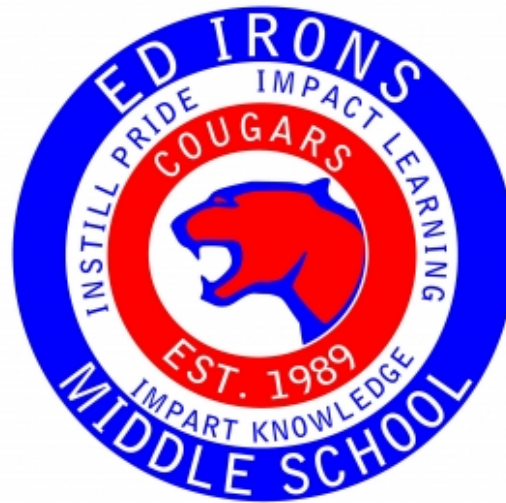


Lubbock Independent School District
Irons Middle School
2016-2017 Campus Improvement Plan



Mission Statement

The mission statement tells “what we do once we’re out of bed”. It states how we go about striving toward our vision. It is strong, but flexible and should be reviewed from time to time; it is what we do; and it is achievable. Our mission is to:

Impart Knowledge – Instill Pride – Impact Learning

Vision

The vision statement communicates “why we get out of bed each morning”. It is our noble purpose; should not change; is far-reaching; perhaps never fully achievable; can be grasped by every faculty and staff member. Our vision is:

Inspiring Lives – Transforming Tomorrow

Value Statement

The values statement expresses “how we behave as we go about our lives”. It reflects our attitude and our character and sets standards by which we expect to be held accountable. So as we serve, we will be:

Cultivating Respect, Loyalty, and Integrity

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Comprehensive Needs Assessment

Teaching and Learning

Teaching and Learning Summary

For the 2016-17 school year, Irons MS performed as follows in the four state accountability areas:

82% Index 1 Student Achievement

34% Index 2 Student Achievement

39% Index 3 Closing The Performance Gap

37% Index 4 Post Secondary Readiness

The campus earned a rating of Met Standard for 2016-17 with no distinctions.

STAAR data indicates that Irons as a whole had higher scores than district, region and state averages. 6th and 8th grade scores improved as a whole, however, 7th grade students scores dipped compared the the previous year. Level 3 scores generally increased as a campus as well.

Teaching and Learning Strengths

2015 8th grade PSAT scores higher than national, state and district averages.

No risk factors identified for Irons MS. Only school in LISD with no risk factors.

33.6% students identified as economically disadvantaged.

Mobility rate of 9.9%

Implementation of AVID on campus

Implementation of MAP and Edgenuity

Monitoring special education students needs and progress

Teaching and Learning Needs

Continue to implement and model PLC

Need for additional technology

For all teachers ELL trained

Do STAAR distinction designations earned

Continue to work to meet the challenges of final phase-in standards for STAAR.

Continue to work with special education staff on best practices for co-teach strategies.

Professional Development

Professional Development Summary

Personal and campus professional growth is addressed each year through multiple conferences with the Instructional Focus Team, CPOC, PTA and other meetings. Each team focus' on student data to define areas of strengths and weaknesses of our campus. Teacher goals are reviewed by campus administrators as work work to diminish possible barriers and insure growth opportunities on an individual basis. Lead4ward and AVID strategies that are discussed in PLC's are the main focus to which teachers identify learning needs of our students.

Professional Development Strengths

Content Focus Sessions

Common content planning time for PLC's.

District Instructional Coaches

Professional Development Needs

Development of PLC framework

Development of three new CAL

SAMR technology model

Personnel

Personnel Summary

Irons MS is staffed by:

Three administrators, two counselors, one nurse, one **diagnostiscian**, one librarian, 43 teachers, ten teaching/office assistants, and three secretaries/clerks. Irons MS goal is to be 100% fully staffed with 100% fully certified teachers. At the beginning of the 2016-17 school year, Irons MS lacked one position being fully staffed with certified teachers.

