Northwest Independent School District

Wilson Middle School

2019-2020 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps

Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

Northwest ISD Vision

Northwest ISD empowers
learners and leaders to positively impact the world.

Northwest ISD Mission

Northwest ISD, in collaboration with
students, families, communities, and global partners,
will engage in a culture of learning
that prepares all students to confidently navigate their future.

Truett Wilson Middle School

Campus Vision

At Wilson, we are committed to preparing our students for high school through a rigorous, aligned curriculum. Students are actively engaged and accountable for their own learning and personal growth in a safe environment.

Campus Mission

At Wilson Middle School, we believe in the Wildcat Way:

Our **attitude** is what we make it

Our **character** is above reproach

And we give our best **effort** in everything we do

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Wilson Middle School serves the JC Thompson, Haslet, and Sendera Ranch Elementary feeder pattern with 924 students enrolled 6th through 8th grade.

The ethnic diversity of our campus increases as our community continues to build more homes and follow area growth patterns.

64% White

22% Hispanic

10% African American

4% Asian, Pacific Islander, Native American, 2 or more races

Gifted and Talented students make up 13% of our general population. 12% of our students receive Section 504 services and 14% receive Special Education Services. 36% of our student population is at risk, as defined by the State of Texas, and 4% are identified as English Language Learners.

Demographics Strengths

Athletics and Fine Arts are excelling in our feeder pattern competition/cohort groups. Fine Arts is our largest participation block, with athletics as second. UIL Academics has strong leadership, participation, and performance in district competition. Our average daily attendance is at 97%, only .4% from being in the top quartile in our comparison group of schools and above the NISD average.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus demographic breakdown not reflected in same ratios in all areas (academic success, discipline, etc.) **Root Cause**: Staff may not have experienced diversity first hand or been exposed to professional education to support diverse learners (including socioeconomic)

Student Academic Achievement

Student Academic Achievement Summary

Wilson's 2019 Accountability Rating is an "A" overall.

Student Achievement and Closing the Gaps also earned "A" ratings, and School Progress earned a B rating.

Overall, two distinctions were earned due to student progress as compared to our 40 comparison schools. These distinctions were in "Comparative Academic Growth" and "Comparative Closing the Gaps".

Our campus was **not** identified as needing comprehensive or targeted support by the state.

Student Academic Achievement Strengths

6th grade math performance is strong, both in regular classes and advanced/compacted classes. Average performance of students with special education services on STAAR math tests is increasing towards the campus average.

Intervention classes are available for math and literacy students to provide support in achieving grade level mastery.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Some students are not demonstrating a year or more of growth. **Root Cause**: Students need access to interventions and support such as RTI, Math Lab, Literacy Lab, etc.

Problem Statement 2: Achievement gaps are showing with our students served by Special Education and our students who identify themselves as African American. **Root Cause**: PBMAS indicators may have not been priority in data analysis or intervention may need more robust differentiation strategies

Problem Statement 3: Campus demographic breakdown not reflected in same ratios in all areas (academic success, discipline, etc.) **Root Cause**: Staff may not have experienced diversity first hand or been exposed to professional education to support diverse learners (including socioeconomic)

School Processes & Programs

School Processes & Programs Summary

Curriculum:

While most students participate in the general curriculum, Wilson has support systems in place for students academically behind their peers such as, but not limited to:

- Dyslexia support
- ELL support
- RTI student plans
- Credit recovery programs

School Processes & Programs Strengths

Wilson has leadership teams that work to analyze and prioritize campus needs. The department leads work with Professional Learning Communities to analyze student performance, adjust instruction, and monitor progress through walkthroughs. The grade level leads support cultural and operational needs, including assemblies and Response to Intervention protocols.

Our daily advisory classes allow for social emotional lessons, enrichment activities, and targeted interventions.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Campus demographic breakdown not reflected in same ratios in all areas (academic success, discipline, etc.) **Root Cause**: Staff may not have experienced diversity first hand or been exposed to professional education to support diverse learners (including socioeconomic)

Perceptions

Perceptions Summary

Our campus is a positive place and a hub for learning in our community. Our neighborhood reaches out to the school in crisis and generally feel that our school is a warm, safe, and caring place for their children. There is a direct correllation between a higher level of involvment in campus groups and a greater positive feeling about campus. Students have an opportunity to be involved in extracurricular groups and events like Purple Out, The Big Event, school dances, and more. Parents participate in the PTA, campus parent groups tied to Fine Arts and Athletics, and virtually via Facebook, Twitter, and Instagram.

Our staff consists of about 90 adults, with, on average, 7 new staff members onboarding each year.

