

Midland Independent School District
Abell Jr. High
2018-2019 Campus Improvement Plan



Mission Statement

The mission of Abell Junior High School is to provide academic excellence and stellar extracurriculars and elective experiences so that our students are prepared academically, socially, emotionally and physically for the next level.

In due time, Abell JH students will graduate from their respective high school, prepared and ready for college or career.

Vision

Abell Junior High School administration and staff will work in conjunction with the community and parents toward creating a safe and secure learning environment. Instructional staff will provide experiences and opportunities enabling all students to succeed as they strive to obtain their maximum potential academically, physically and socially.

Core Beliefs

At Abell JH, our core beliefs include:

*All students can learn.

*All students deserve a high quality education.

*Parent involvement is key and we will do our best to include our parents in the educational process.

*Structures and procedures are key in a safe learning environment.

*Our students are our most valuable asset.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	6
School Processes & Programs	8
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: Abell will increase performance of all students. *Increase STAAR-EOC Level 2 Satisfactory Performance, Progress Measure, and Level 3 Advanced Performance by 10%. *Meet each Index in the state accountability system. *The number of 7th and 8th grade students on track toward graduation will be greater than 88.1%.	13
Goal 2: Abell will close the achievement gap between all student groups. *Increase STAAR-EOC Level 2 Satisfactory Performance, Progress Measure, and Level 3 Advanced Performance by 10% *Meet each Index in the state accountability system *Raise the attendance rate by 2% over prior year or maintain over 96%	22
Goal 3: Abell will ensure a safe and welcoming environment.	27
Goal 4: The percentage of students in grades 3-8 who meet standard on both reading and math STAAR will increase from 70% by the end of school year 2019.	31
Title I Schoolwide Elements	35
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	35
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	35
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	35
Campus Funding Summary	36
Addendums	37

Comprehensive Needs Assessment

Demographics

Demographics Summary

Abell JH enrollment is currently 1,079; 541 7th graders and 538 8th graders.

Ethnicity Count:

American Indian: (<1%)

Asian: (2%)

African American: (9%)

Hispanic: (58%)

Multi-Racial: (3%)

White: (27%)

Economically Disadvantaged Count:

Economically Disadvantaged: (47%)

Non-Economically Disadvantaged: (53%)

Gender Counts:

Female: 538

Male: 541

Abell JH currently has 64 teachers and a total staff of 80.

Demographics Strengths

Subgroups that Met Target for Academic Achievement (meets or above at set percentage):

Math, African American

Math, White

Math, SPED

Math, All

Reading, SPED

Subgroups that Met Target for Academic Growth Status:

Reading, African American

Math, Hispanic

Problem Statements Identifying Demographics Needs

Problem Statement 1: 8th Grade Science Scores showed a decline of more than 6%. **Root Cause:** 8th Grade science teachers struggled with the PLC (collaborative) process.

Problem Statement 2: 7th Grade Math scores were significantly below 8th grade Math scores. **Root Cause:** Teacher changes, addition of cycle teaching and struggles with the collaborative process early on.

Student Academic Achievement

Student Academic Achievement Summary

Abell JH was rated as Met Standard with an overall score of 76. See addendum.

Student Achievement: 73

Student Growth: 75

Closing the Gaps: 78

All Tests Combined:

Approaches: 65%

Meets: 39%

Masters: 19%

Growth:

62% of students earned a growth point.

and 9% earned 1/2 a point.

Student Academic Achievement Strengths

Gaps are narrowing between subgroups at Abell. Groups that have typically struggled, Hispanic and African American, performed closer to their White peers than ever before.

8th grade Social Studies performed higher than the state average on STAAR in Approaches, Meets and Masters.

8th grade Math had more than 92% pass STAAR after 2 administrations; 82% after first administration.

Board Goal 2.0:

The percentage of students in grades 3-8 who meet standard on both reading and math STAAR will increase from 52% to 75% by the end of school year 2020.