Personnel Strengths

Professional staff

Staff with growth mindset

Staff that works towards best interests of students

Teachers like content focus sessions each six weeks

Strong classroom **managment** techniques

Personnel Needs

Continued best practice strategies for teachers

common department planning time on campus for PLC's

additional personnel for special education SLC/SEBBS

Funding and Finance

Funding and Finance Summary

The campus budget allocation for the 2016-17 school year totals \$113,122.10. The campus is budgeted based on a per pupil allocation of \$113 per middle school student.

Funding and Finance Strengths

- **Departments** are adequately supplied with materials and resources

Funding and Finance Needs

- Funding to support technology needs on the campus, **ie.** outdated laptop carts replaced with chrome book carts
- Increased funding for elective classes with additional class taught due to 9 period day
- maintenance funds to repair broken tiles in hallways

Learning Environment

Learning Environment Summary

Intentional focus this year with teachers in PLC's to review student data and promote best practices in every classroom.

Learning Environment Strengths

Students are very compliant and have no risk-factors according to the **Moak**, Casey report from 2016.

Most teachers are eager to try new things and do what is best for student achievement.

Strong PBIS such as Cougar Bucks, Paws-**itive** notes, popcorn parties, Paws-**itive** Ed.

OER's each week by department

Implementation of AVID

Infinity Project - STEM (partnership with CHS feeder system)

Learning Environment Needs

Increased rigor in classrooms. Data indicates that our students are **underperforming**. Increased rigorous strategies through the use of Lead4Ward.

Technology

Technology Summary

2 carts of **Chromebooks** - math classes currently using

2 laptop carts (**STEMfinity**)

New **Chromebox** lab (30) used by fundamental classes

Desktop lab for ELAR writing (30).

Computer Explorations (Lisa's lab) (30)

Kindle class set cart used for Achieve3000

Technology Strengths

All current devices are being used.

Most teachers are ready for technology integration.

CTL teacher is exceptional.

Classroom management

Plans on training for the PD day in January 2 (**Chromebook** and management training)

Google Drive training

(request PLC schedule)

Technology Needs

Students lacking keyboarding skills

Lack devices

Need Edgenuity training--contact Tracy Tracy **Clanton**-smith

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: LISD will support and empower all students to reach their highest potential through the development of their knowledge, skills, and abilities.

Performance Objective 1: By July 2017, Irons students' reading scores will show growth from 85% passing rate to a minimum of 88% passing rate.

Evaluation Data Source(s) 1: 2017 STAAR Final Recommendation Projected Standards Data
2017 STAAR Ethnic Group Performance Data

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>1) Irons MS staff will work to increase level II and Level III reading STAAR scores for special education students from a 46% passing rate to 55%. This will be accomplished through focused interventions by teachers and co-teachers, tutorials (CAST) and PBIS strategies. Teachers will use PLC time to review data and plan best practices for Tier I learning.</p> <p>Each special education students IEP will be reviewed annually to best determine instructional strategies and interventions on an individual basis.</p> <p>Some special education students will also use software programs to help them reach their on-level reading goals.</p>	Administration, teachers, diagnostician	Monitoring special education student progress through PLC's using MAP, Achieve 3000, district assessments and STAAR data.				
Funding Sources: 199 - General Fund						
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>2) Irons MS staff will work to increase level II reading STAAR scores for African-American students from a 73% passing rate to 78%. This will be accomplished through focused interventions by teachers and co-teachers, tutorials (CAST) and PBIS. Teachers will use PLC time to review data and plan best practices for Tier I learning.</p>	Administration and teachers	Monitoring African-American students progress through PLC's using MAP, Achieve 3000, district assessments and STAAR data.				
Funding Sources: 199 - General Fund						

<p align="center">State System Safeguard Strategy</p> <p>3) Irons MS staff will work to increase level II reading STAAR scores for economically disadvantaged students from a 72% passing rate to 77%. This will be accomplished through focused interventions by teachers, tutorials (CAST) and PBIS. Teachers will use PLC time to review data and plan best practices for Tier I learning.</p>	Administration and teachers	Monitoring economically disadvantaged students progress through PLC's using MAP, Achieve 3000, district assessments and STAAR data.				
	Funding Sources: 199 - General Fund					

Goal 1: LISD will support and empower all students to reach their highest potential through the development of their knowledge, skills, and abilities.

