

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

**Accountability Rating: Met Standard**



# Vision

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

*Every Option Open.*

## Our Challenge

In order to accomplish this vision, we must:

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Special education students at Henry Middle School performed at or above the district average on the percent of students who met standard on the 2015 STAAR administration at all grade levels and on all subjects tested except 6th grade reading and 8th grade science. English as a second language students at Henry Middle School perform at or above the district average on the 2015 STAAR administration at all grade levels and on all subjects tested except 8th grade reading. Although special education students (SPED) are performing well comparatively within the district, SPED performance was below 60% met standard on all STAAR tests administered at Henry Middle School in 2015.

### Demographics Strengths

#### SPECIAL EDUCATION (SPED)

- 7th grade SPED reading STAAR performance above the district average.
- 7th grade SPED writing STAAR performance above the district average.
- 8th grade SPED social studies STAAR performance above the district average.

#### ENGLISH AS A SECOND LANGUAGE (ESL)

- 6th grade ESL reading STAAR performance above the district average.
- 7th grade ESL writing STAAR performance above the district average.
- 8th grade ESL social studies STAAR performance above the district average.
- 8th grade ESL science STAAR performance above the district average.

## **Demographics Needs**

### SPECIAL EDUCATION (SPED)

- 6th grade SPED reading STAAR performance below the district average.
- 8th grade SPED science STAAR performance below the district average.

### ENGLISH AS A SECOND LANGUAGE (ESL)

- 8th grade ESL reading STAAR performance below the district average.

# Student Achievement

## Student Achievement Summary

Henry Middle School performed at or above the district average on the percent of students who met standard on the 2015 STAAR administration in all grades and for all subjects tested except 6th grade reading. Economically disadvantaged students perform better than the district average in all grades and on all subjects tested on the 2015 STAAR administration. Hispanic students perform better than the district average on all subjects tested on the 2015 STAAR administration except 6th grade reading. Although sub-groups are performing well comparatively within the district, the sub-group gaps in student achievement are still too large and need to be reduced while maintaining overall student performance at Henry Middle School.

## Student Achievement Strengths

### READING

- 7th grade STAAR results at "Exemplary" level and above the district average.
- Hispanic sub-group gap at 5% on 7th grade STAAR.
- Econ. Disadv. sub-group STAAR performance above the district average in 6th, 7th, & 8th grade.
- Hispanic sub-group STAAR performance above the district average in 7th & 8th grade.

### WRITING

- Performance on the 7th grade STAAR above the district average.
- Performance of Hispanic & Econ. Disadv. sub-groups above the district average on 7th grade STAAR.
- Hispanic sub-group gap at 4% on 7th grade STAAR.

### SCIENCE

- Hispanic & African American sub-group performance above the district average on STAAR.

### SOCIAL STUDIES

- Performance on 8th grade STAAR above the district average.
- Hispanic & African American sub-group performance above the district average on STAAR.

## MATH

- 6th grade STAAR results at "Exemplary" level and above the district average.
- 7th grade STAAR results above the district average.
- Econ. Disadv. sub-group STAAR performance above the district average in 6th, 7th, & 8th grade.
- Hispanic sub-group STAAR performance above the district average in 6th, 7th, & 8th grade.

## COLLEGE & CAREER READINESS

- HMS scored above the district average on the percent of students scoring at the Recommended Standard on STAAR in 7th grade reading, 8th grade reading, and 8th grade social studies.

## Student Achievement Needs

### READING

- 6th & 8th grade STAAR results below 90% met standard.
- 6th grade reading STAAR results below the district average.
- Sub-group gaps on Reading STAAR greater than 5% for all sub-groups at all grade levels (except for Hispanic reading at 7th grade).

### WRITING

- 7th grade STAAR results below 90% met standard.
- African American & Econ. Disadv. sub-group gaps greater than 5% STAAR.

### SCIENCE

- 8th grade STAAR results below 90% met standard.
- All sub-group gaps greater than 5% on STAAR.

### SOCIAL STUDIES

- 8th grade STAAR results below 90% met standard.
- All sub-group gaps greater than 5% on STAAR.

