



Foster Middle School 2016-2017

Accountability Rating

Met Standard

Distinction Designations

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25% Student Progress

Top 25% Closing Performance Gaps

Postsecondary Readiness

John York, Principal

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Background

The Foster Plan of Action is prepared in accordance with requirements of Chapter 11, Subchapter F, of the Texas Education Code, specifically §11.251 and §11.252. These requirements are also contained in LISD policies BQ (Legal) and BQA (Legal).

Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the Superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to academic excellence indicators.

The Campus Plan of Action is required by statute to include the following components:

- Comprehensive needs assessment
- Measurable campus performance objectives
- Strategies for improvement of student performance
- Strategies for providing secondary students with information on higher education preparation and opportunities
- Description of resources needed to implement identified strategies
- Description of staff responsible accomplishing of each strategy
- Timelines for implementation of each strategy
- Formative evaluation criteria

In developing the 2016-2017 Campus Plan of Action, the Foster Campus Improvement Team met in committee to review the Needs Assessment and proposed Performance Objectives and Targets, and the full Campus Improvement Team recommended approval. The Board of Trustees provided final approval in _____.

Accordingly, monitoring of the strategies included in the Campus Plan of Action is accomplished through ongoing monitoring. Further, each Campus Improvement Plan aligns directly with the District Plan of Action.

This plan has been collaboratively developed by the Campus Improvement Team which represents all Campus stakeholders. All performance goals identified in No Child Left Behind legislation including Special Education and Bilingual Performance Based Analysis System (PBMAS) identified indicators and the Highly Qualified Plan have been adopted by the district and are reflected in this Plan of Action.

The following funding sources support the objectives and strategies implemented to address identified student needs: Titles I, IIA, IID, III, IV, V, Special Education, State Compensatory Education, Career and Technology Education, Optional Extended Year, ARI Grant, District Foundation Grants.

Campus Composition

Student Demographics

	Count	Percent		Count	Percent
<i>Gender</i>			<i>Race</i>		
Female	389	51.32%	American Indian – Alaskan Native	2	0.26%
Male	369	48.68%	Asian	17	2.24%
			Black – African American	307	40.50%
<i>Ethnicity</i>			Native Hawaiian – Pacific Islander	2	0.26%
Hispanic-Latino	273	36.02%	White	135	17.81%
			Two-or-More	22	2.90%

Student by Program

Other Student Information

Bilingual	1	0.13%	At-Risk	354	46.70%
English as a Second Language (ESL)	90	11.87%	Economically Disadvantaged	535	70.58%
Career and Technical Education (CTE)	0	0.00%	Title I Homeless	2	0.26%
Free Lunch Participation	483	63.72%	Immigrant	3	0.40%
Reduced Lunch Participation	52	6.86%	Limited English Proficient	96	12.66%
Other Economically Disadvantaged	0	0.00%	Migrant	0	0.00%
Gifted & Talented	116	15.30%	Military Connected	6	0.79%
Special Education (SPED)	43	5.67%	Foster Care	0	0.00%
Title I Participation	2	0.26%	CTE Single Parent/Pregnant Teen	0	0.00%
Dyslexia	27	3.56%	Section 504 (No Section 504 File for 2016)	0	0.00%

Foster Middle School

Mission

The mission of Foster Middle School is to provide every student exceptional educational opportunities within a safe, supportive environment which nurtures intellectual, social, cultural, and physical development.

Foster Middle School Beliefs

- 1. All students can learn.*
- 2. Students learn in different ways and should be provided with a variety of instructional approaches.*
- 3. Each student is a valued individual with unique physical, social, emotional, and intellectual needs.*
- 4. A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.*
- 5. A safe and physically comfortable environment promotes student learning.*

Nondiscrimination Notice

Foster Middle School does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Foster Middle School Site Base

Name	Position
Babino, Jonathan	Parent
Choice, Lenora	Interventionist
Cox, Barbara	Teacher
Johnson, Cindy	Counselor
Jones, Susan	Parent
Law, Kimberly	Teacher
Mcalister, Georgetta	Assistant Principal
Perkins, Mike	Assistant Principal
Reagans, Angela	Teacher
Rockmore, Homer	Community
Sawyer, Iles	Teacher
Spiess, Steven	Business
Thompson, Joyce	District Representative
Tolbert, Debbie	Teacher
Waits, Murlene	Community
Woodson, Michael	Teacher
York, John	Campus Administrator

Resource Allocations

Resource	Source	Amount
Instructional	Local	\$15,000
TEKS Resource System	Local	
Computer Lab	Other	
District Benchmarks	Other	
District Staff Development	Other	
Journals	Other	
Manipulatives	Other	
Region VII	Other	
State Comp Ed (at campus level)	Other	
TEKS Resources System	Other	

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2016/2017 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