Performance Objective 2: By July 2017, Irons MS math scores will show growth from 82% passing rate for all students to a minimum of 85% passing rate.






Evaluation Data Source(s) 2: 2017 STAAR Final Recommendation Projected Standards Data

2017 STAAR Ethnic Group Performance Data

2017 STAAR Performance Data in Math

Summative Evaluation 2:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>1) Irons MS staff will work to increase level II and Level III math STAAR scores for special education students from a 49% passing rate to 55%. This will be accomplished through focused interventions by teachers and co-teachers, tutorials (CAST) and PBIS strategies. Teachers will use PLC time to review data and plan best practices for Tier I learning.</p> <p>Each special education students IEP will be reviewed annually to best determine instructional strategies and interventions on an individual basis.</p> <p>Some special education students will also use software programs to help them reach their on-level reading goals.</p>	Administrators, teachers, diagnostician	Monitoring special education student progress through PLC's using MAP, district assessments and STAAR data.				
Funding Sources: 199 - General Fund						
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>2) Irons MS staff will work to increase level II and level III math STAAR scores for African-American students from a 65% passing rate to 70%. This will be accomplished through focused interventions by teachers and co-teachers, tutorials (CAST) and PBIS. Teachers will use PLC time to review data and plan best practices for Tier I learning.</p>	Administration and teachers	Monitoring African-American students progress through PLC's using MAP, district assessments and STAAR data.				
Funding Sources: 199 - General Fund						

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>3) Irons MS staff will work to increase level II and Level III math STAAR scores for economically disadvantaged students from a 70% passing rate to 75%. This will be accomplished through focused interventions by teachers and co-teachers, tutorials (CAST) and PBIS. Teachers will use PLC time to review data and plan best practices for Tier I learning.</p>	<p>Administration and teachers</p>	<p>Monitoring economically disadvantaged students progress through PLC's using district assessments and STAAR data.</p>				
		<p>Funding Sources: 199 - General Fund</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 1: LISD will support and empower all students to reach their highest potential through the development of their knowledge, skills, and abilities.

Performance Objective 3: By July 2017, 8th grade writing scores will show growth from 7th grade scores from 74% passing rate to a minimum of 79% passing rate.

Evaluation Data Source(s) 3: 2017 STAAR Final Recommendation Projected Standards Data
 2017 STAAR Ethnic Group Performance Data
 2017 STAAR Performance Data in Writing

Summative Evaluation 3:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>1) Irons MS staff will work to increase level II and Level III math STAAR scores for special education students from a 53% passing rate to 60%. This will be accomplished through focused interventions by teachers and co-teachers, tutorials (CAST) and PBIS strategies. Teachers will use PLC time to review data and plan best practices for Tier I learning.</p> <p>Each special education students IEP will be reviewed annually to best determine instructional strategies and interventions on an individual basis.</p> <p>Some special education students will also use software programs to help them reach their on-level reading goals.</p>	Administrators, teachers, diagnostician	Monitoring special education student progress through PLC's using MAP, district assessments and STAAR data.				
Funding Sources: 199 - General Fund						
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>2) Irons MS staff will work to increase level II and level III writing STAAR scores for African-American students from a 53% passing rate to 60%. This will be accomplished through focused interventions by teachers and co-teachers, tutorials (CAST) and PBIS. Teachers will use PLC time to review data and plan best practices for Tier I learning.</p>	Administrators and teachers	Monitoring African-American students progress through PLC's using MAP, district assessments and STAAR data.				
Funding Sources: 199 - General Fund						

<p align="center">State System Safeguard Strategy</p> <p>3) Irons MS staff will work to increase level II and Level III writing STAAR scores for economically disadvantaged students from a 61% passing rate to 70%. This will be accomplished through focused interventions by teachers and co-teachers, tutorials (CAST) and PBIS. Teachers will use PLC time to review data and plan best practices for Tier I learning.</p>	Administrators and teachers	Monitoring economically disadvantaged students progress through PLC's using district assessments and STAAR data.				
		Funding Sources: 199 - General Fund				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						


Goal 1: LISD will support and empower all students to reach their highest potential through the development of their knowledge, skills, and abilities.

