

Duncanville Independent School District

Reed Middle School

2019-2020 Formative Review with Notes

Accountability Rating: C



Mission Statement

The mission of Duncanville ISD is to provide each student with the necessary skills to achieve lifelong success and contribute to a global society.

To ensure that all students are provided with a quality education, in a safe, orderly, productive, and engaged environment.

Vision

Duncanville ISD –Writing success stories, one student at a time.

Value Statement

- We believe students are our first priority.
- We model personal integrity and ethical behavior.
- We value and respect all students, staff, families, and community members.
- We provide a safe, nurturing environment to foster academic excellence and positive relationships.
- We embrace continuous improvement, data-driven decision making, and mutual accountability for organizational excellence.
- We believe every staff member contributes to student success.

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Goal 1: Focus on Student Success

Performance Objective 1: Increase the Algebra 1 meets scores to 75%
Evaluation Data Source(s) 1: Campus, district and Algebra 1 EOC

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Use TI Nspire to differentiate instruction for Algebra 1 students and the use of manipulatives for student engagement.	Administrators, Instructional Specialist,	100% of our Algebra students will meet district standards.	December 	Our Algebra I students District Assessment I was above the district average.
			March 	Algebra I teacher has received the TI Nspire calculators and uses them for classroom instruction.
			May 	Algebra I teacher used the TI Nspire calculators during instruction.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			July 	The goal was accomplished by the classroom teacher using TI Nspire to differentiate instruction , as well as, for student engagement with Algebra 1 students.









Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Professional Development led by department leader on instructional strategies, such as marking the text, quick write, read out loud, close reading, stations, anchor charts, Lead4ward, TRS, Tex Guide, etc. Data -driven interventions, such as GradeCam and Measuring Up Live	Administration,	Student academic achievement will increase across every sub-population on the 2019-2020 district assessments.	December 	Each core department spent 1/2 a day designing future lessons. Our Teacher Specialist has provided professional development to each individual level focusing on quick writes , stations, and anchor charts.
			March 	Teachers participated the the full day district professional development day in February at DHS. In addition, each core department spent 1 full day during March planning for future lessons. The Teacher Specialist provided support in the instructional planning for each core department.
			May 	Teachers participated in one professional development training weekly from March 23 - May 28th in order to provide quality distance instruction for students.
			Summative Evaluation	
			July 	The goal was accomplished by the department leaders providing professional developmet on various instructional strategies during PLC (examples, annotating text, quick writes, close reading, Lead4ward)
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				

Goal 1: Focus on Student Success

Performance Objective 2: Increase the passing rate for 7th grade math African American males by 20%

Evaluation Data Source(s) 2: Campus and District Assessments

Summative Evaluation 2:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Closing the Achievement Gap- Core (Math, Science, ELAR, Social Studies) Teachers will be provided with four planning days, one every nine weeks to collaborate and calibrate. Teachers will analyze student sub-population results, common assessments, district assessments, and update/adjust lesson plans.	Administrators, Instructional specialist,	20% Increase in academic performance through common and district assessments.	December 	Each level was provided with their first planning day during October, 2019. Student provided evidence of learning through District Assessment 1 2018-2019 comparison.
			March 	Each level was provided a planning day in March, 2020. Teachers analyzed common assessment and interim assessment data; instructional plans were made to address each department's lowest TEKS moving forward.
			May 	March 23rd - May 28 teacher collaborative PLC meetings continued twice per week.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
July 	This goal was accomplished for closing the achievement gap in core subjects. Teacher were provided planning days to collaborate and calibrate. Teachers analyzed student data from common and district assessment; and adjusted instruction based on results.			
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				



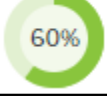

Goal 1: Focus on Student Success



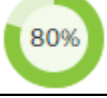





Performance Objective 3: Increase in math from 79% to 85% compared to 2019

Evaluation Data Source(s) 3: District Assessments

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Tier I Instruction-Teachers will be provided with 4 planning days, one every 9 weeks to collaborate, analyze, and make lesson adjustments to ensure that all students are provided with quality Tier I Instruction.	Administrators, Math teachers, Instructional Lead Teacher, Instructional Specialist	The impact of this will be a 20% increase in academic performance through common and district assessments.	December	Each level was provided with their first planning day during October, 2019. Student provided evidence of learning through District Assessment 1 2018-2019 comparison.
				
			March	Each level was provided a planning day in March, 2020. Teachers analyzed common assessment and interim assessment data; instructional plans were made to address each department's lowest TEKS moving forward.
				
			May	March 23rd - May 28th teacher collaborative PLC meetings continued twice per week.
				