TEXAS EDUCATION AGENCY

2016 Accountability Summary

FOSTER MIDDLE (092903042) - LONGVIEW ISD

Accountability Rating

Met Standard

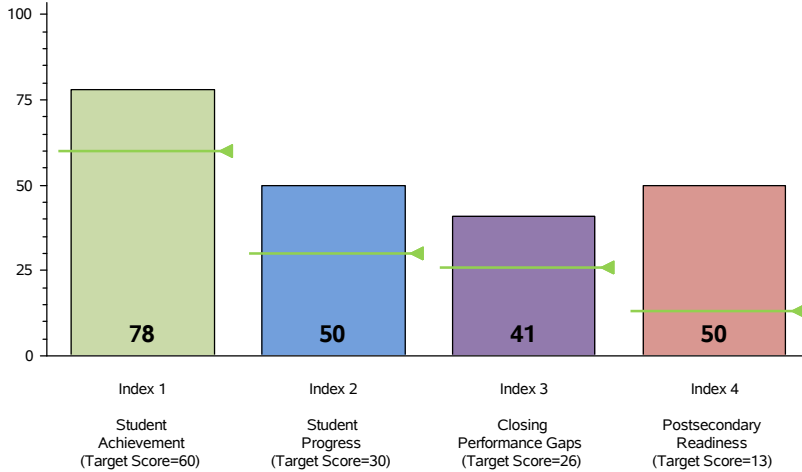
Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE
In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Distinction Designation



Academic Achievement in ELA/Reading	DISTINCTION EARNED
Academic Achievement in Mathematics	DISTINCTION EARNED
Academic Achievement in Science	DISTINCTION EARNED
Academic Achievement in Social Studies	DISTINCTION EARNED
Top 25 Percent Student Progress	DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	DISTINCTION EARNED
Postsecondary Readiness	DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Middle School
Campus Size	758 Students
Grade Span	06 - 08
Percent Economically Disadvantaged	70.6
Percent English Language Learners	12.7
Mobility Rate	10.4

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,674	2,156	78
2 - Student Progress	801	1,600	50
3 - Closing Performance Gaps	1,228	3,000	41
4 - Postsecondary Readiness			
STAAR Score	50.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		50

System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	24 out of 30 = 80%
Participation Rates	14 out of 14 = 100%
Graduation Rates	N/A
Total	38 out of 44 = 86%

For further information about this report, please see the Performance Reporting Division website at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html>

TEXAS EDUCATION AGENCY
2016 System Safeguards - Status Report
FOSTER MIDDLE (092903042) - LONGVIEW ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y					Y	N	N		5	7	71
Mathematics	Y	Y	Y	Y					Y	N	Y		6	7	86
Writing	Y	Y	Y	Y					Y		N		5	6	83
Science	Y	Y	Y	Y					Y				5	5	100
Social Studies	Y	N	Y	Y					N				3	5	60
Total													24	30	80

Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	Y	n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	N	N	N	Y	n/a	n/a	n/a	n/a	N	N	N	n/a			

Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y					Y	Y		Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y		Y	7	7	100
Total													14	14	100

Federal Graduation Status (Target: See Reason Codes)

Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	

District: Met Federal Limits on Alternative Assessments

Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															

Overall Total **38** **44** **86**

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

d = Five-year Graduation Rate Target of 90%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2016 System Safeguards - Performance and Participation Data Table
FOSTER MIDDLE (092903042) - LONGVIEW ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	576	219	196	124	*	**	-	18	372	12	66	n/a
Total Tests	721	291	262	127	*	**	-	22	507	38	118	89
% at Level II Satisfactory Standard	80%	75%	75%	98%	*	100%	-	82%	73%	32%	56%	n/a
Mathematics												
# at Level II Satisfactory Standard	601	218	226	120	*	**	-	18	397	22	92	n/a
Total Tests	721	292	262	126	*	**	-	22	507	39	118	89
% at Level II Satisfactory Standard	83%	75%	86%	95%	*	100%	-	82%	78%	56%	78%	n/a
Writing												
# at Level II Satisfactory Standard	172	61	63	41	-	*	-	*	102	*	17	n/a
Total Tests	238	94	93	41	-	*	-	*	162	*	40	25
% at Level II Satisfactory Standard	72%	65%	68%	100%	-	*	-	*	63%	*	43%	n/a
Science												
# at Level II Satisfactory Standard	170	69	50	42	*	*	-	*	109	5	5	n/a
Total Tests	238	103	79	46	*	*	-	*	171	14	20	*
% at Level II Satisfactory Standard	71%	67%	63%	91%	*	*	-	*	64%	36%	25%	n/a
Social Studies												
# at Level II Satisfactory Standard	155	56	48	42	*	*	-	*	93	*	*	n/a
Total Tests	238	103	79	46	*	*	-	*	171	*	*	*
% at Level II Satisfactory Standard	65%	54%	61%	91%	*	*	-	*	54%	*	*	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	768	322	269	134	*	**	-	23	548	52	n/a	92
Total Students	768	322	269	134	*	**	-	23	548	52	n/a	92
Participation Rate	100%	100%	100%	100%	*	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	768	323	269	133	*	**	-	23	548	53	n/a	92
Total Students	768	323	269	133	*	**	-	23	548	53	n/a	92
Participation Rate	100%	100%	100%	100%	*	100%	-	100%	100%	100%	n/a	100%

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

- Our campus has sustained enrollment with no significant changes within our demographics.
- Our teacher/student ratio is at a low rate and appropriate for our student base.
- Our population of special education students has decreased.

