographics 4 <b>Funding Sources:</b> 199 - General Fund - 800.00							
<b>Critical Success Factors</b> CSF 4 CSF 5  2) Implement positive reinforcers for student attendance through advisory classes by utilizing group reinforcers such as Perfect Attendance group recognition.	2.4, 2.5, 2.6	Advisory Teachers	Attendance rates				
<b>Problem Statements:</b> School Culture and Climate 2, 7 <b>Funding Sources:</b> 199 - General Fund - 200.00							
<b>Critical Success Factors</b> CSF 4 CSF 5  3) Systematically monitor absences and develop intervention plans for students in need.	2.4, 2.5, 2.6	Teachers, CDAT, Assistant Principals	Reduced absences				
<b>Problem Statements:</b> Demographics 4 <b>Funding Sources:</b> 199 - General Fund - 100.00							
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 4:</b> Enrollment has fluctuated over the years making it difficult to project the number of students. <b>Root Cause 4:</b> The transient nature of our families from the local businesses and Harvey have created the fluctuation of enrollment from year to year.

## School Culture and Climate

**Problem Statement 2:** More consistency with teams (hall presence, catching dress code violations, cell phones etc)-systems are in place but is everyone following or enforcing -there is a need for everyone's commitment and "buy in" (ALL MEANS ALL) **Root Cause 2:** Monitoring of staff during class change by administrators; Address staff appropriately when there is a lack of

**Problem Statement 7:** There is a need for staff/teachers to consistently utilize all student/academic initiatives year round **Root Cause 7:** Lack of communication and training for initiatives and programs (behavioral, etc.)

**Goal 4:** Rasco Middle School will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

**Performance Objective 2:** By May 2019, PTO funds will have been designated for use to meet Rasco campus needs.

**Evaluation Data Source(s) 2:** PTO funds will have been designated for use to pay for field trips, PBIS support and teacher wish lists.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5  1) Provide guidance and cooperation to PTO members in implementation of the fundraiser.	2.6	Principal	Funds raised				
<b>Problem Statements:</b> School Culture and Climate 6 <b>Funding Sources:</b> 199 - General Fund - 0.00							
<b>Critical Success Factors</b> CSF 5 CSF 6  2) Facilitate collection of teacher wish lists and guidance to PTO in making decisions about how to allocate the funds.	2.4, 2.5, 2.6	Principal, Secretary	Purchases made				
<b>Problem Statements:</b> School Culture and Climate 7 <b>Funding Sources:</b> 199 - General Fund - 100.00							
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Performance Objective 2 Problem Statements:**

<b>School Culture and Climate</b>
<b>Problem Statement 6:</b> Parent involvement has decreased and student involvement in extracurricular and elective programs have decreased. <b>Root Cause 6:</b> More parents work during the school day and do not get off prior to our end of day events.
<b>Problem Statement 7:</b> There is a need for staff/teachers to consistently utilize all student/academic initiatives year round <b>Root Cause 7:</b> Lack of communication and training for initiatives and programs (behavioral, etc.)

**Goal 4:** Rasco Middle School will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

**Performance Objective 3:** By May of 2019, 100% of students will use available technology to support learning.

**Evaluation Data Source(s) 3:** 100% of students will use available technology to support learning.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Utilize Learning.com to ensure full coverage of the state technology TEKS for each grade level.</p>	2.4, 2.5, 2.6	Department chairs, campus tech-rep	Lesson plans, learning.com, google.docs				
<p><b>Problem Statements:</b> Technology 2 <b>Funding Sources:</b> 199 - General Fund - 500.00</p>							
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Ensure technology is used once per week in a meaningful way in each classroom.</p>	2.4, 2.5, 2.6	Department chairs, campus technology rep, Digital Learning Coach, Principal	Lesson plans, computer lab use				
<p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5, 6 - Curriculum, Instruction, and Assessment 1, 2, 4, 5, 6 <b>Funding Sources:</b> 199 - General Fund - 11760.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>3) Incorporate D.E.A.R., Learning.com, iStation, and ALEKS into Rocket Hour for regular student use.</p>	2.4, 2.5, 2.6	Math Department Chair, RtI math teachers, ELAR department chair, RtI reading teachers	Usage records, CBAs, STAR Screener, Mock STAAR, STAAR				
<p><b>Problem Statements:</b> Student Achievement 3 <b>Funding Sources:</b> Local 24 - State Comp - 200.00</p>							
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Performance Objective 3 Problem Statements:**