## MATH

- 8th grade STAAR results below the district average.
- 8th grade STAAR results below 90% met standard in 7th & 8th grade.
- All sub-group gaps greater than 5% on STAAR except Hispanic sub-group in 8th grade.

## COLLEGE & CAREER READINESS

- HMS scored below the district average on the percent of students scoring at the Recommended Standard on STAAR in 6th grade reading and 8th grade science.
- HMS did not achieve any STAAR Distinction Designations.



## School Culture and Climate

### School Culture and Climate Summary

Parents and students find Henry Middle School to be a safe and welcoming campus. Parents responded above the district average on the parent survey question: The campus provides an environment that is inviting for parents and families. In addition, over 90% of parents and 95% of students responded they feel safe at Henry Middle School on the latest LISD parent and student surveys. Henry Middle School was the second campus in the history of LISD to earn a No Place for Hate Campus designation from the Anti-Defamation League, and has received this designation for many consecutive years.

### School Culture and Climate Strengths

Some steps Henry Middle School takes to ensure a safe and welcoming campus:

- Established the actions a student should take to obtain assistance and intervention in response to bullying.
- Established procedures for reporting and investigating an allegation of bullying and procedures for providing support for any victims.
- Provide tobacco, alcohol, and other drug education.
- Celebrate Red Ribbon Week.
- Provide individual and group counseling services by Chemical Abuse Prevention Program (CAPP) Counselors.
- Provide for voluntary drug testing and substance abuse assessments.
- Schedules random searches by drug dogs.
- Counselors conduct class lessons concerning language registers and the three gates.
- Created a Campus Emergency Plan and conducts regularly scheduled campus emergency drills.
- Provides SAMA training campus Crisis Intervention Team.
- Maintains an active PALS program and adult mentorship program.

### School Culture and Climate Needs

- Henry Middle School parent perception of campus safety (91%) was below the student perception of campus safety (95%) on the 2015 LISD parent and student surveys.
- While almost all students responded to the LISD student survey, only 147 parents out of a HMS student enrollment of 1,264 responded to the LISD parent survey. HMS will take additional steps in 2016 to hopefully raise the parent participation on the LISD parent survey.

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

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

The percent of Henry Middle School students answering strongly agree/agree on the LISD Student Learning Behavior survey was above the district average for all questions except one on the student survey.

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

Henry Middle School student responses on the LISD Student Learning Behavior Survey were above the district average on the following questions:

- I feel safe in my classroom.
- I feel safe on my campus outside my classroom.
- I understand what I am learning in class and why it's important to me.
- I get the help I need when I'm struggling to learn in class.
- I feel challenged to learn as much as I can in class.
- I regularly assess if I am learning the daily learning target (objective).
- I am excited and actively participate in class learning activities.
- I know my learning goals and track my progress throughout the year.
- I have adults on my campus who will listen to me and respond to my needs/concerns.

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

Henry Middle School student responses on the LISD Student Learning Behavior Survey were below the district average on the following question:

- I interact with other students to help me learn more.

## **Family and Community Involvement**

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

Henry Middle School has an active and supportive Hawk community. Parents and community members are willing to serve as coaches and mentors to our students. While it is difficult to find parents to serve on the campus Site-Based Decision Making Committee due to the busy lifestyle of the community; our PTA, Athletic Booster Club, & Parent Volunteer Programs are strong. There is also tremendous community support for HMS Fine Arts programs (Art, Theatre, Band, & Choir).

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

The following are Family & Community Involvement Strengths at Henry Middle School:

- Counselors provided Growth Mindset, 3 Gates, & Language Registers workshops for parents.
- Published a Parent Guide to Student Success document and provided to all parents.
- Career Fair Night for parents and students.
- Strong parent volunteers program.
- Safe School Teams program.
- Active PTA membership.
- Parent support for fine arts, athletics, and electives.
- Supportive Athletic Booster Club.
- Parent commitment to serve as sponsors/coaches for Destination Imagination and Math Pentathlon.
- Adult mentorship program for students.