Performance Objective 4: Elementary and Middle School campuses will utilize the coordinated school health program (SPARK K-5) and various health screening to improve student health, fitness and attendance of students during the 2016-2017 school year.

Evaluation Data Source(s) 4: Fitnessgram results

Attendance data
Screening results

Summative Evaluation 4:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Students in PK, K, 1, 3, 5, and 7 will receive physical screenings to identify health concerns	Campus nurse	Screening records				
2) Students in 5th and 8th grades will be screened for scoliosis to identify health concerns.	Campus Nurse	Screening records				
3) Students will complete Fitnessgrams as mandated by the State of Texas.	Administrators PE Teachers	Fitnessgram results				
4) Students will participate in Physical Education/Competitive Athletics and Recess as required by the State of Texas.	Administrators PE Teachers Coaches	Master schedule				
						

Goal 2: LISD will equip, support, and inspire staff through focused and intentional professional development to meet the needs of the whole student.

Performance Objective 1: In 2016-17 Irons faculty will utilize Lead4ward strategies to analyze data and improve instructional strategies in the classroom by collaborating a minimum of three times per 6 weeks with content PLC..

Evaluation Data Source(s) 1: Lesson Plan monitoring
Walkthrough data
PLC monitoring by administrators

Summative Evaluation 1:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Master scheduling for aligned PLC time	Administrators	schedule				
Funding Sources: 199 - General Fund						
State System Safeguard Strategy 2) Teacher participation in content focus sessions	Administrators and Eduphoria	Eduphoria and PD communication				
State System Safeguard Strategy 3) District curriculum coordinators and instructional coaches visiting PLC a minimum of once per 6 weeks to continue work on Lead4ward strategies in order to increase rigor and best practice in the classroom.	Irons Administrators	Administrator participation in PLC Walkthrough				
Funding Sources: 199 - General Fund						
State System Safeguard Strategy 4) Participation in Instructional Rounds to monitor and adjust instructional practices pertaining to best practices and use of instructional strategies.	Irons Administration	Increased rigor in classroom as evidenced through walk throughs, teacher observation, district assessment scores and STAAR.				
Funding Sources: 199 - General Fund						
						

Goal 3: LISD will actively recruit and support highly qualified staff to increase employee retention, resulting in higher student growth and achievement.

Performance Objective 1: In 2016-17 Irons Middle School will work to have 100% highly qualified teachers in all content areas.

Evaluation Data Source(s) 1: Staff surveys, T-TESS and retention rates will determine the effectiveness of the mentor. New teachers will meet with the mentor once a week the first 6 weeks then once per 6 week and/or as needed. Administrators will meet with new teachers each six weeks to provide information pertaining to campus procedures, 504/SST, special education requirements, etc..

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Irons Middle School will guide highly effective teachers to mentor a new staff members for the 2016-17 school year.	Administrators and CALS	Mentor new staff members in PLC's				
Funding Sources: 199 - General Fund						
						

Goal 3: LISD will actively recruit and support highly qualified staff to increase employee retention, resulting in higher student growth and achievement.

Performance Objective 2: Irons Middle School will equip teachers with resources to improve instructional practices through departmental PLC meetings, grade level content planning meetings, ongoing PBIS implementation.

Evaluation Data Source(s) 2: PBIS, T-TESS, PEIMS data, staff and student surveys will determine the effectiveness of campus based professional development.


Summative Evaluation 2:

Goal 3: LISD will actively recruit and support highly qualified staff to increase employee retention, resulting in higher student growth and achievement.