<b>Student Achievement</b>
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**Problem Statement 1:** SPED students continue to be low performing on Mock STAAR: Reading (5th grade 7.69%, 6th 8%), Math (5th 7.69%, 6th 19.29%), Science (5th 24%) **Root Cause 1:** Students need to receive further supports in curriculum to address severe deficits.

**Problem Statement 2:** 55% of 5th grade reading students are below benchmark with 15% of them at Urgent Intervention level based on MOY Star screener **Root Cause 2:** Students continue to need assistance in the area of Reading.

**Problem Statement 3:** 62% of 6th grade reading students are below benchmark with 15% of them at Urgent Intervention level based on BOY Star screener **Root Cause 3:** Students continue to need assistance in the area of Reading.

**Problem Statement 4:** LEP students continue to be low performing on Mock STAAR: Reading (5th 29.41%, 6th 28.57%), Math (5th 29%, 6th 33.33%), Science (5th 43.75%) **Root Cause 4:** Students need to receive further supports in curriculum and language acquisition to address severe deficits.

**Problem Statement 5:** Less than 10% of students scored commended on the 5 Mock STAAR tests with the exception of 5th grade Reading (13.72%) and 6th grade Reading (10.07%) **Root Cause 5:** There is a need to raise the rigor level of our SEARCH/GT Classes.

**Problem Statement 6:** AA and Economically Disadvantaged students performed below the school averages on all Mock STAAR tests **Root Cause 6:** Students need to receive further supports in curriculum to address severe deficits.

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** District CBA, Mock-There is a wide gap between LEP and the other races in scores. Special Education needs to be having more success in 5th grade math **Root Cause 1:** Continued supports are needed for teachers- further training- ELL Strategies.

**Problem Statement 2:** 6th Grade Math: There are still large gaps in scores between races (White, African American, Hispanic, & 2 or more races). **Root Cause 2:** Continued effort to intervene early with our struggling students.

**Problem Statement 4:** 5th Grade Math - STAAR: African American - 51% passed LEP - 42% passed SPED - 37.68 % passed **Root Cause 4:** Students are behind academically and we need stronger/earlier intervention and supports.

**Problem Statement 5:** 5th Grade Reading - STAAR: African American - 50% passed LEP - 35.7% passed SPED - 12% passed **Root Cause 5:** Students are behind academically and we need stronger/earlier intervention and supports.

**Problem Statement 6:** 2018 Mock STAAR We still have too large of a gap in scores between white, African/American, and Hispanic Students. Special Ed. students are not having as much success as we would like. **Root Cause 6:** Students are behind academically and we need stronger/earlier intervention and supports.

### Technology

**Problem Statement 2:** Putting a policy in place when parents do not want their child to be issued a chromebook- an extra loaner in class to use, maybe two per teacher **Root Cause 2:** Chromebooks are required for students on campus and it is difficult for students to function academically without having access to them.

# Goal 5: Rasco Middle School will promote, communicate and market the accomplishments, achievements, and successes of students and staff.

**Performance Objective 1:** By May of 2019, Rasco MS will increase the number of male mentors and parent volunteers on our campus by effectively implementing programs such as Watch D.O.G.S. & Family Movie Nights.