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

The following are relative needs in the area of Family and Community Involvement at Henry Middle School:

- Small number of parents who answer district parent survey.
- Difficulty finding parents and community members who will serve on the Site-Based Planning Committee.
- Shortage of adult mentors for needy students.

# Technology

## Technology Summary

Henry Middle School was selected to be one of 3 pilot campuses for a 1:1 roll-out of Lenovo laptops to all 6th grade students (mLISD). The results exceeded our expectations, and students took great care of their devices. We received support from the district to assist with the marketing, deployment logistics, and student and teacher training for mLISD. An increase of student and teacher usage of technology was evident this school year. For the 2015-2016 school year, the campus will implement mLISD for grades 6-8.

## Technology Strengths

Technology strengths at Henry Middle School include the following:

- 1:1 pilot roll-out of laptop computers.
- Improved wireless infrastructure.
- Techsperts and student expertise to support the school.
- Invaluable tech specialist and instructional support specialist.
- Teacher buy-in to the 1:1 pilot.
- Student ownership in the pilot program.
- Proficient achievement on technology exam by 8th grade students.

## Technology Needs

Managing cell phones (BYOT)

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

## **Student Data: Assessments**

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

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

- Student surveys and/or other feedback

## **Parent/Community Data**


- Parent surveys and/or other feedback

# Goals

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

**Performance Objective 1:** Increase the percent of students meeting the recommended standard on STAAR by 5% for all subjects. (2014-15: Reading 60%, Writing 54%, Math 60%, Science 52%, Social Studies 45%).

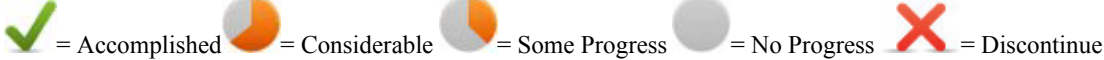
**Summative Evaluation:** Spring 2016 STAAR Tests.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Each core department will develop expectations for the frequency of rigorous instruction as defined as Level 3 or 4 on the HMS Rigor Matrix for their department.	Administrators, Department Leaders, & Core Teachers	List of rigor frequency expectations for each core department.			
Funding Sources: 199 - General Funds					
2) Each core department will develop and implement expectations for the proportion of each assessment containing rigorous items as defined as Level 3 or 4 on the HMS Rigor Matrix for their department.	Administrators, Department Leaders, & Core Teachers	Evaluation of the proportion of rigorous items on department unit common assessments.			
Funding Sources: 199 - General Funds					
3) Each core department will develop a bank of instructional strategies to implement rigorous instruction as defined as Level 3 or 4 on the HMS Rigor Matrix, including AVID strategies, for their department.	Administrators, Department Leaders, AVID Site Team, & Core Teachers	Rigorous instructional strategy banks for each department.			
Funding Sources: 199 - General Funds					
4) Enhance student and teacher learning by promoting instructional technology integration training.	Administrators, Curriculum Facilitators, & Campus Tech	STaR Chart, Teacher Survey, Training Plans.			
Funding Sources: 199 - General Funds					
					

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

**Performance Objective 1:** Reduce sub-group gaps on STAAR by half for all tests with gaps greater than 10% compared to the overall campus performance. All other sub-group gaps on STAAR at 5% or less. (2015-16 - Reading: AA 16%, Hisp 4%, Econ Dis. 10%; Math: AA 21%, Hisp 6%, Econ Dis 9%; Writing: AA 14%, Hisp 4%, Econ Dis 12%; Science: AA 20%, Hisp 6%, Econ Dis 16%; Social Studies: AA 17%, Hisp 9%, Econ Dis 17%).