Annual Targets: School Year 16-17 = 57% School Year 17-18 = 65% School Year 18-19 = 70% School Year 19-20 = 75%

Abell JH made progress but did not meet Board Goal 2 in 2017-2018 by having only 53% of our students pass BOTH math and reading. See addendum.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 7th grade students performed well below 8th grade counterparts, specifically in reading and math. **Root Cause:** 7th grade ELA and math teachers struggled with components PLC process, specifically unpacking the essential standards and maintaining focus on those standards throughout.

School Processes & Programs

School Processes & Programs Summary

At Abell JH, students have 8 classes. We have a modified block schedule. 7th graders take 4 core classes, possibly an intervention course for reading/writing, and 2 or 3 electives. 8th graders take 4 core classes and 3 electives. ELA classes are double blocked.

Students can take Spanish and Art 1 for high school credit.

All students have an assigned intervention/enrichment period daily. During this class period, students learn organizational strategies, work on academic vocabulary and participate in strategic intervention/enrichment that is standards based.

All students at Abell JH are on an Academic Team. Academic Teams support the discipline management and academics at Abell.

Fine Arts, athletics, foreign languages, Cheer/Pep/Step, Yearbook, CTE, Student Council, NJHS are all examples of ways that students can become involved at Abell.

At Abell, we have a community service program that allows students to add to our community instead of detention. This helps our discipline management system, school-wide.

School Processes & Programs Strengths

Team Time, our intervention/enrichment/mentoring program is a strength at Abell JH. During Team Time, our teachers are able to provide targeted intervention and/or enrichment to specific students.

PLC and our collaborative structures are also a strength of our team at Abell. Through the collaborative process, our teachers are able to study student performance, student work, high quality lessons and work together to implement the best instructional strategies.

Perceptions

Perceptions Summary

Abell JH has a strong academic climate. Our teachers value the collaborative process and see colleagues as support. We have embraced the PLC process and look forward to making our collaborative teams even stronger this year.

Values: Colleagues, Academics, Extracurriculars, Student Progress, Morale, Collaboration

Beliefs: At Abell JH, we believe that ALL teachers are an asset to our team. We believe that ALL staff add value to our environment. We believe that ALL students can be successful and make progress. We BELIEVE that we are adding value to ALL learners.

Perceptions Strengths

Our TEAM approach is a strength. We use each other for support and look for strengths among colleagues when brainstorming ideas and planning. Collaboration and the collaborative structures that we have in place are strengths as well. STAAR improvements can be attributed to the frequent and strategic collaboration at Abell JH.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: PLC processes in elective areas are in need of facilitation and guidance. **Root Cause:** Lack of PLC period forces elective teachers to utilize before/after school time to collaborate.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Abell will increase performance of all students.

***Increase STAAR-EOC Level 2 Satisfactory Performance, Progress Measure, and Level 3 Advanced Performance by 10%.**

***Meet each Index in the state accountability system.**

***The number of 7th and 8th grade students on track toward graduation will be greater than 88.1%.**

Performance Objective 1: Abell students will be provided opportunities to gain extra help during the school day for Team Time, placed in an intervention of Math and English as necessary, and by attending tutorials provided before school, at lunch, and after school.

Evaluation Data Source(s) 1: Students in intervention will be monitored through assessments. Also, they will be compared with passing rates for six weeks and common assessments during department planning time. All scores on common assessments will be evaluated for passing standards and Level 3 achievement.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue tutorials outside of school hours while providing differentiated intervention during 3 advisory days per week.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June