**Evaluation Data Source(s) 1:** Increased number of volunteers and mentors by 5%.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Implement the Watch D.O.G.S. (Dads of Great Students) kick-off with fidelity, including use of their recommended calendaring system to promote increased numbers of participants.</p>	3.2	School coordinator, PTO Watch D.O.G.S. representative	Number of Watch D.O.G.S. scheduled				
<p><b>Problem Statements:</b> School Culture and Climate 5  <b>Funding Sources:</b> 199 - General Fund - 800.00</p>							
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Schedule monthly family nights for families to attend to increase their involvement and familiarity with the school</p>	3.1, 3.2	Parenting Partners Team, Academic Team Leaders, Counselors, Administrators	Number of staff and parent participants				
<p><b>Problem Statements:</b> School Culture and Climate 5 - Parent and Community Engagement 3  <b>Funding Sources:</b> 199 - General Fund - 600.00</p>							
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Collaborate regularly with campus PTO to increase parental involvement in campus activities such as field trips, math-midway, and jamborees.</p>	3.1, 3.2	Administrators	Hours of parent volunteers				
<p><b>Problem Statements:</b> School Culture and Climate 6</p>							
<p>  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

**Performance Objective 1 Problem Statements:**

### School Culture and Climate

**Problem Statement 5:** Decline in watchdog involvement **Root Cause 5:** Despite parent meetings, we have fewer fathers and/or male parent figures that are able to take a full day of work off to be on our campus.

**Problem Statement 6:** Parent involvement has decreased and student involvement in extracurricular and elective programs have decreased. **Root Cause 6:** More parents work during the school day and do not get off prior to our end of day events.

### Parent and Community Engagement

**Problem Statement 3:** Continued support for school-home communication **Root Cause 3:** Is there a lack or gap in parent training/communication as to what is available to them (at home) to communicate with their child's teacher(s)?



**Goal 5:** Rasco Middle School will promote, communicate and market the accomplishments, achievements, and successes of students and staff.

**Performance Objective 2:** By October 2018, campus acknowledgement of student and staff accomplishments will occur on a regular basis.

**Evaluation Data Source(s) 2:** Acknowledgment of student and staff accomplishments are recognized weekly.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5  1) The Rasco Facebook will be utilized to promote staff and student accomplishments on a weekly basis.	3.1, 3.2	Facebook Manager	Weekly Facebook Posts				
<b>Problem Statements:</b> Parent and Community Engagement 3 <b>Funding Sources:</b> 199 - General Fund - 500.00							
<b>Critical Success Factors</b> CSF 5  2) Campus newsletter and Rocket Report will highlight staff and student achievements on a monthly basis.	3.1, 3.2	Principal, Assistant Principal	Newsletters, Rocket Report				
<b>Problem Statements:</b> Parent and Community Engagement 3 <b>Funding Sources:</b> 199 - General Fund - 1000.00							
<b>Critical Success Factors</b> CSF 6  3) Positives will be shared and celebrated at regular faculty meetings.	2.5	Principal, Assistant Principal	Faculty Meeting Agendas				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 4							
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							

**Performance Objective 2 Problem Statements:**

<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 4:</b> 50.9% of staff has 5 years or less teaching experience. This is up from only 31.3% from the previous year. <b>Root Cause 4:</b> Rasco lost several staff members to moves at the end of the 2017 school year.
<b>Parent and Community Engagement</b>
<b>Problem Statement 3:</b> Continued support for school-home communication <b>Root Cause 3:</b> Is there a lack or gap in parent training/communication as to what is available to them (at home) to communicate with their child's teacher(s)?

**Goal 5:** Rasco Middle School will promote, communicate and market the accomplishments, achievements, and successes of students and staff.