**Summative Evaluation:** Spring 2016 STAAR tests.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Student data will be analyzed at least once a six weeks to identify and then track the progress of students at-risk of failure.	Counselors & Administrators	Student grade and discipline data.			
Funding Sources: 199 - General Funds					
2) Students at-risk of failure will have individualized action plans for improvement developed with the student, parent, and academic team.	Counselors, Administrators, & Academic Team Members	Student action plans created.			
Funding Sources: 199 - General Funds					
3) Identified students from Texas Accountability Index 3 subgroups who are not being academically successful as measured by 6-weeks grade performance in core classes will be provided a faculty mentor.	Counselors, Administrators, Faculty Mentors	Faculty mentor-ship rosters.			
Funding Sources: 199 - General Funds					
					

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

**Performance Objective 2:** At least 60% of Special Ed. students meet standard on STAAR in all subjects. (2015-16: Reading 53%, Writing 49%, Math 53%, Science 33%, Social Studies 42%).

**Summative Evaluation:** Spring 2016 STAAR tests.


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p><b>System Safeguard Strategies</b></p> <p>1) Special education staff will develop a common vision for the roles, expectations, and desired skills of SPED teachers to include: student tracking, inclusion support, and study skills.</p>	Administrators, SPED Department Leader, Diagnostician	List of SPED teacher roles and expectations.			
Funding Sources: 199 - General Funds					
<p><b>System Safeguard Strategies</b></p> <p>2) Each special education teacher will conduct a self needs assessment of perceived strengths and weaknesses with regards to the common vision, roles, &amp; expectations for SPED staff.</p>	Administrators, SPED Department Leader, Diagnostician	Special education staff needs assessments.			
Funding Sources: 199 - General Funds					
<p><b>System Safeguard Strategies</b></p> <p>3) Based on the needs assessment of special education staff, a campus staff development plan will be developed to assist SPED staff in increasing skills in all areas defined in the common vision &amp; expectations for the department.</p>	Administrators, SPED Department Leader, Diagnostician	Campus special education staff development plan.			
Funding Sources: 199 - General Funds					
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>					



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

**Performance Objective 1:** 95% of HMS students respond "strongly agree" or "agree" on the student survey to the question, "I interact with other students to help me learn more." (2014-15: 87%).


**Summative Evaluation:** Spring 2016 LISD Student SLB Survey.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Staff will develop an understanding of the difference between collaboration and cheating in the digital age and train students on the difference.	Administrators, Campus Technology Staff, Department Leaders	Training materials for students on the difference between collaboration and cheating.			
Funding Sources: 199 - General Funds					
2) Each core department will develop expectations for the frequency of instruction requiring student collaboration.	Administrators & Department Leaders	List of instructional expectations for student collaboration for each core department.			
Funding Sources: 199 - General Funds					
3) Each core department will develop a bank of instructional strategies for student collaboration for their department.	Administrators, Department Leaders, & Core Teachers	Student collaboration instructional strategy banks for each department.			
Funding Sources: 199 - General Funds					
					

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

**Performance Objective 2:** 95% of HMS students respond "strongly agree" or "agree" on the student survey to the question, "I get the help I needed when I am struggling to learn in class." (2014-15: 89%).






**Summative Evaluation:** Spring 2016 LISD Student SLB Survey.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Staff will work with students (including Student Council & National Junior Honor Society) to develop a system of student managed study groups for all academic subjects.	Administrators, Counselors, Department Leaders, & Student Group Sponsors.	Self-sustaining system of student managed study groups occurring in all departments.			
Funding Sources: 199 - General Funds					
					

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

**Performance Objective 1:** At least 95% of parents answer "strongly agree" or "agree" on the following survey question: The campus provides a safe and supporting learning environment for my child. (2014-15: 90%).

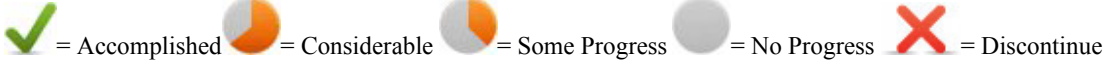
**Summative Evaluation:** Spring 2016 LISD Parent Survey.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Campus emergency plan.	Principal	Emergency plan.			
Funding Sources: 199 - General Funds					
2) Campus emergency drills.	Administrators	Schedule of drills.			
Funding Sources: 199 - General Funds					
3) Campus discipline management system.	Administrators	Number and type of office referrals.			
Funding Sources: 199 - General Funds					
4) Random searches by drug dogs.	Student Support Services & Administrators	Dates of searches.			
Funding Sources: 199 - General Funds					
5) Drug and alcohol related referrals sent to the CAPP Counselor.	Counselors, Administrators, School Resource Officers	Referral data.			
Funding Sources: 199 - General Funds					
6) Updates on tobacco/drug/alcohol awareness presented to School Resource Officers and Assistant Principals.	CAPP Counselors	Tobacco/drug/alcohol related discipline referrals.			
Funding Sources: 199 - General Funds					
7) Parental involvement is encouraged through the LISD Volunteer Program, the HMS PTA, & Athletics Booster Club.	Principal	Approved parent volunteer list, PTA & Booster Club meeting agendas and minutes.			
Funding Sources: 199 - General Funds					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