Summative Evaluation				
			Month	Notes & Next Steps Recommendations
			July	Due to COVID-19 Tier 1 instruction will continue into the 2020-2021 academic school year.
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Teachers will provide Saturday (once per month) enrichment for students who did not meet expectations for 7th grade math in 6th grade.	Administrators, Math teachers, Instructional Lead Teacher, Instructional Specialist	The impact of this will be a 20% increase in academic performance through common and district assessments.	December 	We have not started our Saturday tutorials. We have incorporated during the school day Fall interventions designed for students that did not meet standard last school year.
			March 	Saturday tutorials began February, 2020. 8th grade ELAR has completed three Saturday tutorials, 7th grade writing has completed two Saturday tutorials and 8th grade Math has completed one Saturday tutorial.
			May 	Due to school closure for Covid 19 teachers were not able to continue with Saturday school.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			July 	Due to COVID-19 teachers providing Saturday instruction for students will continue into the 2020-2021 academic school year.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
3) Small group tutorials/ interventions specifically for at-risk students, and students that are in danger of not being successful on district assessments	Core department leaders, teacher specialist, administration	At-risk students and students that are in danger of not meeting expectations will provide evidence of academic growth on district assessments.	December 	8th grade students have been placed in Reading Lab courses in combination with small group in class instruction in all core classes. District Assessment 1 has provided evidence of student growth in Reading Labs.
			March 	In addition to the reading labs for 7th and 8th grade ELAR; approximately 120 students participate in our 5th period intervention sessions for 75 mins. per week with Math and ELAR. These intervention sessions began in October, 2019.
			May 	March 23rd - May 28th the Reading center teacher continued to provide instructional support to students during Distance Learning.; however, was unable to provide small group tutorials.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
July 	Due to COVID-19 small group tutorials and interventions will continue into the 2020-2021 academic school year.			
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				





Goal 1: Focus on Student Success

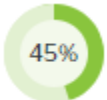

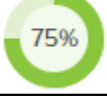

Performance Objective 4: Increase 8th grade Science meets and masters by 10-15 %

Evaluation Data Source(s) 4: Campus and District Assessments

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>1) Students will be provided the opportunity to make real-world connections with the daily standards with the purchasing of necessary textbooks, supplies and lab equipment.</p> <p>7th grade: Frogs/Earthworms for dissection.</p> <p>8th grade: Chemicals, Flash Lights and Batteries, Sirius 8th grade STAAR Book, 8th grade Science Zingers Workbooks-Masters</p>	Administrators,	This strategy will enhance the learning of specific low tested TEKS and increase student performance and engagement as evidenced by campus data.	December	We have purchased the frogs/earthworms and are finalizing our dissection plan. Supplemental textbooks and lab equipment has been purchased.
				
			March	Additional items have been received for 7th grade and 8th grade science (frogs, earthworms, lights, batteries, and Zinger Workbooks-Masters).
				
			May	All of the science materials purchased were received. Campus assessments provided evidence of continual growth.
				
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			July	The goal was accomplished, students were provided opportunities to make real world connections using the material purchased for science classes (Frogs/Earthworms, chemicals, flash lights, and workbooks).
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) Science teachers will attend the CAST Convention. Cast Convention workshops are geared towards the success of all students. Workshops will help with differentiated instructional strategies toward SPED, GT, ELL students. Teachers can share instructional strategies with other departments to encourage and implement cross-curricular instruction.	Administrators, Instructional Lead Teacher	This strategy will enhance the learning of specific low tested TEKS and increase student performance and engagement as evidenced by campus data.	December	Science teachers attended the CAST convention on November 21 and 22.
				
			March	
				
			May	
				
			Summative Evaluation	
Month	Notes & Next Steps Recommendations			
July	This goal was accomplished, the Science teacher attended the CAST conference on November 21-22, 2019.			
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
3) Tier I Instruction-Teachers will be provided with 4 planning days, one every 9 weeks to collaborate, analyze, and make lesson adjustments to ensure that all students are provided with quality Tier I Instruction.	Science Department Leader, Administration, Teacher Specialist	Students will provide evidence of learning each nine weeks through academic achievement on common assessments and district assessments.	December 	Each level was provided with their first planning day during October, 2019. Student provided evidence of learning through District Assessment 1 2018-2019 comparison.
			March 	Each level was provided a planning day in March, 2020. Teachers analyzed common assessment and interim assessment data; instructional plans were made to address each department's lowest TEKS moving forward.
			May 	March 23rd - May 28 teacher collaborative PLC meetings continued twice per week. Student achievement improved throughout the 3rd nine weeks.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			July 	Due to COVID-19 teachers will be provided planning days each nine weeks will continue into the 2020-2021 academic school year.



= Accomplished



= Continue/Modify



= No Progress





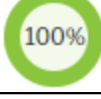

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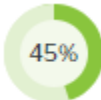