Performance Objective 3: Irons MS will utilize Review 360 to communicate consistently and effectively with teachers concerning discipline. Irons MS will use the alpha system between students and administrators/counselors for continuity and communication.

Evaluation Data Source(s) 3: Campus principal will monitor Review 360, PEIMS, PBIS each six weeks and review the OHI survey at end of year

Summative Evaluation 3:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Collaborate with area universities and attend LISD job fairs to recruit and retain highly qualified teachers.	Principal	100% highly qualified teacher staffing at end of school year				
Funding Sources: 199 - General Fund						
						

Goal 4: LISD will provide adequate and equitable resources through best funding practices and financial stewardship.

Performance Objective 1: For the 2016-17 school year, district resources will be used to equitably fund curricular and co-curricular expenses for Irons MS. These funds will be spent on what is determined to best meet the needs of our students to reach our campus goals.

Evaluation Data Source(s) 1: 2016-17 Campus Budget

Summative Evaluation 1:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Assess departmental needs based on last years expenses and monitor departmental budgets throughout current year.	Principal, CAL and secretary	balanced budget				
Funding Sources: 199 - General Fund						
						

Goal 5: LISD will equip and maintain facilities that promote and foster a culture of equity, safety, civility, and productivity in all learning environments.

Performance Objective 1: In 2016-17 Irons MS will reduce student discipline office referrals by 5%, increase students time in class and improve communication with teachers regarding discipline referrals.

Evaluation Data Source(s) 1: Review 360 data

Summative Evaluation 1:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
State System Safeguard Strategy 1) During the 2016-17 school year, discipline referrals will begin being documented and reviewed through the use of Review 360. Through this new documentation software we are now able to closely monitor referrals and determine our strengths and weakness. This new software will also allow administrators to communicate more efficiently through e-mail with parents and teachers.	Administrators, PBIS team	Review 360 reports Reduction of referrals				
	Funding Sources: 199 - General Fund					
State System Safeguard Strategy 2) PBIS team will revise current systems to monitor and support Tier 1/2/3 behavioral interventions.	Administration/PBIS team/teachers	PBIS plan Behavioral intervention plans Review 360 data				
	Funding Sources: 199 - General Fund					
						

Goal 6: LISD will embrace and sustain modern technology tools and digital resources as a fully integrated system to equip, prepare and empower future-ready learners.

Performance Objective 1: Irons MS will continue to increase technology on campus through acquiring a minimum of two Chromebook carts before September 2016 in increase student technology access throughout the year. Teachers will continue to implement technology strategies in their classrooms with SmartBoards, Google Drive, MyPath, and Microsoft Office skills through blended learning models.

Evaluation Data Source(s) 1: Inventory of acquired technology

Summative Evaluation 1:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Campus principal will coordinate with district technology team for acquisition of Chromebooks. Campus administrators and CALs will monitor student technology use through use of PBL, MAP, Edgenuity, Achieve 3000, PITSCO and Infinity Project.	Principal	Acquisition of two Chromebook carts for Sept. 2016				
Funding Sources: 199 - General Fund						
						

Goal 7: LISD will strengthen partnerships with the community to increase shared responsibility and trust.

Performance Objective 1: Irons MS will improve communication between the campus and surrounding businesses, churches and parents to increase community involvement at a rate of one new partner per semester.

Evaluation Data Source(s) 1: Implement Community Engagement surveys submitted to administrators and CPOC members.