Perceptions Strengths

Parents and the community stay informed through a strong social media presence (two way communication) and parent newsletters. Student learning is accessible through our digital learning platform Moodle.

Discipline and attendance are internally motivated by our campus culture (#WildcatWay) and externally through incentives like music in the courtyard, dances, etc.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: New to NISD teachers do not experience job satisfaction at the same rate as their peers. **Root Cause**: Adjustment to district processes or details may overwhelm new staff and distract from greater job satisfaction

Priority Problem Statements

Problem Statement 1: New to NISD teachers do not experience job satisfaction at the same rate as their peers.

Root Cause 1: Adjustment to district processes or details may overwhelm new staff and distract from greater job satisfaction

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Achievement gaps are showing with our students served by Special Education and our students who identify themselves as African American.

Root Cause 2: PBMAS indicators may have not been priority in data analysis or intervention may need more robust differentiation strategies

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Some students are not demonstrating a year or more of growth.

Root Cause 3: Students need access to interventions and support such as RTI, Math Lab, Literacy Lab, etc.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Campus demographic breakdown not reflected in same ratios in all areas (academic success, discipline, etc.)

Root Cause 4: Staff may not have experienced diversity first hand or been exposed to professional education to support diverse learners (including socioeconomic)

Problem Statement 4 Areas: Demographics - Student Academic Achievement - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline,attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: September 10, 2019

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 1: PreK - 12 Grade Literacy: NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.

> **Evaluation Data Source(s) 1:** The following performance measures assess, evaluate, and monitor student literacy achievement and allow for analysis between campuses and student groups:
> PreK EOY Kinder Readiness Assessment
> K-2 % of Students Reading and Writing on Grade level
> 3-8 STAAR Reading Passing level
> 4 & 7th STAAR Writing Passing level
> English EOC 1 & 2 Passing level
> Advanced Placement Course Participation & Performance (AP and Dual Credit)
>
> **Summative Evaluation 1:**
>
> **Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
TEA Priorities Build a foundation of reading and math 1) Adding 8th grade to our Daily Reading Initiative so that ALL Wilson students are reading a book of choice at least 10 minutes during the school day. Mobile Book Cart and Late Nights at the Library	2.5	Classroom teachers Librarian	Every student having a book of choice at all times Students read 10 minutes per day in specific subject areas and 25 minutes on Friday (DEAR time). Students improving their literacy, as measured by their Lexile levels and performance on grade level CBAs and state assessments.				

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue	

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 2: Academic Progress: NISD will increase student performance for every child, every day.

Evaluation Data Source(s) 2: The following measures will be used to determine student academic progress.
NISD will increase the number of students achieving the Masters level distinction on STAAR/EOC by 5%.
NISD will decrease the percentage of students who do not meet the passing standard on STAAR or EOC by 10%.
NISD will improve the percentage of students that achieve a year or more growth, as measured by the academic growth measure on STAAR/EOC, by 10%.

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
TEA Priorities Build a foundation of reading and math 1) Targeted interventions for students not demonstrating grade level mastery in math and English, including a Response to Intervention Plan Math and Literacy Labs in lieu of an elective for those more than a year behind Targeted advisory groups at semester for students who are at risk of not meeting grade level standards Clear and timely communications to the parents of these students	2.4, 2.6	Classroom Teachers Student Services Facilitator for students with 504 services Student Managers for students with SPED services Assistant Principals for students with RTI plans	Students improving their literacy, as measured by their Lexile levels, and their math fluency as measured by performance on grade level CBAs and state assessments. STAAR outcomes will show growth for each student's achievement and progress towards mastery Parents will be aware of specific areas of concerns, student performance, and campus support				
Problem Statements: Student Academic Achievement 1, 2							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Department PLCs in math, science, English, and social science will meet 5 times a week to develop lessons and support responses to interventions.	2.4, 2.5	PLC Agendas and Minutes RTI data CBA and benchmark data STAAR data	Strengthen academic program within the school, strengthen vertical alignment, and provide embedded scaffolding and interventions in content through well developed lessons and interventions.				

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: Some students are not demonstrating a year or more of growth. **Root Cause 1**: Students need access to interventions and support such as RTI, Math Lab, Literacy Lab, etc.
Problem Statement 2: Achievement gaps are showing with our students served by Special Education and our students who identify themselves as African American. **Root Cause 2**: PBMAS indicators may have not been priority in data analysis or intervention may need more robust differentiation strategies

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 3: College, Career, and Life Readiness: NISD will ensure that every student is achieving Exemplary CCMR status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, appropriate support for their chosen pathways, and social-emotional skills.