Goal 1: Focus on Student Success





Performance Objective 5: Increase Writing Approaches and Meets by 20%





Evaluation Data Source(s) 5: Campus and District Assessments





Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 1) Core ELAR teachers will be provided with professional development in writing instruction for students with disabilities and At-Risk students. (Region 10)</p>	Administrators, Instructional Lead Teacher, Instructional Specialist	Students will be provided with quality specialized instruction that will result in an increase in each Category by 20% in Approaches and Meets for writing.	December 	ELAR teachers were provided fall intervention support lead by our Teacher Instructional Specialist. This support included a two week Writing calibration plan along with in class instructional support.
			March 	The ELAR Coordinators from the district have provided the 7th grade writing teachers with three half day writing professional development sessions during the second semester.
			May 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			July 	This goal was accomplished, the ELAR teachers were provided with professional development in writing instruction.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Professional development will be provided for ELAR teachers to seamlessly integrate reading and writing in the classroom (Region 10)</p>	Administrators, Instructional Lead Teacher, Instructional Specialist	Students will be provided quality specialized instruction. Students will increase in each category by 20% in Approaches and Meets for reading and writing.	December 	ELAR teachers have been provided with professional development through our district instructional department and on campus Teacher Specialist.
			March 	The ELAR Coordinators from the district have provided the 7th grade writing teachers with three half day writing professional development sessions during the second semester.
			May 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			July 	This goal was accomplished, professional development was provided to the ELAR teachers on integrating reading and writing in the classroom through three half day professional development sessions during the second semester.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 3) SPED teachers will assist and support Gen Ed teachers in creating, providing, and continually updating supplemental aids (mnemonic devices, blank graphic organizers) to use as memory joggers and organizers to increase usage of learned information.</p>	Administrators, Instructional Lead Teacher, Instructional Specialist, Special Education teachers	By using appropriate supplemental aids as reminders of grammar rules, strategies, spelling, and organizing information with fidelity, student scores will increase overall by 10%.	December 	Our special education department teachers participate in at least 1 professional learning community per week. As the year continues their presence will increase.
			March 	Our special education department teachers participate in at least 1 professional learning community per week. The SPED teachers have been supporting the classroom teachers in ensuring that students are using the appropriate supplemental aids.
			May 	Our special education department teachers participated in two professional learning community per week from March 23rd - May 28th. The SPED teachers have been supporting the classroom teachers in ensuring that students are receiving SPED inclusion support and accommodations during Distance Learning.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			July 	This goal was accomplished, SPED teachers assisted and supported the GEN Ed teachers in creating, providing and continually updating supplemental aids to support SPED student in the general educational setting.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) ELAR and Social Studies teachers will be provided with Flocabulary to deepen content knowledge and improve vocabulary acquisition. In addition they will be provided with spirals, composition notebooks, and white boards.	Department Leader, Instructional Specialist and Administrators	Overall increase in student engagement and academic performance ELAR Gen Ed students will attain an overall growth of 20% for all students.	December	Flocabulary has been provided to our ELAR and Social Studies teachers. The students also have composition notebooks and the use of white boards to provide immediate response.
				
			March	Flocabulary has been provided to the ELAR and Social Studies teachers. All of the instructional resources have been supplied to both content areas.
				
			May	
				
Summative Evaluation				
			Month	Notes & Next Steps Recommendations
			July	This goal was accomplished, ELAR and Social Studies teachers were provided with Flocabulary to deepen content knowledge and improve student vocabulary acquisition. In addition, they were provided with spirals, composition notebooks and white boards for instructional purposes.
				





 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue


Goal 1: Focus on Student Success

Performance Objective 6: 10% increase in Meet and Masters passing rate on 8th grade Social Studies

Evaluation Data Source(s) 6: Campus and District Assessments

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Teachers will increase student engagement in sub-groups by using instructional strategies that incorporate movement (TPR, Lead4ward strategies, etc.) Visual stimulation (videos, pictures, maps, graphic organizers, etc.) technology (interactive response system, Flocabulary, etc.) building and activating schema and vocabulary instruction (word analysis)	Department Leader, Instructional Specialist and Administrators	The impact of using this strategy will be overall increase in student engagement and academic performance, resulting in a 10% growth in Meet and Masters passing rate on 8th grade Social Studies district assessments.	December	Subpopulation groups provided evidence of growth on the most recent District Assessment.
				
			March	Teachers are using instructional strategies (Lead4Ward, as well as, visual aids (anchor charts and supplemental aids) that are increasing student engagement in the classroom.
				
			May	Teachers have participated in professional development opportunities to increase student participation during Distance Learning.
				
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			July	This goal was accomplished, teachers used instructional strategies to increase student engagement in sub-groups by using instructional strategies that incorporated movement, visual stimulation, technology and other multiple response strategies.
				





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) Teachers will attend training to gain knowledge of instructional strategies that will increase student engagement.	Department Leader, Instructional Specialist and Administrators	The impact of using this strategy will be an overall increase in student engagement and academic performance, resulting in a 10% growth in Meet and Masters passing rate on 8th grade Social Studies district assessments.	December	All teachers have attended Professional Development sessions focused on improving Tier I instruction inside of the classroom. Student growth has been evident in comparison to the 2018-2019 District Assessment 1 Social Studies data.
			March	All teachers attended the district professional development day in February. Teachers had the opportunity to select instructional sessions that pertained to their content area.
			May	Teachers have participated in professional development opportunities to increase student participation during Distance Learning.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			July	This goal was accomplished, teachers attended trainings throughout the year to gain knowledge of instructional strategies that would increase student engagement.
				

Goal 1: Focus on Student Success









Performance Objective 7: Increase students achievement by a measure of 10% in all core areas

Evaluation Data Source(s) 7: Campus and District Assessments

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) To support our student achievement growth in ELAR and Social Studies students will have the ability to complete Achieve3000 quizzes/assignments inside of the classroom along with activities. Our English Language Learners will also use flipgrid and seesaw.	Administrators, Department Leaders	Students will provide evidence of academic growth each assessment period.	December 	Social Studies teachers have started the achieve 3000 implementation process. Students actively participate in Achieve 3000 instruction weekly.
			March 	In addition to Social Studies teachers using Achieve 3000, ELAR teachers began using Achieve 3000 in November, 2019. Students continue to receive Achieve 3000 instruction weekly in Social Studies and ELAR.
			May 	Social Studies and ELAR continue to use Achieve 3000 as a resource for Distance Learning.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			July 	This goal was accomplished, the Social Studies and ELAR teachers used Achieve 3000 to support our student achievement growth.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) Teachers will provide tutoring to students in need in all core areas.	Administration	Student will see academic growth in all core classes.	December	Core department teachers provide tutoring four days per week. Each day one department takes priority to ensure that students have the opportunity to attend tutorials for each class. Student academic growth has been evidenced by growth on campus common assessments and the first district assessment.
			March	Core department teachers continue to provide tutoring four days per week. Each day one department takes priority to ensure that students have the opportunity to attend tutorials for each class. Student academic growth has been evidenced by growth on campus common assessments and the first district assessment.
			May	March 23rd -May 28th teachers did not provide tutoring due to school closure for Covid 19.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			July	Due to COVID-19 tutorials in all core areas will continue into the 2020-2021 academic school year.









Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
3) Create and Implement tiered RTI support both instructionally and behaviorally. Instructional RTI tiered support- students that provide evidence of additional support required will receive streamlined interventions with the support of Istation remediation. The amount of remediation will be dependent on student assessment results. Students that fall into Groups 1,2, or 3 will receive at least 30 minutes of interventions each week in math and elar. RTI behavior support protocol will be established to promote restorative practice for at risk/behavior challenged students.	Administration, Reading/Math center teachers,	Decrease in violence/campus disciplinary offenses. Increase in student achievement	December 	Reading and Math teachers have selected approximately 40 student each, these students meet in small groups with the reading/math center teacher one time per week. Both male and female students have been selected to participate in Reed Girls Rock and Boys 2 Men, monthly meetings will begin in December.
			March 	Reading and Math center teachers continue to work with Tier III students in small groups weekly within the Reading and Math labs.
			May 	Reading and Math center teachers continue to support RTI students during distance learning within their Google classrooms.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
July 	This goal was accomplished, the reading and math center teachers implemented tiered RTI support. They worked with Tier III students in small groups within their classes.			
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				

Goal 1: Focus on Student Success

Performance Objective 8: Implementation of Springboard in Math and ELAR in both 7th and 8th grade

Evaluation Data Source(s) 8: Springboard Common Assessment Data and District Assessments

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Teachers will attend Springboard Professional Development training (both in district lead by our Director of Advanced Academics, and outside of district professional development) to ensure that we provide all pre-ap students with quality tier I instruction.	Teacher Specialists, Director of Advanced Academics, Administration	Our Meets, and Masters district results will increase compared to our 2018-2019 district results.	December 	All pre-ap ELAR and Math teachers have attended Professional Development training. Our Algebra students have provided evidence of growth in the meets and masters in comparison with the 2018-2019 District Assessment 1.
			March 	All pre-ap ELAR and Math teachers have attended Professional Development training. Our masters students have provided evidence of growth in the meets and masters in comparison with the 2018-2019 District Assessment 1.
			May 	All pre-ap ELAR and Math teachers have attended Professional Development training. Our masters students have provided evidence of growth in the meets and masters in comparison with the 2018-2019 District Assessment 1.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			July 	Due to COVID-19 teachers will continue to use Springboard into the 2020-2021 academic school year.
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				

Goal 1: Focus on Student Success

Performance Objective 9: Ensure that all students receive quality Tier I Instruction in each subject area.

Evaluation Data Source(s) 9: Common and District Assessments

Summative Evaluation 9:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Core teachers will attend Professional Learning Communities daily. Teachers will discuss lesson plans, analyze data, monitor student achievement, and implement learning strategies to ensure that all students receive quality Tier I instruction.	Department Leaders, Administration, Teacher Specialist	Tier I instruction will improve, evidenced by continuous student academic achievement.	December	Our teachers meet daily, and follow our PLC daily protocol. The majority of our core classes have provided evidence of growth in comparison to the 2018-2019 school year.
			March	Our teachers meet daily, and follow our PLC daily protocol. The majority of our core classes have provided evidence of growth in comparison to the 2018-2019 school year. During the 2nd and 3rd nine weeks each core content area achieved their SMART goal(s).
			May	Our teachers meet daily, and follow our PLC daily protocol. The majority of our core classes have provided evidence of growth in comparison to the 2018-2019 school year. During the 2nd and 3rd nine weeks each core content area achieved their SMART goal(s).
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			July	Due to COVID-19 PLCs will continue into the 2020-2021 academic school year to ensure all students receive quality Tier I instruction.



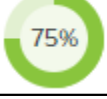

Goal 1: Focus on Student Success



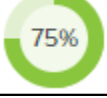





Performance Objective 10: Provide CTE students real-world, hands-on opportunities that exhibit evidence of student exploration of college and career readiness.

Evaluation Data Source(s) 10:

Summative Evaluation 10:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Students will participate in two CTE Exploration events.	Campus Administration, counselors	Students will choose an endorsement that prepares them for high school.	December	The planning process of the first CTE Exploration has been completed. Students participated in the first exploration event the week of November 12, 2019.
				
			March	The planning process of the second CTE Exploration has been completed.
				
			May	CTE Exploration completed.
				
			Summative Evaluation	
Month	Notes & Next Steps Recommendations			
July	This goal was accomplished, students participated in two CTE exploration events.			
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) Students will be provided with enrichment opportunities to highlight CTE and CCR opportunities, for example, summer camps, club competitions, guest speakers, industry partnerships, and mentorships.	CTE Teachers, Administrators	Students will be prepared to enter college or the career of their choice.	December 	The students were able to ask guest speakers questions and learn more about their professional lives the week of November 12, 2019.
			March 	The CTE teachers continue to invite guest speakers to attend their classrooms.
			May 	CTE teachers weren't able to invite guest speakers during the 4th nine weeks due to Covid 19.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			July 	Due to COVID-19 CTE and CCR opportunities will continue into the 2020-2021 academic school year.









Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
3) Students will attend college/career fairs, and field trips.	CTE Teachers, Administrators.	Students will be prepared to attend college and/or a career field.	December 	The first college/career field trip has been set for the spring semester. Students participated in question/answer session with business professionals the week of November 12, 2019.
			March 	Students attended a Junior Achievement Financial Program field trip during February, 2020.
			May 	Students weren't able to attend field trips March 23rd - May 28th due to Covid 19.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			July 	Due to COVID 19 CTE field trips will continue into the 2020-2021 academic school year.
			 = Accomplished  = Continue/Modify  = No Progress  = Discontinue	

Goal 1: Focus on Student Success

Performance Objective 11: Increase the fitness and health of all students on campus

Evaluation Data Source(s) 11: Fitness gram P.E. performance data

Summative Evaluation 11:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) All students in physical education classes and athletic classes will participate in physical activities each month. These activities will range from playing athletic games, and weightlifting.	Campus administration, athletic coaches.	Students will decrease their mile time each time that they run. Students will excel in all fitness gram activities.	December 	P.E. students actively participate in team sport games such as basketball and volleyball. Students also have been timed on their first mile run. Students will continue to be tested quarterly.
			March 	P.E. students continue to actively participate in team sport and games weekly.
			May 	P.E. students participated in weekly virtual meetings weekly March 23rd - May 28th.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
July 	Due to COVID-19 monthly PE activities will continue into the 2020-2021 academic school year.			
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				





Goal 2: Focus on Students, Families and Community





Performance Objective 1: Increase by 10% the number of opportunities for families to participate in their child's education.





Evaluation Data Source(s) 1: 10% increase in students, families, and community participation in school functions/events.

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
TEA Priorities Improve low-performing schools 1) Foster a responsive, caring, and inclusive culture in which students, parents, and staff feel valued, supported and hopeful.	Administrators, Teachers and Family Liason	10% Increase in parent participation, Partnership with PTA with 50% Staff Membership, 25% Parent Membership, Increase student achievement by 10%.	December 	We have implemented campus weekly teacher and student celebrations focused on attendance and academic excellence. We have also had 3 faculty after school gatherings.
			March 	We facilitated a parent orientation to provide parents and community members with an opportunity to meet and build stronger relationships with all stakeholders. March 5, 2020
			May 	PTA Elections and membership drive was scheduled for April, 2020. This event did not occur due to Covid-19.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			July 	Due to COVID-19 establishing a PTA will continue into the 2020-2021 academic school year.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
TEA Priorities Improve low-performing schools 2) Engage parents throughout the year by encouraging them to attend events such as Panther Camps, Donuts for Dad, Muffins for Mom, PTA Meetings, Signing Day for Student Athletes, Meet the Principal cookouts, as well as, volunteer opportunities throughout the school year.	Administrators, Teachers, Family Liason	10% Increase in parent participation, Partnership with PTA with 50% Staff Membership, 25% Parent Membership, Increase student achievement by 10%.	December 	Parent participation in our Muffins with Moms and Donuts with Dads improved in comparison with the 2018-2019 school year. Staff membership and parent membership is an area of opportunity.
			March 	We are holding a Career day on March 13, 2020, for all students to meet with members of the community and learn more about business and career opportunities.
			May 	The April and May events did not occur due to Covid-19.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			July 	Due to COVID-19 engaging parents throughout the year will continue into the 2020-2021 academic school year (Panther Camps, Donuts for Dad, Muffins for Mom, PTA, etc).

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
3) Staff will engage in work that directly and indirectly creates positive experiences for learners. Staff will be positive and encouraging daily.	Administrators	Decrease the number of referrals for ISS, OSS, and DAEP placements by 10%. Improve campus culture and create an engaged learning environment.	December	We have implemented weekly Panther Bucks encouraging our students to provide evidence of excellence each day. Students are celebrated for being respectful and ready to learn each week. In comparison to last year our ISS discipline referrals have decreased.
				
			March	We have greatly reduced the number of students who are sent to the Summit as well as the number of students who are sent home for infractions. Staff members work with students daily to discuss and practice social and emotional learning.
				
			May	During the Distance Learning from March 23rd - May 27th teachers had continued to foster positive relationships with their students during their weekly Zoom meetings. The campus counselors have weekly virtual hours to provide social and emotional support to students.
				
Summative Evaluation				
			Month	Notes & Next Steps Recommendations
			July 	Due to COVID-19 fostering positive experiences for students will continue into the 2020-2021 academic school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 4) Administrators will provide teachers with 100% feedback on disciplinary actions within 48 hours.	Administrators, Staff	100% Feedback Improve Campus Morale	December	Our faculty absences have decreased in almost all departments in comparison to the 2018-2019 school year.
				
			March	Administrators continue to provide teachers with 100% feedback in a timely manner.
				
			May	Administrators continued to provide support to teachers during Covid-19 by participating in the two weekly PLC meetings, weekly TEAM Leader meeting and weekly Faculty Meeting. 100% of teacher summatives were completed during Covid 19.
				