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Personal contacts with area businesses and organizations.	Principal/counselors	One new partnership per semester				
	Funding Sources: 199 - General Fund					
2) Through collaborations with Irons PTA, we will seek to identify business partners in the community that have students attending Irons MS.	Principal, counselors	One new partnership per semester				
	Funding Sources: 199 - General Fund					
						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	<p>Irons MS staff will work to increase level II and Level III reading STAAR scores for special education students from a 46% passing rate to 55%. This will be accomplished through focused interventions by teachers and co-teachers, tutorials (CAST) and PBIS strategies. Teachers will use PLC time to review data and plan best practices for Tier I learning.</p> <p>Each special education students IEP will be reviewed annually to best determine instructional strategies and interventions on an individual basis.</p> <p>Some special education students will also use software programs to help them reach their on-level reading goals.</p>
1	1	2	<p>Irons MS staff will work to increase level II reading STAAR scores for African-American students from a 73% passing rate to 78%. This will be accomplished through focused interventions by teachers and co-teachers, tutorials (CAST) and PBIS. Teachers will use PLC time to review data and plan best practices for Tier I learning.</p>
1	1	3	<p>Irons MS staff will work to increase level II reading STAAR scores for economically disadvantaged students from a 72% passing rate to 77%. This will be accomplished through focused interventions by teachers, tutorials (CAST) and PBIS. Teachers will use PLC time to review data and plan best practices for Tier I learning.</p>
1	2	1	<p>Irons MS staff will work to increase level II and Level III math STAAR scores for special education students from a 49% passing rate to 55%. This will be accomplished through focused interventions by teachers and co-teachers, tutorials (CAST) and PBIS strategies. Teachers will use PLC time to review data and plan best practices for Tier I learning.</p> <p>Each special education students IEP will be reviewed annually to best determine instructional strategies and interventions on an individual basis.</p> <p>Some special education students will also use software programs to help them reach their on-level reading goals.</p>
1	2	2	<p>Irons MS staff will work to increase level II and level III math STAAR scores for African-American students from a 65% passing rate to 70%. This will be accomplished through focused interventions by teachers and co-teachers, tutorials (CAST) and PBIS. Teachers will use PLC time to review data and plan best practices for Tier I learning.</p>
1	2	3	<p>Irons MS staff will work to increase level II and Level III math STAAR scores for economically disadvantaged students from a 70% passing rate to 75%. This will be accomplished through focused interventions by teachers and co-teachers, tutorials (CAST) and PBIS. Teachers will use PLC time to review data and plan best practices for Tier I learning.</p>

Goal	Objective	Strategy	Description
1	3	1	<p>Irons MS staff will work to increase level II and Level III math STAAR scores for special education students from a 53% passing rate to 60%. This will be accomplished through focused interventions by teachers and co-teachers, tutorials (CAST) and PBIS strategies. Teachers will use PLC time to review data and plan best practices for Tier I learning.</p> <p>Each special education students IEP will be reviewed annually to best determine instructional strategies and interventions on an individual basis.</p> <p>Some special education students will also use software programs to help them reach their on-level reading goals.</p>
1	3	2	Irons MS staff will work to increase level II and level III writing STAAR scores for African-American students from a 53% passing rate to 60%. This will be accomplished through focused interventions by teachers and co-teachers, tutorials (CAST) and PBIS. Teachers will use PLC time to review data and plan best practices for Tier I learning.
1	3	3	Irons MS staff will work to increase level II and Level III writing STAAR scores for economically disadvantaged students from a 61% passing rate to 70%. This will be accomplished through focused interventions by teachers and co-teachers, tutorials (CAST) and PBIS. Teachers will use PLC time to review data and plan best practices for Tier I learning.
2	1	2	Teacher participation in content focus sessions
2	1	3	District curriculum coordinators and instructional coaches visiting PLC a minimum of once per 6 weeks to continue work on Lead4ward strategies in order to increase rigor and best practice in the classroom.
2	1	4	Participation in Instructional Rounds to monitor and adjust instructional practices pertaining to best practices and use of instructional strategies.
5	1	1	During the 2016-17 school year, discipline referrals will begin being documented and reviewed through the use of Review 360. Through this new documentation software we are now able to closely monitor referrals and determine our strengths and weakness. This new software will also allow administrators to communicate more efficiently through e-mail with parents and teachers.
5	1	2	PBIS team will revise current systems to monitor and support Tier 1/2/3 behavioral interventions.

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
2	1	1			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
3	1	1			\$0.00
3	3	1			\$0.00
4	1	1			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
6	1	1			\$0.00
7	1	1			\$0.00
7	1	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00