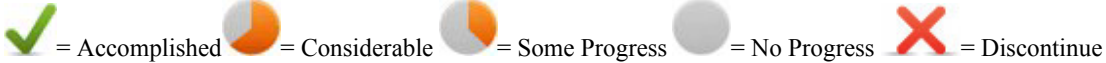
**Performance Objective 2:** At least 95% of students answer "strongly agree" or "agree" on the following survey questions: I feel safe in my classroom and safe on my campus. (2014-15: Classroom 95%, Campus 91%).

**Summative Evaluation:** Spring 2016 LISD Student Survey.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Lessons concerning language registers and the three gates.	School Counselors & Classroom Teachers	Lesson plans & student involvement in and knowledge of using the language registers and three gates.			
Funding Sources: 199 - General Funds					
2) Train students on the actions a student should take to obtain assistance and intervention in response to bullying or meanness.	Administrators	Student training dates.			
Funding Sources: 199 - General Funds					
3) Procedures for reporting and investigating an allegation of bullying or meanness.	Student Support Services & Administrators	Outlined in flow charts, checklists, & manuals.			
Funding Sources: 199 - General Funds					
4) Procedures to support a victim of bullying or meanness.	Director of Counseling, School Counselors & Administrators	Outlined in flow charts, checklists, & manuals.			
Funding Sources: 199 - General Funds					
5) Red Ribbon Week Observance	School Counselors	Schedule of activities.			
Funding Sources: 199 - General Funds					
6) Voluntary drug testing.	CAPP Counselor	Testing results, student & parent feedback.			
Funding Sources: 199 - General Funds					
					

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

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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Fitnessgram results will be administered and analyzed.	PE Teachers & Principal	Fitnessgram Test Results.			
Funding Sources: 199 - General Funds					
2) Provide students with the required amount of moderate to vigorous physical activity in PE class.	PE Teachers & Principal	Campus master schedule & PE lesson plans.			
Funding Sources: 199 - General Funds					
3) Establish goals and objectives for a CATCH (Coordinated Approach to Child Health) plan using Fitnessgram, student performance, demographic and instructional data and recommendations from the district SHAC (School Health Advisory Council).	Campus CATCH Team	Evaluation of campus CATCH plan.			
Funding Sources: 199 - General Funds					
4) PE Classes will provide the opportunity for enjoyable participation in physical activity, health education instruction, and a safe social-emotional environment.	PE Teachers	Student performance, Fitnessgram data, & Campus CATCH Plan evaluation.			
Funding Sources: 199 - General Funds					
					

## System Safeguard Strategies

Goal	Objective	Strategy	Description
2	2	1	Special education staff will develop a common vision for the roles, expectations, and desired skills of SPED teachers to include: student tracking, inclusion support, and study skills.
2	2	2	Each special education teacher will conduct a self needs assessment of perceived strengths and weaknesses with regards to the common vision, roles, & expectations for SPED staff.
2	2	3	Based on the needs assessment of special education staff, a campus staff development plan will be developed to assist SPED staff in increasing skills in all areas defined in the common vision & expectations for the department.