**Performance Objective 3:** By May 2019, Rasco MS will increase parental and community support through communication methods and positive public relations as evidenced by parent survey results

**Evaluation Data Source(s) 3:** Increased parental and community support through communication methods and positive public relations as evidenced by parent survey results with a satisfaction rate of 90%

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Send parents team emails through distribution lists weekly to positively communicate class and team information, and encourage response from parents in ways that validate their involvement is valued.</p>	3.1, 3.2	Teams	Documentation of emails sent				
<p><b>Problem Statements:</b> Parent and Community Engagement 3 <b>Funding Sources:</b> 199 - General Fund - 500.00</p>							
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Utilize campus and google websites, Remind, team e-mails, and School Messenger, and campus marquee in ways that are valuable to parents.</p>	3.1, 3.2	Webmaster, classroom teachers, Principal, Assistant Principal	Quarterly BISSD campus website evaluation, quarterly Rasco teacher website evaluations, documentation of messages				
<p><b>Problem Statements:</b> Parent and Community Engagement 3 <b>Funding Sources:</b> 199 - General Fund - 500.00</p>							
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Effectively communicate and promote parent opportunities through use of a well-developed parent policy, school compact, and on-going communication efforts including student planners for school-home communication.</p>	3.1, 3.2	Family Involvement Team	Documents created and distributed, event attendance records, parent surveys				
<p><b>Problem Statements:</b> Parent and Community Engagement 3 <b>Funding Sources:</b> 211 - Title I, Part A Parent &amp; Family Engagement - 3750.00</p>							

<b>Critical Success Factors</b> CSF 5  4) Rasco Middle School has a School-Parent Compact that outlines how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact will be available in English and Spanish, and accessible on the campus website.	3.1, 3.2	Principal, Family Involvement Team	Documents created and distributed, event attendance records.  Increase family engagement and awareness of response to intervention				
	<b>Problem Statements:</b> Parent and Community Engagement 3						
5) Rasco MS will evaluate the Parent & Family Engagement policy annually with parents and family members.	3.1, 3.2	Administration	Increase family engagement and awareness of response to intervention				
	<b>Problem Statements:</b> Parent and Community Engagement 1, 3 <b>Funding Sources:</b> 211 - Title I, Part A Parent & Family Engagement - 0.00						
6) Rasco MS will jointly develop and distribute to parents and family members a written Parent & Family Engagement Policy (available online in English and Spanish).	3.1, 3.2	Administration	Increase family engagement				
	<b>Problem Statements:</b> Parent and Community Engagement 1, 3 <b>Funding Sources:</b> 211 - Title I, Part A Parent & Family Engagement - 0.00						
= Accomplished      = Continue/Modify      = No Progress      = Discontinue							

### Performance Objective 3 Problem Statements:

<b>Parent and Community Engagement</b>
<b>Problem Statement 1:</b> Community mentor recruiting efforts, especially male mentors to volunteer 30 minutes per week with a student using social media, apps, and sending home information with students. <b>Root Cause 1:</b> Is there enough communication with regards to our needs? It is important to have someone act as a PR contact who can reach out to the community at large and help to recruit more volunteers (preferably more males).
<b>Problem Statement 3:</b> Continued support for school-home communication <b>Root Cause 3:</b> Is there a lack or gap in parent training/communication as to what is available to them (at home) to communicate with their child's teacher(s)?

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Design quality assessments within departmentally-organized professional learning communities and utilize performance data to guide instruction and determine reteach/intervention needs.
1	1	3	Provide targeted staff development for faculty members based on feedback from staff surveys, evaluations, and needs assessment.
1	2	2	Identify students who display the greatest academic need based on relevant data sources and provide timely and targeted Tier II and Tier III intervention with fidelity through research-based programs and methods that accelerates learning and includes progress monitoring tools such as STAR Ren, iStation, and IXL Reading and IXL Math
1	2	3	Collaboratively share responsibility for design and delivery of classroom instruction through weekly planning in order to meet the diverse needs of students identified to receive services provided by special and federal programs. Interdisciplinary collaboration is strongly encouraged to promote similar strategies across content area.
1	2	4	Utilize Rocket Hour on a daily basis to allow for collaborative planning by grade level subject and data-based small group intervention for students needing additional time or methods to learn Essential Outcomes.
1	3	2	Design quality assessments within departmentally-organized professional learning communities and utilize performance data to guide instruction and determine reteach/intervention needs.
3	1	1	Develop the capacity of all core teachers to collaboratively identify essential outcomes, develop learning targets, develop formative assessments, and analyze student data to provide learning support by standard by student during class and Rocket Hour.
3	1	2	Implement a two-tiered peer-to-peer walkthrough plan as needed that includes identified teachers participating in walkthroughs/observations of other teachers.
3	1	3	All teachers will set SMART goals with a focus on increasing student performance by developing capacity in areas such as formative assessment, professional learning, teacher clarity, feedback, and relationship building. All curriculum teams will set SMART goals for their team.
4	3	3	Incorporate D.E.A.R., Learning.com, iStation, and ALEKS into Rocket Hour for regular student use.