Demographics Weaknesses

- The overall G/T enrollment data does not represent the program accurately because it does not include the pilot G/T students.
- The exit information data in Special Education and ESL is not accessible.

Demographics Needs

- There is a need for more accurate data to address our special programs appropriately.
- Our campus needs to make a more conscious effort to address the needs of our at-risk students and be proactive in creating strategies and interventions to make them successful.

Demographics Summary

Based on the demographical data, our campus has remained stable over the past three years showing a slight decrease in our special education students.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

- Foster Middle School strengths include our student's progressive growth academically in all performance indexes as well as the continuing academic improvement within the diverse populations on our campus.

Student Achievement Weaknesses

- While stable, our student attendance must be constantly monitored to assure the best opportunity for student achievement. Our student attendance dropped slightly with a 1-2 percent decrease.

Student Achievement Needs

- The writing skills of our students must improve. Providing cross-curricular opportunities for writing and developing foundational skills in the 6th grade can help with this skill.

Student Achievement Summary

Foster Middle School received 6 out of 7 possible STAAR Academic Distinctions for the 2013-2014 and 2015-2016 school year. All student performance indexes exceeded state standards. Writing is a concern and proactive steps have been put forward to address the issue.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

- Foster Middle School has a long standing tradition of excellence in academics as well as extra-curricular activities. There is strong parent and community support for student academic support and community awareness.
- Our campus staff creates positive atmospheres that not only tolerate change, but seek and embrace the changes that maximize school organizational effectiveness.
- In 2015-2016 we received 6 out of 7 stars for two consecutive years and we were in the top 25% in every category compared to like schools.

School Culture and Climate Weaknesses

- Increase the diversity among our instructional staff. Recruitment efforts should target minority applicants whenever possible.
- Train the staff for enhanced understanding, relationship building and communicating with students from difficult cultures.
- More than half of our students feel it is acceptable to cheat.

School Culture and Climate Needs

- Cultural sensitivity training is needed for students, staff, and parents to increase tolerance and acceptance between all cultures that are represented at Foster Middle School.

Comprehensive Needs Assessment

School Culture and Climate Needs (Continued)

- More awareness is also needed regarding extra-curricular activities and more options are needed to address the varied interests and talents of our diverse student population. This would help students feel more involved in the school and accepted by their peers.
- Need more electives to provide opportunities for our students.
- Need more Spanish speaking instructional aides.

School Culture and Climate Summary

Our current school culture and school climate at Foster Middle School is one of exemplary status and conducive to student learning. Establishing a high level of expectations for students, staff, and other stakeholders encourages behaviors that are essential to creating and maintaining a safe and supportive school community.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

- One of the major strengths on our campus is the experience and expertise of our teaching staff. Over 45% of teachers have more than 5 years experience. Average years of teacher experience is 14.2 years; 8.2 years on this campus.

- Foster Middle School has an excellent attendance by the staff with a 94% attendance rate.

We provided teachers with more work days than any other campus.

Staff Quality, Recruitment and Retention Weaknesses

- Currently our instructional staff does not mirror student demographics on our campus and we also lack diversity among our teachers according to our data based on male and minority staff employment.

Staff Quality, Recruitment and Retention Needs

- We have a need for more certified ESL teachers and bilingual teachers to service our ever growing ELL population.

- Our campus also has a need to for more special education staff to make sure that all of our students needs are met. (currently SE staff is divided between 3 grade levels and 4 core subject areas)

Staff Quality, Recruitment and Retention Summary

The teaching staff of Foster Middle School is an experienced staff with 45% of teachers in all subject areas having 5 or more years of experience, and 48% of the staff exceeds 10 year's experience. Staff shows a high level of dedication which is reflected in an attendance rate of 94%.

Areas for development at Foster Middle School include developing a staff that is more representative of our student demographics. In addition, a higher percentage of male staff would be beneficial. Retention of all staff, including paraprofessionals, is a priority.

Foster Middle School needs assessment reflects that the campus is understaffed with regard to bilingual paraprofessionals; in addition, special education staff is spread thinly across three grade levels and four core subject areas. This area needs more personnel to adequately serve students.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

- Foster Middle School has many elements that help support curriculum, instruction, and assessment. Our instructional strategies and decision making is always based on student data. Before instruction takes place, teachers analyze/breakdown the TEKS to assure their instructional activities are aligned to the rigor of the TEKS. Departments work through PLCs weekly to achieve vertical alignment of standards.
- To support instruction we provide daily tutorials, spiral reviews and grade-level meetings along with departmental meetings to discuss student progress and if any adjustments should be made.