Evaluation Data Source(s) 3: College Readiness Indicators:
Percentage of middle school participation in Pre-AP courses 75%
Number of middle school students participating in a high school credit course (Algebra, Spanish, Art, PLTW) by 50%)
Number of middle school students participating in a high school credit course (Algebra, Spanish, Art, PLTW by 50%)
Percentage of students enrolled in AP that sit for the AP exam (90% in class)
HS Advanced Academics (AP Exams) percentage of students earning a 3 or higher (Overall 50%)
HS Advanced Academics (Dual Credit or OnRamps courses) percentage of students earning college credit (90%)
Career Readiness Indicators:
Percentage of students enrolled in 1 or more CTE courses (80%)
Percentage of eligible students achieving basic or advanced work-ready certifications / licensees (70% if eligible)
Number of students completing professional internships (Growth measure of 10%)
Life Readiness Indicators:
Percentage of 12th grade students who pass national financial literacy exam Potential for all kids to take it (50%)
Percentage of instructional staff trained in Social-Emotional Learning Competencies (100%)
Students participating in at least 1 co-curricular or extra-curricular activities (75%)
Percentage of students completing an e-portfolio and percentage who have it attached to their report card (100%)
Number of students earning Green Cords (Growth of 10% by each HS campus)

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
TEA Priorities Connect high school to career and college 1) Provide well developed daily Advisory Lessons and increase access to Elective Opportunities	2.5	Advisory lessons including CCR components Enrollment in CCR and AVID courses Participation rates in electives and campus clubs CCR Rubric	Students will experience more personalized learning Students social emotional connection to our campus community will be strengthened Attendance rates will stay above 97% Increase in acceptance to district academies				

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 4: Meeting Students Needs: NISD will identify and address the needs of students and student groups in order to provide a fair and equitable education to ALL students.

Evaluation Data Source(s) 4: Areas of focus may include the participation and performance of the following:
Attendance
Equity in Programs
Bilingual/English as a Second Language
Special Education
Disadvantaged Students
Credit Recovery
Summer School
504 and RTI

Summative Evaluation 4:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) AVID, ELL, and accommodation strategies as part of PLC learning	2.4, 2.5	AVID Site Team Campus ELL Coordinator Student Services Facilitator PLC Leads	Students will implement higher-level questioning skills during tutorials, collaborative study groups, class discussions, or problem-solving activities in all content courses. Teachers will be observed implementing strategies for sheltered instruction for ELL learners. Lessons will reflect differentiated strategies for learning and intervention for a variety of students.				
Problem Statements: Demographics 1 - Student Academic Achievement 3 - School Processes & Programs 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
2) Provide additional academic support to students in the Spring semester with content tutorials provided before school and pull out tutorials during some electives.	2.4, 2.5	English and math teachers to provide input on targeted students' goals and needed supports. Tutors provided by compensatory education funds. Benchmark exams.	Students who, at the semester, show signs of being at risk of not meeting standards on STAAR exams will pass the STAAR exams before leaving school for the summer.				
	Problem Statements: Student Academic Achievement 1						
	Funding Sources: Compensatory Education - 8795.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Campus demographic breakdown not reflected in same ratios in all areas (academic success, discipline, etc.) **Root Cause 1**: Staff may not have experienced diversity first hand or been exposed to professional education to support diverse learners (including socioeconomic)

Student Academic Achievement
Problem Statement 1: Some students are not demonstrating a year or more of growth. **Root Cause 1**: Students need access to interventions and support such as RTI, Math Lab, Literacy Lab, etc.
Problem Statement 3: Campus demographic breakdown not reflected in same ratios in all areas (academic success, discipline, etc.) **Root Cause 3**: Staff may not have experienced diversity first hand or been exposed to professional education to support diverse learners (including socioeconomic)

School Processes & Programs
Problem Statement 1: Campus demographic breakdown not reflected in same ratios in all areas (academic success, discipline, etc.) **Root Cause 1**: Staff may not have experienced diversity first hand or been exposed to professional education to support diverse learners (including socioeconomic)

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 1: Supporting Staff: NISD will increase the retention of highly effective staff by supporting the engagement and personal well-being of employees.