			Summative Evaluation	
		Month	Notes & Next Steps Recommendations	
		July	This goal was accomplished, administrators provided teachers 100% feedback on disciplinary actions within 48 hours.	
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 5) Counselors will be provided with professional development which will equip them in supporting students and teachers in the Core content classes as it relates to social emotional learning.	Administrators	Decrease the number of classroom disruption referrals by 10%	December	Our counselors have lead two faculty meetings designed to provide hands on Social Emotional Learning support. Referrals for the first nine weeks decreased compared to referrals written in the first nine weeks of 2018-2019.
			March	Our counselors continue to attend monthly meetings for professional development and growth. Our counselors also attend various meetings throughout the month to support their growth in the area of test planning and implementation of test.
			May	Our counselors continued their montly meetings during Covid 19 and participated in one hour of professional development during that time for continuous growth and development.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			July	This goal was accomplished, counselors provided professional development to teachers as it related to social emotional learning.







 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue





Goal 2: Focus on Students, Families and Community

Performance Objective 2: Decrease by 10% student disciplinary referrals in comparison to the 2018-2019 school year.

Evaluation Data Source(s) 2: Disciplinary Referrals compared to 2018-2019 school year.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Reed Middle School teachers will create, model, and implement individual classroom rules, procedures, and corrective actions	Classroom Teachers	Decrease in disciplinary office referrals and increase positive classroom behavior.	December 	All faculty members have created classroom rules, procedures, and corrective actions. Student referrals have decreased in comparison to the 2018-2019 first nine weeks.
			March 	All faculty members continue to implement and maintain their classroom rules, procedures, and corrective actions.
			May 	During distance learning from March 23rd-May 28th teachers maintained rules and procedures during their weekly virtual meetings with their students.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			July 	Due to COVID-19 teachers will continue to create, model, and implement classroom rules into the 2020-2021 academic school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) Reed Middle School will establish a boys and girls mentoring program. Reed Girls Rock and Boys II Men will teach students de-escalation strategies, discuss life skills, decrease/eliminate the dropout rate and provide individual and group mentoring.	Mentor Program Sponsors	Decrease in violence in comparison to 2018-2019, provide proactive interventions and reduce student dropout rate.	December 	Students have been selected, our mentoring programs will begin during the month of December.
			March 	Students that were selected continue to meet with staff members for mentoring weekly. Students have learned how to tie ties, shake hands, and deescalate problems.
			May 	The mentorship program was not continued during Covid 19.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			July 	Due to COVID-19 Reed's mentoring programs (Boys II Men and Reed Girls Rock) will continue into the 2020-2021 academic school year.



= Accomplished



= Continue/Modify



= No Progress







= Discontinue





Goal 2: Focus on Students, Families and Community


Performance Objective 3: Increase our 2019-2020 student attendance from 95.8 % to 97%.

Evaluation Data Source(s) 3: 2019-2020 student attendance percentage.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Panther Family celebration- students will be recognized for perfect attendance each nine weeks.	Attendance clerk, Administration	Positive incentives will increase student daily attendance.	December	Panther celebrations started during the first nine weeks. At this time student attendance has decreased in comparison to the 2018-2019 first nine weeks.
				
			March	Panther celebrations continued and in addition to recognizing and celebrating students, teachers were provided with free lunch and a juice bar that was prepared by administrators on March 11, 2020.
				
			May	Pather Celebrations for students did not continue during Covid 19. However, teachers were celebrated and appreciated for all of their hard work and dedication during Teacher Appreciation Week.
				
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			July	Due to COVID-19 Pather celebrations will continue into the 2020-2021 academic school year.
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) Positive Monthly communication, encouraging students and parents to attend school each day. All faculty will make two positive phone calls per week.	Administration	Student attendance percentage will increase in comparison to the 2018-2019 school year.	December	Panther celebrations started during the first nine weeks. At this time student attendance has decreased in comparison to the 2018-2019 first nine weeks.
				
			March	Positive communications continue and are made daily by administrators. Teachers communicate with 3 positive phone calls per week.
				
			May	Positive communication with students continued during Covid 19 to see if students had technology access at home and frequent phone calls were made for students who weren't participating in Zoom meetings or not completing the Distance Learning assignments.
				
			Summative Evaluation	
Month	Notes & Next Steps Recommendations			
July	Due to COVID-19 positive monthly communication with parents will continue into the 2020-2021 academic school year.			
				




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
3) Assistant principal will contact both the parent and students once the student misses 3, 5, and 7 days of school to prevent student dropout.	Campus Administration	100% students will complete the 2019-2020 school year.	December	Campus administrators along with our attendance clerk contact parents and students each week. The student attendance rate has slightly decreased in comparison to the 2018-2019 school year.
			March	Assistant principals and the attendance clerks contact parents every day to prevent student dropout and promote student attendance.
			May	During Covid 19 daily attendance was not taken.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			July	Due to COVID-19 assistant principal contact to parents regarding absences will continue into the 2020-2021 academic school year.
				









Goal 3: Focus on Operational Excellence

Performance Objective 1: Ensure 100% of the campus and departments have clearly defined, aligned, and communicated processes and procedures to support the district's mission and beliefs.