Curriculum, Instruction and Assessment Weaknesses

- Teacher's schedules do not equitably allow for all department to meet in grade-level specific planning meetings.
 - PLCs frequently focus on district issues rather than students achievement and effective planning.
- Extensive requirements from district leadership results in limited opportunities for teacher creativity and innovation.

Curriculum, Instruction and Assessment Needs

- We need additional staff to meet the needs of a diverse student population. We need a bilingual aid or assistant for each grade level to support instruction, parent communication, and continued student growth.
- Free a portion of the scheduled PLC time to provide grade-level teaming time for those teachers whose schedules do not allow for grade-level planning.
- Training for staff that addresses sensitivity toward the needs of a diverse student population.

Curriculum, Instruction and Assessment Summary

- Curriculum, Instruction and Assessment are clearly effective on our campus as evidenced by our improved STAAR assessment scores and 7 out of 7 distinctions.
- RTI scheduling is difficult and burdensome for both parents and teachers.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

-7th period tutorials are effective for many teachers and students, but we need more supplementary instructional materials to make this time have a meaningful impact on student performance and growth.

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Strengths

- Very involved PTA
- Watchdogs
- Parental involvement in academic events (Math/Science Team, Robotics,TSA, UIL,
- Parental involvement in athletics
- Community Involvement (Wellness Pointe, Girls Scouts, Partners in Prevention-Mentoring, Salvation Army, Raising Canes Sponsorship (Fundraising, All A's Lunch)
- Career Inspire Expo

Family and Community Involvement Weaknesses

- The governing body and activities is not necessarily a reflection of our demographics.
- Flyers sent home with students often do not make it home.
- Difficulty reaching parents due to phone numbers not being updated.

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses (Continued)

- Ability to communicate effectively to encourage participation.
- Recruiting volunteers across the broader spectrum.
- No campus wide commitment

Family and Community Involvement Needs

- Explore career opportunities for students and avenues to reach them.
- Broader spectrum of parent involvement.
- Campus wide commitment.
- Diversity Awareness.
- Avenues to reach the hard to reach parents.
- Create equal representation for parents on school governing boards.
- Effective two-way communication between school and home.
- Provide information and ideas on how parents can help students at home.

Comprehensive Needs Assessment

Family and Community Involvement Summary

Parents are the most important partners in a child's education. The strongest predictor of parent involvement at school are the specific programs and teacher practices that encourage parent involvement at school and guide parents in how to help their children at home. We have to implement programs and initiatives that reach across cultural divides in an effort to involve all parents and families. We are working toward making our family and community involvement reflect our school's population. The more parents participate as equal partners in the school the better for student achievement.

Comprehensive Needs Assessment

School Context and Organization

School Context and Organization Strengths

- Readily available technological supports (TEKS Resources, DMAC, EVAAS, etc.)
- Generally smaller Traditional class sizes
- 7th period tutorial period
- Campus Climate surveys
- Supportive PTA
- Campus support staff

School Context and Organization Weaknesses

- Larger Pre-AP classes
- Improve organization and implementation of 7th period tutorial period
- Inconveniently-scheduled PTA meetings
- Lack of notification prior to scheduled meetings

School Context and Organization Needs

- Purposeful dialogue with parents in order to allow for wider involvement in PTA projects
- More parental involvement of ALL parents/better communication between parents and staff
- Consistent, fair, and effective discipline policies
- Increased classroom autonomy for all instructors

School Context and Organization Summary

While the addition of a tutorial period and the continued access to technological supports are definite strengths at Foster Middle School, a lack of communication with community members and ongoing struggles with student discipline underscore needed improvements on-campus. Additional needs include an increase in diversity within

Comprehensive Needs Assessment

School Context and Organization Summary (Continued)

our school's PTA (which could possibly be achieved through mandatory parental involvement), but overall the school's strengths outweigh the weaknesses. The district provides teachers with support in the form of annual classroom grants and incentive pay.

Comprehensive Needs Assessment

Technology

Technology Strengths

Classroom technology in place
Number of laptops and desktop computers available for student use
Implementation of Google Apps for Education
Robust reliable network

Professional development resources are available to staff from the ITS team periodically face to face and through Atomic Learning
High student interest in technology

The district technology department annually provides staff opportunities to develop or improve technology skills by completing a specific technology proficiency project.

Most staff are at the developing level of technology use

Teachers have been taught how to do basic troubleshooting of the equipment in their classrooms and can call the Technology Help Desk for immediate assistance for equipment issues or software help.