> **Evaluation Data Source(s) 1:** Employee retention data, employee exit data, Energage survey results, EAP data, TASB Compensation Review results

> **Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
TEA Priorities Recruit, support, retain teachers and principals 1) Implement HR supported NISD mentor program with fidelity & add "New to Wilson" quarterly get togethers for teachers AND new paraprofessionals Get feedback from last year's first year at Wilson teachers for support ideas based on their experiences Principal will be appraiser/support admin for all science teachers (4 of 7 on the team are new to NISD)		Principal/appraiser support Content coordinators Mentor and grade level team leads Check ins with mentor pairs	First year teachers and new to NISD teachers will be proficient in all TTESS domains, positively impact student achievement, and stay with our district, if not our campus, for the next year				
Engage NISD instructional coaches in support process with one on ones with new teachers and PLC support	**Problem Statements**: Perceptions 1 **Funding Sources**: 461 Campus Activity Funds - 400.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
TEA Priorities Recruit, support, retain teachers and principals 2) Campus Social Emotional Learning (SEL) Committee will facilitate monthly activities for staff to provide new learning re: SEL Competencies and support for Social/Emotional Health of staff, with most learning cycles being on a district initiated timeline.		Social Emotional Learning Committee Department Leads Grade Level Leads Attendance Rates (staff)	Increase the retention of highly effective staff by supporting the engagement and personal well-being of employees				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

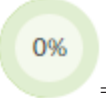**Performance Objective 1 Problem Statements:**

Perceptions
Problem Statement 1: New to NISD teachers do not experience job satisfaction at the same rate as their peers. **Root Cause 1**: Adjustment to district processes or details may overwhelm new staff and distract from greater job satisfaction

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: Safety and Security: NISD will continue efforts to provide safer learning environments for our students, staff, and community.

Evaluation Data Source(s) 1: Development and adoption of board policy.
Confirmation of all staff completing safety and security trainings and drills.
Implementation and completion of bond projects.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Follow Emergency Operations Plan with fidelity, including regular drills Train all staff on Citizen's Response to Active Shooter Events (CRASE) protocols Implement new check in procedures for front door for families in alignment with district policy Implement new check in procedures for large school day events (ex: pep rallies, holiday assemblies) Mini EOP recaps for new to Wilson staff and students who arrive during the school year after initial trainings		Assistant principal over safety and security Front office staff	All Wilson students, staff, and guests will know procedures for visitors. All Wilson students and staff will know procedures for a variety of scenarios. Community surveys will reflect a confidence in the campus' safety and security procedures.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Campus Funding Summary

461 Campus Activity Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Quarterly New Staff Gatherings		$400.00
				Sub-Total	$400.00

Compensatory Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Tutors		$8,795.00
				Sub-Total	$8,795.00
				Grand Total	$9,195.00

Addendums

Wilson Middle School

2019-2020
Instructional Focus

To ensure ALL students experience the same high levels of engagement and learning in every classroom every day,

we will design well developed lessons that include specific and timely intervention strategies, including progress monitoring.

Action Step	Who will be involved?	What is our time frame?	How we will monitor our progress?
Provide training on intervention strategies and student supports	SSF, Leadership Team, Jennifer Bailey, Curriculum Coaches	Rti training dates, PLC calendar	Training agenda, Feedback during PLC
Tune lessons in PLC	PLC Team	15 per semester per subject	PLC minutes
Provide evidence of learning through student work and look fors/walkthroughs	PLC, Team Lead, Admin Team, Teachers	1 per week	Journals, ePortfolios, Edugence
Monitor progress through data	PLC, Team Lead, SSF, APs, Teachers	Ongoing, CBAs, PLC discussions	Edugence, HAC, Chart during PLCs
Involve students in progress monitoring	Counseling, Assistant Principals, Teachers, Advisory, Fine Arts staff	Refine in PLC, Advisory, ePortfolio	Advisory, Classrooms, AVID

Increasing Student Achievement, as Measured by:

NISD Superintendent Priority Goals	Wilson Specific Goals
NISD will **increase the number of students achieving the Masters'** level distinction on STAAR/EOC by 5%.	
NISD will **decrease the percentage of students who do not meet the passing standard** on STAAR or EOC by 10%.	
NISD will **improve the percentage of students that achieve a year or more growth**, as measured by the academic growth measure on STAAR/EOC, by 10%.	
Attendance rates for all student groups in NISD will be **95% or higher**	
Enrollment in advanced academics courses (PAP, AP, Dual Credit, Career Academies) will have an **equitable distribution** of each student group.	
Close the performance gap for ELL and Bilingual students when compared to the general population.	
Close the performance gap between SPED students compared to the general population.	
Close the performance gap between Economically Disadvantaged Students compared to the general population.	
Reduce the number of students eligible/in need of **credit recovery and/or summer school** remediation by 10%.	
Enrollment in remediation (summer school and/or credit recovery) will have an **equitable distribution** of all student groups.	
Academic growth of students identified in either **504 or RTI** programs will **meet or exceed one year of growth.**	
	Close the performance gap for African American students compared to the general population.