# Addendums

**044 HENRY MIDDLE SCHOOL**  
**Campus Demographic Summary**  
**2015 - 2016 School Year**  
Principal: DAVID ELLIS

Teaching Staff				
Total	Average Years Experience	New to District	New to Profession	New to Campus
79	13.7	12	3	1

Grade	Total	%
06	450	34.5%
07	410	31.4%
08	446	34.2%
<b>Campus Total</b>	1,306	

Economically Disadvantaged		
N	998	76.4%
Y	308	23.6%

Students with Disabilities		
N	1,159	88.7%
Y	147	11.3%

At Risk Students		
N	694	53.1%
Y	612	46.9%

Ethnicity		
ASIAN	124	9.5%
BLACK	71	5.4%
HISPANIC/LATINO	310	23.7%
AMERICAN INDIAN	3	0.2%
TWO OR MORE RACES (MULTI)	50	3.8%
HAWAIIAN OR PACIFIC ISLANDER	4	0.3%
WHITE	744	57.0%

Gender		
FEMALE	654	50.1%
MALE	652	49.9%

Gifted and Talented		
N	990	75.8%
Y	316	24.2%

English Language Learners		
N	1,267	97.0%
Y	39	3.0%

Students in Bilingual Program		
N	1,306	100.0%

Students in ESL program		
N	1,267	97.0%
Y	39	3.0%



HMS (044)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
<b>Student Learning Behaviors</b>	Learning objective	HMS will score above the average of the 4 closest middle schools (by distance) on the percent of people responding "strongly agree" or "agree" on the student and staff perception surveys relating to students find value/meaning in their learning (SLB #1). (2013-14 - HMS Staff 69%, Avg. of Surrounding MS Staff 83%; HMS Students 95%, Avg. of Surrounding MS Students 94%)	Yes - Both Students and Staff (HMS Staff 83%, Avg. of Surrounding MS Staff 79%; HMS Students 95%, Avg. of Surrounding MS Students 94%)	Continue with current system improvements.
	Assessment of / for learning	HMS will score above the average of the 4 closest middle schools (by distance) on the percent of people responding "strongly agree" or "agree" on the student and staff perception surveys relating to students set learning goals and track progress toward those goals (SLB #6). (2013-14 - HMS Staff 55%, Avg. of Surrounding MS Staff 71%; HMS Students 75%, Avg. of Surrounding MS Students 75%)	Yes~Students/No~Staff (HMS Students 79%, Avg. of Surrounding MS Students 75%; HMS Staff 60%, Avg. of Surrounding MS Staff 69%)	Explore with staff possible system barriers to students setting learning goals and tracking progress.
<b>Eliminating the Achievement Gap</b>	Learner Engagement	Reduce sub-group gaps on STAAR by half for all tests with gaps greater than 10%. All other sub-group gaps on STAAR at 5% or less. (2013-14 - Reading: AA 8%, Econ Dis. 7%; Math: AA 13%, Econ Dis 6%; Writing: AA 13%, Econ Dis 10%; Science: AA 10%, Hisp 6%, Econ Dis 10%; Social Studies: AA 11%, Econ Dis 8%)	Yes~Hisp. Sub-group in Writing. No~All Other Subjects (Sub-group gaps greater than 5%)	Explore with staff our levels of tracking and accountability of sub-group student performance throughout the school year.
	Student ownership of learning			
<b>College and Career Readiness</b>	Learner engagement	At least 95% of students meeting standard on all STAAR tests. (2013-14: Math 94%, Reading 94%, Writing 86%, Science 92%, Soc St. 90%)	No: Reading 88%, Writing 87%, Math 89%, Science 83%, Soc St. 84%	Need to determine the impact of the changes in SPED testing on overall achievement levels.
	Student ownership of learning			
<b>Focus on Whole Student</b>	Supportive learning environment	At least 95% of parents answer "strongly agree" or "agree" on the following survey question: The campus provides a safe and supporting learning environment for my child. (2013-14: 89%)	No (90%)	Only had 147 responses out of over 1250 students registered. Would like to have greater response rate.
		At least 95% of students answer "strongly agree" or "agree" on the following survey questions: I feel safe in my classroom and safe on my campus. (2013-14: Classroom 94%, Campus 87%)	Yes Classroom/No Campus (Classroom 95%, Campus 91%)	Explore with students areas they consider concerns around the campus.