Evaluation Data Source(s) 1: Campus surveys, safety and security drill evaluation reports, and parent surveys.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Months	Evidence of Progress	
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Establish clear systems for instructional and operational processes such as instructional delivery, campus safety, and parental involvement.	Administrators	The impact of this strategy will be a smooth flowing atmosphere with a safe environment for staff and students as indicated by standardized test results, and safety reports.	December	We have established our campus PLC, Walk-through, and safety drill protocols. We communicate directly with parents using social media, and campus voice/email call outs. The most recent common and district assessments have provided evidence of student academic growth.	
				March	We continue to implement the processes our campus implemented at the beginning of the school year: PLC Protocol, Walk-through and post-conferences to provide feedback, and safety drill protocols. We communicate directly with parents using social media, and campus voice/email call outs.
				May	We continued with the following processes during Covid 19: weekly PLC meetings, using social media, principal weekly voice call outs, and several Parent Informational Meetings (English/Spanish) via Google Meet.
				Summative Evaluation	
			Month	Notes & Next Steps Recommendations	
			July	Due to COVID-19 establishing clear systems and instructional operational process will continue into the 2020-2021 academic school year.	





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Improve low-performing schools 2) Provide an efficient system for documenting and tracking student tardies in an effort to efficiently get students to class to ensure that we maximize instruction, and reduce the number of tardies.	Assistant Principals Office Staff	Reduce tardies by 12%; in an effort to maximize instructional minutes	December 	Our assistant principals monitor tardies each week. Students that have exhibited an abnormal amount of tardies (10 or more during one grading period) have individualized tardy plans. As a campus our tardies decreased when compared to 2018-2019 first nine weeks tardy data.
			March 	Our assistant principals continue to monitor tardies each week. Students who have excessive tardies are now being assigned to after school detention once per week.
			May 	This strategy ceased during Covid 19.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
July 	Due to COVID-19 providing an efficient system to document and track student tardies will continue into the 2020-2021 academic school year.			
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				


Goal 3: Focus on Operational Excellence

Performance Objective 2: Improve our Skyward procedures to ensure accuracy such as attendance, discipline, 504, at-risk, and RTI.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Weekly leadership team staffings. During each staffing attendance, discipline, 504 students, At-risk students, and RTI students will be analyzed, adjusted and updated.	Administration	Our Skyward coding accuracy will improve compared to the 2018-2019 school year.	December 	We have hired a new attendance clerk that has received one on one training with our district personnel to ensure that our coding is up to date. Our campus registrar also received additional coding training at the beginning of the 2019-2020 school year.
			March 	Our administrative team continues to meet weekly, those discussions along with our department leader collaborations have lead to the creation of focused student groups. These student groups will promote focused instructional delivery in preparation for the upcoming STAAR examinations.
			May 	Our administrative team met daily from March 23rd - May 28th. Topics were instructional (Distance Learning), managerial, hiring, professional development, master schedule for 2020-2021, promotion/retention, grading, 504 and SPED documentation, and any other pertinent topics on the principal's agenda.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			July 	This goal was accomplished, weekly leadership team staffings were held.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) Registrar and Attendance clerk will have a daily completion protocol sheet to ensure that attendance is submitted daily by teachers and substitutes.	Administration	Attendance will increase in comparison to 2018-2019.	December	Our student attendance decreased in comparison to the 2018-2019 school year. We have implemented daily parent communication of absent students.
			March	Student attendance data continues to provide evidence of growth in comparison to the 2018-2019 school year.
			May	Attendance was not taken during Covid 19.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			July	Due to COVID-19 the registrar and attendance clerk will have daily completion protocols to ensure student attendance is submitted daily will continue into the 2020-2021 academic school year.
				

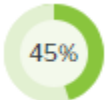



Goal 4: Focus on Employees and Organizational Improvement



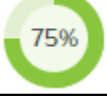





Performance Objective 1: Attract, recruit, and retain highly effective teachers for student success. 100% of fully certified teachers hired and 85% of employees retained.

Evaluation Data Source(s) 1: 100% of fully certified teachers hired and 85% of employees retained

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews			
			Months	Evidence of Progress		
<p>Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) New teachers will be paired with a campus mentor who will serve as a guide for navigating through the very first year of teaching. The mentor will cover campus procedures and policies along with best teaching practices with new teachers.</p>	Administrators	This strategy will result in retaining new teachers. Campus will higher highly effective teachers to increase student academic success.	December	Each new teacher was paired with a campus veteran teacher. Staff attendance improved for all departments on campus except for one. Student academic achievement increased in each subject area except for one area on campus.		
				Each new teacher meets monthly with their mentor teacher. Our student academic achievement continues to improve in comparison to the 2018-2019 school year.		
			March		We continued to meet with new teachers monthly to provide them with support during weekly PLC meetins. All new teachers received a formative and summative review.	
			May			
			Summative Evaluation			
			Month	Notes & Next Steps Recommendations		
July			Due to COVID-19 Tier 1 new teacher monthly meetings will continue into the 2020-2021 academic school year.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) A Sunshine Committee will be utilized to create a feeling of collegiality among teachers across the campus.	Campus Administration, Department Leaders	This strategy will result in retaining new teachers. Campus will higher highly effective teachers to increase student academic success.	December	Our sunshine committee recognizes teacher excellence each month through Panther buck recognition, teacher of the week recognition, and each nine weeks teachers are celebrated at our Reed House Party.
				
			March	Our sunshine committee has celebrated our teachers throughout the school year, examples include staff cookouts, staff socials, and most recently staff natural juice bars.
				
			May	Administrative staff with the support of some of the Sunshine Committee members celebrated teachers during Teacher Appreciation week with Spring Creek lunch.
				