Technology Weaknesses

Four of the wireless carts are older computers which operate very slowly.
Lab time is mandated for use of integrated learning systems limiting the use of the labs for technology integration lessons.
Students do not have keyboarding skills needed to complete lessons in a timely manner.
Students lack basic technology skills.
The majority of networked campus printers are eight years or older.
Many teachers do not use the classroom technology to the fullest - Qomo tablet, microphone, CPS clickers, and interactive whiteboard.
Campus instructional & technical needs are too great to only have technology specialist on campus two days a week
Lack of BYOD campus policy for implementation

Students have very limited opportunities to demonstrate their technology proficiency throughout the school year. Most students can turn on and log into a district networked computer, open a web browser and respond with a mouse click or minimum keyboarding to managed curriculum materials. The state no longer provides the district to report 8th grade technology literacy results, therefore, we no longer test student proficiency unless district policy changes. District results for 2014-15 indicated less than 40% of LISD fifth graders possess basic technology skills, and about 60% of LISD eighth graders possess basic technology skills.

Technology Needs

Comprehensive Needs Assessment

A plan developed for students to master basic keyboarding skills.

A plan developed for technology integration lessons in the core academic areas.

Four wireless laptop carts should be replaced with new laptop carts (tablets, laptops or Chromebooks).

Older printers need to be phased out with new printers replacing them.

With the mandates of integrated learning system use, additional wireless laptop / carts should be purchased for technology integration lessons.

Two Dell E5500 wireless carts need to be updated to Windows 7

Lack of time or availability of technology to sufficiently cover both the district required focus on managed systems such as Classworks and students' use for productivity and creation.

Minimal district focus on students' technology skills development and application.

Limited skills of teachers for directing students' instruction on the use of technology.

Technology Summary

On our campus, classrooms are equipped with up-to-date technology with a robust, reliable network. There are over 400 student computers on our campus; however, at least one-third are older and need to be replaced. We have begun the purchase of newer printers but more are needed. Our students are lacking in technology skills due to limited technology integration lessons being taught. Students also lack basic keyboarding skills. A technology integration plan should be implemented where students create innovative products. Teachers need to continue to develop technology skills through the district proficiency, technology workshops, and online training.

Comprehensive Needs Assessment Data Sources

Disaggregated STAAR Data

DMAC

OnDataSuite

Promotion/Retention Rates

Special Programs Evaluations

Special Student Populations

Standardized Tests

Survey and Interviews of Students/Staff/Parents

Teacher Turnover Rates

TSDS

Foster Middle School

Goal 1. Improve Recruitment and Retention of Quality Personnel

Objective 1. Encourage universities to place student teachers in LISD classrooms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1.1.1 Communicate to LISD HR Department Foster Middle School's willingness to accept student teacher assignments.	Principal	Fall-2016, Spring 2017		Summative - Student Teacher Assignment Records

Foster Middle School

Goal 1. Improve Recruitment and Retention of Quality Personnel

Objective 2. Develop community and college relationships.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1.2.1 Post employment vacancies at LeTourneau University, Jarvis Christian College, U.T. Tyler University and E.T.B.U. placement centers. (Target Group: H, AA)	Personnel Director, Principal	Spring 2017		Summative - Employment Interview Notes Employment Recommendations
2. 1.2.2 Attend employment expositions at area universities as allowed by central administration.	Personnel Director, Principal	Spring 2017	(S)Local Funds	Summative - Interview Notes Employment Recommendations
3. 1.2.3 Solicit contacts with Longview area universities to foster reciprocal partnerships.	Counselor(s)	September 2016- May 2017		Summative - Partnership Agreement Notes

Foster Middle School

Goal 1. Improve Recruitment and Retention of Quality Personnel

Objective 3. Recruit, employ, induct, retain, and provide on-going professional development to highly qualified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1.3.1 Participate in the Longview ISD Recruitment Exposition.	Assistant Principal(s), Principal	Spring 2017		Summative - Sign In Sheets, Interview Notes, Employment Recommendations
2. 1.3.2 Utilize TexBess mentoring system to support new and novice teachers.	Assistant Principal(s), Lead Teacher, Personnel Director, Principal	September 2016-May 2017		Summative - TexBess Meeting records, T-Tess Evaluations, Walk Through Observations.
3. 1.3.3 Participate in college and university employment/recruitment expositions as allowed by LISD Human Resources Department.	Personnel Director, Principal	Spring 2017	(S)Local Funds - \$300	Summative - Sign In Sheets, Interview Notes, Employment Recommendations
4. 1.3.4 PLC meetings will include a sharing time of successful instructional strategies in all core areas.	Core Subject Teachers, Lead Teacher	September 2016-May 2017		Summative - Observations, PLC notes,
5. 1.3.5 Curriculum support staff will provide targeted professional development in all core areas as identified by assessment data.	Curriculum & Instruction Dept.	September 2016-May 2017		Summative - Sign In Sheets Observation
6. 1.3.6 All staff will complete online training for Sexual Harassment, Bulling, Blood Bourne Pathogens, LPAC and Confidentiality.	Assistant Principal(s), Instructional Assistants, Principal, Teacher(s)	By September 30, 2016	(O)Computer Lab	Summative - Course Completion Records
7. 1.3.7 Utilize Region 7 ESC services for targeted staff development activities based on identified needs.	Assistant Principal(s), Principal, Teacher(s)	September 2016-May 2017		Summative - Workshop Attendance Records