# State Compensatory

## Budget for Grady Rasco Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199.11.6118.00.115.30	6118 Extra Duty Stipend - Locally Defined	\$8,819.00
199.11.6119.00.115.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$120,000.00
	<b>6100 Subtotal:</b>	<b>\$128,819.00</b>

**Personnel for Grady Rasco Middle School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Belinda Bowers	Reading Teacher	Reading RtI	1
Carla Kucera	Reading Teacher	Reading RtI	1

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

# Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jacque Matula	Math Teacher	Math RtI	.5
Mindy Sinick	Math Teacher	Math RtI	1



# Campus Education Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Jennifer Gonzalez	Principal
Administrator	Kimberly Ziehl	Assistant Principal
Administrator	Harland Hoppock	Assistant Principal
Classroom Teacher	Tiffany Mixon	Teacher
Classroom Teacher	Monica Dingee	Teacher
Classroom Teacher	Staci Noska	Teacher
Classroom Teacher	Erin Cobb	Teacher
Classroom Teacher	Kathryn Baldwin	Teacher
Classroom Teacher	Kaylin Sosa	Teacher- Member at Large
Classroom Teacher	Lauren Hipp	Teacher- Member at large
Classroom Teacher	Alyssa Rutherford	Teacher- Member at Large
Classroom Teacher	Stephanie Gay	Teacher- Member at Large
Classroom Teacher	Aubrey Berrio	Teacher- Member at Large
Classroom Teacher	Jennifer Wells	Teacher- Special Education
Classroom Teacher	Sharon Roeder	Teacher
Counselor	Maria Jasper	Counselor
Parent	Missy Link	6th grade Parent

# Campus Needs Assessment Committee 2018-2019

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Erin Cobb	
Classroom Teacher	Sharon Roeder	
Administrator	Jennifer Gonzalez	Principal
Administrator	Harland Hoppock	Assistant Principal
Classroom Teacher	Tiffany Mixon	Teacher
Classroom Teacher	Monica Dingee	Teacher
Classroom Teacher	Staci Noska	Teacher
Classroom Teacher	Kathryn Baldwin	Teacher
Classroom Teacher	Kaylin Sosa	Teacher
Classroom Teacher	Lauren Hipp	Teacher
Classroom Teacher	Alyssa Rutherford	Teacher
Classroom Teacher	Stephanie Gay	Teacher
Classroom Teacher	Aubrey Berrio	Teacher
Classroom Teacher	Jennifer Wells	Teacher
Parent	Missy Link	Parent
Administrator	Kimberly Ziehl	Assistant Principal
Non-classroom Professional	Soni Anglin	PEIMS Clerk
Classroom Teacher	Carolyn Ross	Teacher