			Summative Evaluation	
Month	Notes & Next Steps Recommendations			
July	Due to COVID-19 Sunshine Committee will continue into the 2020-2021 academic school year to create a feeling of collegiality among teachers across the campus.			
				









Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
3) Campus administration will attend job fairs and universities across the state to ensure that we recruit highly effective teachers.	Administrators	This strategy will result in retaining new teachers. Campus will higher highly effective teachers to increase student academic success.	December 	Campus administrators will attend job fairs during the Spring 2020.
			March 	All campus administrators will attend our district job fair on March 28, 2020. Our focus will be on recruiting highly effective teachers that will immediately bring value to our campus.
			May 	Campus principal participated in several virtual job fairs during Covid 19. The administrative team continue to recruit and interview virtually during this time.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			July 	Due to COVID-19 administrators recruiting highly effective teachers at job fairs will continue into the 2020-2021 academic school year.
			 = Accomplished  = Continue/Modify  = No Progress  = Discontinue	

Goal 4: Focus on Employees and Organizational Improvement

Performance Objective 2: Recognize staff members who exemplify the mission and beliefs of the district.

Evaluation Data Source(s) 2: 10 staff recognized annually for quality performance 85% of staff indicating through a satisfaction survey that they feel supported

Summative Evaluation 2:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Recognize staff members who typify the vision and mission of the campus and district. Campus leaders will make in house recognition's as well as nominate candidates for the Made with Pride program.	Department Leaders	Increase in highly qualified staff member retention.	December 	Staff members are recognized by their colleagues each week- Panther Teacher of the Week.
			March 	We selected our 2019-2020 teachers of the year during the month of February. Both teachers typify the qualities that promote student academic achievement and the spirit of a Reed Middle School Panther.
			May 	Nine weeks teacher recognitions ceased during Covid 19, however; the principal continues to recognize the staff member(s) of the week in the weekly Panther Press.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			July 	Due to COVID-19 staff recognition will continue into the 2020-2021 academic school year.
			 = Accomplished  = Continue/Modify  = No Progress  = Discontinue	





Goal 4: Focus on Employees and Organizational Improvement

Performance Objective 3: Provide professional development opportunities that are aligned with district goals and allow differentiation to meet individual staff needs.

Evaluation Data Source(s) 3: 100% of staff participation in professional development opportunities 90% of staff indicating professional development opportunities met their learning needs

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Teachers will be provided with professional development opportunities to include conferences, region 10, district professional development and local consultants.	Administration Department Leaders	Teachers will implement new instructional strategies to ensure that students continuously grow academically.	December 	Teachers and special education para-professionals have attended conferences such as Cast and Region 10. All teachers on campus have received Social Emotional Learning Professional Development on three different occasions this school year. Teachers have implemented AP's, balanced literacy, and writing across the curriculum professional development.
			March 	All staff members attended our most recent district professional development sessions during the month of January. Our ELAR and Math teachers hosted Super PLCs (learning opportunities for all DISD staff) on our campus during the Spring semester.
			May 	All staff members attended our most recent district professional development sessions during the month of April and May. Our ELAR and Math teachers hosted Super PLCs. All professional developments are being provided virtually and weekly. All staff members are required to obtain one hour professional development per week.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			July 	This goal was accomplished, teachers were provided professional development opportunities through Region 10, conferences, and within the district.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
	 = Accomplished	 = Continue/Modify	 = No Progress	 = Discontinue

Goal 5: Focus on Financial Stewardship

Performance Objective 1: Ensure 100% of stakeholders are provided with financial transparency through consistent communication.

Evaluation Data Source(s) 1: 3 communication efforts to inform stakeholders and ensure transparency.

Summative Evaluation 1:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) The campus will hold quarterly SBDM meetings to discuss campus needs and campus budgeting with stakeholders.	Administrators	This strategy will help to create financial transparency and awareness among varied stakeholders as evidenced by quarterly agendas, minutes, and meeting sign-in sheets.	December	The campus SBDM team meets quarterly. Our next meeting will be held on November 19, 2019. During the meetings we review our current budget and make changes to support student growth.
			March	The campus SBDM team meets quarterly. Our last meeting was held on February 25, 2020. During the meetings, we reviewed our current budget and made changes to support student growth.
			May	The campus SBDM team meets quarterly. Our last meeting was held in March, 2020 due to Covid 19. During the meeting, we reviewed our current budget and made changes to continue supporting student growth.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
July	Due to COVID-19 quarterly SBDM meetings will continue into the 2020-2021 academic school year.			

Goal 5: Focus on Financial Stewardship

Performance Objective 2: Utilize an aligned and collaborative budgeting process ensuring necessary resources to support the district's missions and beliefs.

Evaluation Data Source(s) 2: 100% of purchases and expenditures aligned to the districts goals.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) The campus will follow all district policies and procedures to align its budgeting process with that of the district.	Administrators	The campus ensures that all expenditures are aligned with our district budgeting process.	December 	The campus follows all district expenditure protocol prior to making purchases. At this time the campus has received clearance on 20% of our CIP expenditures.
			March 	The campus has received clearance for 100% of our CIP expenditures. A few items are in the delivery process.
			May 	The campus received all of the CIP expenditures. All items have been delivered.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			July 	This goal was accomplished, the campus followed all district policies and procedures to align its budgeting process with that of the district.
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				