Foster Middle School

Goal 1. Improve Recruitment and Retention of Quality Personnel

Objective 4. Decrease the staff turnover rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1.4.1 Conduct an employee job satisfaction/climate survey.	Assistant Principal(s), Principal	Fall 2016	(S)Local Funds - \$100	Summative - Survey Results
2. 1.4.2 Develop incentives from climate survey data designed to improve employee job satisfaction and retention.	Assistant Principal(s), Principal	September 2016- May 2017	(S)Local Funds - \$500	Summative - Employee satisfaction survey
3. 1.4.3 Initiate team building activities at staff meetings.	Assistant Principal(s), Principal	October 2016 and March 2017	(S)Local Funds	Summative - Employee turnover rate records

Foster Middle School

Goal 2. All Schools Will Meet State Standards

Objective 1. Provide rigorous, complex, and meaningful learning that promotes readiness for post PreK-12 experiences, including a curriculum that is focused on state standards and research based, effective instructional practices in all classrooms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 2.1.1 Utilize the TEKS Resource System online curriculum and focus on the 5-E Instructional Model. (Target Group: All)	Teacher(s)	August 2016-May 2017	(O)TEKS Resources System	Summative - Lesson Plan Documentation Walk Through Observations T-TESS Evaluations
2. 2.1.2 Perform weekly walk through observations and follow-up conferences in core areas of instruction to ensure high yield instructional strategies, targeted focus standards and designated curriculum elements are being taught to the prescribed depth and complexity for student understanding and success.	Assistant Principal(s), Principal	September 2016-May 2017		Summative - Observation Records Conference Notes
3. 2.1.3 Content and Language Objectives aligned to the TEKS will be posted in all core classrooms along with focus questions. (Target Group: All)	Teacher(s)	Daily		Summative - Walk Through Observations
4. 2.1.4 Incorporate concrete math and science experiences utilizing models and manipulatives which create a foundation for abstract concept mastery. (Target Group: All)	Teacher(s)	Weekly	(O)Manipulatives - \$2,000.00	Summative - Lesson Plan Documentation Walk Through Evaluations
5. 2.1.5 Provide all staff with adequate supplies and materials for achievement of academic goals and objectives. (Target Group: All)	Assistant Principal(s), Principal	September 2016-May 2017	(S)Local Funds - \$15,000	Summative - Budget Records
6. 2.1.6 Utilize common writing strategies in grades 6-8 ELA classes. (Target Group: H, AA, ECD)	Teacher(s)	Weekly	(O)Journals	Summative - Walk Through Evaluations Writing Samples Local and State Assessment Data
7. 2.1.7 Complete a comprehensive needs assessment to determine target areas for improved academic performance and staff development.	Assistant Principal(s), Principal, Teacher(s)	August 2016		Summative - Completed Needs Assessment

Foster Middle School

Goal 2. All Schools Will Meet State Standards

Objective 1. Provide rigorous, complex, and meaningful learning that promotes readiness for post PreK-12 experiences, including a curriculum that is focused on state standards and research based, effective instructional practices in all classrooms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. 2.1.8 Facilitate collaborative meetings which promote a smooth transition for students moving from one grade level to the next.	Assistant Principal(s), Principal, Teacher(s)	May 2017		Summative - Meeting Minutes Sign In Sheets
9. 2.1.9 Provide instructional program enrichment and real world experiences through student participation in field trips, leadership programs and conventions. (Target Group: All)	Teacher(s)	September 2016- May 2017	(S)Local Funds - \$5,000	Summative - Travel/Field Trip Requests Journal Notes/Activities

Foster Middle School

Goal 2. All Schools Will Meet State Standards

Objective 2. Increase attendance rates at all campuses to at least 97%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 2.2.1 Perfect attendance incentives will be awarded each 6 weeks. (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Each 6 Weeks	(S)Local Funds - \$1,500	Summative - Attain 97% or greater average daily attendance for the year.
2. 2.2.2 Parents of students will be contacted by phone after 2 or more consecutive absences.	Instructional Assistants, Teacher(s)	daily		Summative - Attendance Records 97% or greater average daily attendance for the year
3. 2.2.3 Home visits will be conducted for students with excessive absences when phone contact is not possible or ineffective.	Assistant Principal(s), Principal, SRO Officer, Teacher(s)	August 2016-May 2017		Summative - Attain 97% average daily attendance for the year