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Training for department chairs, professional growth materials		\$5,000.00
1	1	2	Eduphoria AWARE, paper, ink		\$2,000.00
1	1	3	Time for collaboration, registration, travel		\$4,000.00
1	3	1			\$25,817.00
1	3	2			\$700.00
1	4	3		0.00	\$0.00
2	1	3			\$750.00
2	2	1	Paper, prizes		\$700.00
2	2	2	Learning Earnings program, educational items students may earn		\$400.00
2	3	1	CHAMPS resources		\$350.00
2	3	2	Paper, ink, time, positive reinforcers		\$600.00
2	3	3	Time, paper, SWIS program		\$100.00
2	4	1	General supplies, time		\$100.00
3	1	2	iPads, time, paper		\$400.00
3	2	1	Professional development, class coverage		\$1,000.00
3	2	2	Professional development, class coverage		\$1,000.00
3	3	1	Time		\$400.00
3	3	2	Treats, jeans passes		\$1,000.00
3	4	1			\$0.00
3	4	2			\$0.00
3	4	3			\$0.00
4	1	1	tangible rewards, certificates, TEAMS data		\$800.00
4	1	2	Video-broadcasts, card stock, learning earning incentives		\$200.00
4	1	3	time		\$100.00

4	2	1	Time		\$0.00
4	2	2	Time, paper		\$100.00
4	3	1	Technology, ink		\$500.00
4	3	2	Projector bulbs, technology, maintenance, mice, ink, printer imaging drums, transfer rollers, toner	199.11.6395.82.115.11	\$7,000.00
4	3	2	Technology Consumables	199.11.6395.84.115.11	\$4,760.00
5	1	1	Kick-off night resources, shirts, posters, signs, materials, technology, camera, photos		\$800.00
5	1	2	Movie License		\$600.00
5	2	1			\$500.00
5	2	2			\$1,000.00
5	3	1	Technology		\$500.00
5	3	2	Technology maintenance		\$500.00
<b>Sub-Total</b>					\$61,677.00
<b>Budgeted Fund Source Amount</b>					\$61,677.00
<b>+/- Difference</b>					\$0
<b>Local 24 - State Comp</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	2			\$1,792.00
2	1	2	Identified curriculum for fifth grade		\$500.00
4	3	3	Computers, Chromebooks, Ipads, paper for printing certificates		\$200.00
<b>Sub-Total</b>					\$2,492.00
<b>Budgeted Fund Source Amount</b>					\$2,492.00
<b>+/- Difference</b>					\$0
<b>Local 24 - State Comp Personnel</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	2	Personnel Funding for teachers	199.11.6119.00.115.30	\$113,750.00
<b>Sub-Total</b>					\$113,750.00

<b>Budgeted Fund Source Amount</b>					\$113,750.00
<b>+/- Difference</b>					\$0
<b>211 - Title I, Part A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Manipulatives, supplemental teaching supplies		\$1,300.00
1	2	1			\$1,058.00
1	2	2	Payroll for 1.49 teachers, Universal screeners, reading intervention program, research-based math program, research-based reading program, instructional materials, tutors		\$100,000.00
1	2	2	STAAR Review, Progress Monitoring, STAAR Materials		\$37,025.00
1	3	1	PLC training		\$7,942.00
1	4	1		0.00	\$0.00
1	4	2		0.00	\$0.00
2	1	1	SAMs		\$3,500.00
2	4	2	Time, programs, paper		\$500.00
2	4	2			\$305.00
3	1	1	RtI Training	211.13.6411.00.115.30	\$21,745.00
<b>Sub-Total</b>					\$173,375.00
<b>Budgeted Fund Source Amount</b>					\$186,301.00
<b>+/- Difference</b>					\$12,926.00
<b>211 - Title I, Part A Parent &amp; Family Engagement</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	3	3	Student planners	211.61.6399.00.115.30	\$1,947.00
5	3	3	Parent Resource Brochures		\$1,803.00
5	3	5			\$0.00
5	3	6			\$0.00
<b>Sub-Total</b>					\$3,750.00
<b>Budgeted Fund Source Amount</b>					\$2,009.00

					<b>+/- Difference</b>	<b>\$-1,741.00</b>
<b>255 - Title II, Part A</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>	
1	3	1	PLC Training		\$4,732.00	
					<b>Sub-Total</b>	\$4,732.00
					<b>Budgeted Fund Source Amount</b>	\$4,732.00
					<b>+/- Difference</b>	<b>\$0</b>
					<b>Grand Total</b>	<b>\$359,776.00</b>