Foster Middle School

Goal 2. All Schools Will Meet State Standards

Objective 3. Reduce the achievement gap on STAAR between the standard progression standards and the advanced performance standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 2.3.1 Foster Middle School Master Strategies (non-negotiables) will be implemented each week in all core subjects. (Target Group: All)	Teacher(s)	Weekly		Summative - Walk Through Observation Records Local and State Assessment Data
2. 2.3.2 Three week common assessment will be administered in all core subjects. (Target Group: All)	Teacher(s)	Every 3 Weeks As Scheduled		Summative - Common Assessment Data
3. 2.3.3 Data talks with teachers will follow all 3 week common assessments to identify plans for increased student performance and or remediation. (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	Every 3 Weeks as Scheduled		Summative - Common Assessment Data
4. 2.3.4 Identified students will be tutored before or after school and during 7th period to improve student performance.	Teacher(s)	4 days per week	(S)Local Funds	Summative - Local and State Assessment Data
5. 2.3.5 Utilize Classworks and other online curriculum support programs to supplement the regular core curriculum. (Target Group: All)	Teacher(s)	September 2016- May 2017		Summative - Local and State Assessment Data
6. 2.3.6 Provide additional Math and ELA instructional support to ensure equity, effective and timely interventions and strategies to address the needs of at-risk students. (Target Group: AtRisk)	Instructional Assistants	September 2016- May 2017		Summative - Local and State Assessment Data

Foster Middle School

Goal 2. All Schools Will Meet State Standards

Objective 4. Improve the achievement of students served by programs such as English Language Learners (B/ESL), Special Education, 504, Dyslexia, CTE, and Gifted and Talented.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 2.4.1 Incorporate differentiated instructional practices in all core subjects which address varied learning styles and ability levels unique to each classroom. (Target Group: AA, ECD, LEP, SPED, GT, AtRisk, Dys)	Teacher(s)	Daily		Summative - Lesson Plan Documentation Walk Through Evaluations T-TESS Evaluations
2. 2.4.2 Provide Read 180 and System 44 instructional programs for identified students to increase academic growth and achievement. (Target Group: ECD, AtRisk)	Teacher(s)	August 2016-May 2017		Summative - Local and State Assessment Data Walk Through Evaluations T-TESS Evaluations
3. 2.4.3 Increase the achievement of special needs students through targeted instruction in core classrooms supported by co-teaching from special education inclusion staff in accordance with each student's IEP. (Target Group: SPED)	Core Subject Teachers, Special Ed Teachers	Daily		Summative - Local and State Assessment Data Walk Through Evaluations
4. 2.4.4 Ensure that teachers receive rosters of their identified students served through Special Education, ESL, 504, GT and or Dyslexia along with required accommodations, IEP's and or other pertinent documents	Counselor(s), Special Ed Teachers, Teacher(s)	September 2016-May 2017		Summative - Rosters/Documents
5. 2.4.5 Incorporate SIOP instructional strategies in all core classrooms. (Target Group: ECD, ESL, LEP)	Core Subject Teachers	August 2016-May 2017		Summative - Walk Through Evaluations T-TESS Evaluations Lesson Plan Documentation
6. 2.4.6 Instructional assistants will provide instructional support for ESL students in Reading and Math to improvement academic achievement in grades 6-8. (Target Group: ESL, LEP)	Instructional Assistants	August 2016-May 2017	(S)SCE-FTE - 2	Summative - Walk Through Evaluations Local and State Assessment Data

Foster Middle School

Goal 2. All Schools Will Meet State Standards

Objective 5. Increase student participation, completion, and performance in GT, Pre-AP, Honors, IB, and/or Dual Credit/Dual Degrees, as well as on ACT and SAT exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 2.5.1 Identify high achieving traditional program students from all demographic sub-populations and encourage enrollment in Pre-AP and GT classes whenever possible. (Target Group: 6th, 7th , 8th)	Classroom Teacher(s), Counselor(s)	September 2016- May 2017		Summative - Enrollment Records
2. 2.5.2 Visit feeder campuses and recruit students for advanced programs. (Target Group: 5th)	Counselor(s)	Spring 2017		Summative - Enrollment Data
3. 2.5.3 Encourage all identified students to participate in the Duke University Talent Search. (Target Group: 7th)	Counselor(s)			Summative - Roster of Identified Duke University Scholars

Foster Middle School

Goal 3. All Schools Will Perform at State Level in Math and Science

Objective 1. Provide teachers with curriculum resources, training, materials (equipment and manipulatives) to ensure effective instructional practices for higher levels of student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 3.1.1 District curriculum support staff will provide training based on identified needs according to on-going common assessment data throughout the school year. (Target Group: All)	Curriculum & Instruction Dept.	September 2016- May 2017	(S)Local Funds - \$200	Summative - Local and State Assessment Data
2. 3.1.2 Teachers will share successful instructional strategies and techniques at Professional Learning Community meetings	Lead Teacher, Teacher(s)			Summative - Local and State Assessment Data

Foster Middle School

Goal 3. All Schools Will Perform at State Level in Math and Science

Objective 2. Improve student achievement and growth by providing instruction that focuses on higher-order thinking skills.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 3.2.1 All lessons when appropriate will include questioning utilizing higher or thinking. (Target Group: All)	Teacher(s)	September 2016-May 2017		Summative - Walk Through Observation by Administration T-TESS Evaluations
2. 3.2.1 Lesson planning in all core areas will include higher thinking activities. (Target Group: All)	Teacher(s)			Summative - Lesson Plan Activities Documented Walk Through Observations T-TESS Evaluations

Foster Middle School

Goal 3. All Schools Will Perform at State Level in Math and Science

Objective 3. Provide vertically aligned instruction with the rigor, depth, and complexity needed to exceed the state level in math and science.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 3.3.1 Teacher will discuss and plan vertically aligned instructional activities in each core area. (Target Group: All)	Teacher(s)	September 2016-May 2017		Summative - Local and State Assessment Data
2. 3.3.2 All core subject level teachers will utilize the TEKS Resource System Vertical Alignment Document when planning lessons.	Teacher(s)	August 2016-May 2017		Summative - Lesson Plans Lesson Observations
3. 3.3.3 District curriculum support staff will coach, model and demonstrate lessons for the instructional staff that are rigorous and complex.	Curriculum & Instruction Dept.	September 2016-May 2017		Summative - Observation Local and State Assessment Data

Foster Middle School

Goal 3. All Schools Will Perform at State Level in Math and Science

Objective 4. Increase the hiring of HQ teachers specifically for math and science.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 3.4.1 All teachers employed at Foster Middle School will be highly qualified for their assigned position.	Assistant Principal(s), Principal	Spring 2017		Summative - Employment Recommendation Data

Foster Middle School

Goal 4. Improve Social/Life Skills of Longview Early Graduation High School Students

Objective 1. Utilize student career investigations and personal interests to navigate students toward a career/college path.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 4.1.1 Junior Achievement instructors from Longview area businesses will present career awareness information to classes. (Target Group: All)	Counselor(s), Teacher(s)	Spring 2017		Summative - Observation

Foster Middle School

Goal 4. Improve Social/Life Skills of Longview Early Graduation High School Students

Objective 2. Expand comprehensive programs for Career and Technical Education (CTE) to serve 90%-100% of students that have indicated an interest in a chosen career via community connections, mentorship programs, and meaningful learning opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 4.2.1 In conjunction with National Engineer Week and LeTourneau University, the Texas Society of Professional Engineers, East Texas chapter will host an information seminar where 8th grade students will explore chemical, mechanical, electrical, civil and computer engineering careers. (Target Group: 8th)	Counselor(s), Teacher(s)	Spring 2017		Summative - Registration Data

Foster Middle School

Goal 4. Improve Social/Life Skills of Longview Early Graduation High School Students

Objective 3. Increase the level of cooperation between the LHS CTE Department, Kilgore College, and Longview Early Graduation High School (LEAD).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Foster Middle School

Goal 4. Improve Social/Life Skills of Longview Early Graduation High School Students

Objective 4. Create opportunities for students to participate in workforce and college preparation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 4.4.1 8th grade students will attend the Career Inspire extravaganza at Maude Cobb Convention Center. (Target Group: 8th)	Counselor(s), Teacher(s)	November 2016		Summative - Observation

Foster Middle School

Goal 4. Improve Social/Life Skills of Longview Early Graduation High School Students

Objective 5. Seek ways to effectively integrate social and emotional learning into classrooms and programs such as getting along and respecting others.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 4.5.1 Anti-bullying lessons will be presented by SRO staff to all students in grades 6-8. (Target Group: All)	SRO Officer	Fall 2016-Spring 2017		Summative - Office Referral Data Decrease in bullying
2. 4.5.2 Social skills messages will be included weekly in the school announcements. (Target Group: All)	Counselor(s)	Weekly		Summative - Social Skills Improvement Observation

Foster Middle School

Goal 5. Improve/Maintain District Grounds and Facilities

Objective 1. Create a culture for student involvement in the care and pride for grounds and facilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 5.1.1 Maintain a green team of students to promote recycling.	Teacher(s)	Weekly	(S)Local Funds - \$100	Summative - Reduction of waste and increase in recycling

Foster Middle School

Goal 5. Improve/Maintain District Grounds and Facilities

Objective 2. Conduct an ongoing campus needs assessment to determine grounds and facility requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 5.2.1 Campus staff will inspect their respective areas and submit maintenance requests to the principal's secretary.	Assistant Principal(s), Principal, Teacher(s)	Weekly		Summative - Maintenance request records Observation
2. 5.2.1 Campus administration will communicate custodial needs to the GCA Services supervisor.	Assistant Principal(s), Principal	Weekly		Summative - Monthly custodial services report