1) Abell will use before and after school tutorials to allow teachers to re-teach material and for students to re-do assignments, as well as students work to be re-assessed. Abell staff will provide in the school day intervention for students who are identified through district and classroom assessments in Math and English.	2.4, 2.5, 2.6	all instructional staff, counselors	istation assessments, Imagine Math, learning assessments, six weeks passing rates, benchmarks, STAAR data				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Abell staff will provide intervention in Math for students at risk of meeting passing standards. Students will have an additional Math class in lieu of an additional elective.</p>	2.4, 2.5, 2.6	Principal, AP, English and Math Dept Chairs.	improved scores on assessments, Levels of engagement.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>3) Abell will implement a 30 minute block everyday (Team Time) that will provide students an opportunity to get knowledge based skills, targeted intervention and enrichment daily.</p>	2.4, 2.5, 2.6	all staff	STAAR, engagement				
Funding Sources: 211 Title 1 - 25000.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

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Performance Objective 2: Abell will use progress monitoring documents made by students in all subjects to monitor progress and gauge student achievement of all students. Students will create goals to achieve for the school year. Teachers in all core areas will track student progress to have them level up in their quintile. These data Goal sheets will be utilized for student's to continuously track progress and performance.

Evaluation Data Source(s) 2: Students will be assessed in all subjects through use of CFAs, unit tests and district benchmarks. Progress monitoring charts will be evaluated and updated after each assessment.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Goal tracking for core PLCs and through Team Time identified students will continue with more streamlined procedures to monitor and celebrate student growth and progress in the Data Room

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 2 CSF 7 1) Abell will use progress monitoring reports to monitor student progress in all core areas and to provide interventions as needed. Abell will also utilize the Leadership Report Cards from Lead4Ward.	2.4, 2.5, 2.6	all instructional staff					
Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6 2) Abell will host parent events throughout the year. During parent nights, parents will have the opportunity to interact academically with their student.	3.1, 3.2	all staff	sign-in sheets, observations of event				
Funding Sources: 211 Title 1 - 5000.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

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Performance Objective 3: Abell will use additional classes in the Master Schedule to support a culture of learning through a variety of courses. These classes include Intervention classes for Math and Reading, Team Time and all 8th graders taking Teen Leadership.

Evaluation Data Source(s) 3: STAAR Scores, Discipline Data, Six Weeks and Semester Failure Reports.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Math intervention courses for identified 8th graders will continue while counselors will strategically place students in teen leadership and other electives that are focused on college and career readiness and character building.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 3 CSF 6 1) Abell will use enrichment and Teen Leadership class to encourage leadership and integrity amongst students and assist with bullying and keep a safe learning environment.	2.4, 2.5, 2.6	Teachers, Counselors, APs, Principals	STAAR data, passing rates, discipline referrals, surveys				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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Performance Objective 4: Abell will promote academic success with a variety of positive rewards for students in good academic standing.

Evaluation Data Source(s) 4: Abell six weeks and semester passing rate

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: Campus will coordinate more aligned team recognitions and reward behaviors, growth, academics, and character on a cyclical schedule.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>1) Abell will reward students that are on the A Honor Roll organized by parent volunteers. Most improved will be recognized by Team. Teams will also recognize character and citizenship awards each six weeks.</p>	2.4, 2.5, 2.6	Teachers, Principals, Counselors	Failure reports				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

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Performance Objective 5: Abell will ensure positive health is promoted with an emphasis on benefits for healthy lifestyles and physical fitness for all students.

Evaluation Data Source(s) 5: Health and Wellness Committee meetings and minutes, Fitnessgram results, student attendance

Summative Evaluation 5: Met Performance Objective

Next Year's Recommendation 5: Continue athletic skills, partners in PE, and offer opportunity for health as an elective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) To ensure the promotion of physical activity, 7th grade students that do not pass Physical Education will repeat the course in 8th grade. Additional class, Skills Athletics will be used to continue participation with athletics and keep more students involved. Abell will utilize a Health class to add an opportunity for further health instruction. 7th graders will be enrolled in a Health course.	2.5	Coaches, Principals, Counselors	Fitness Gram results, pass rates, attendance, Surveys				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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Performance Objective 6: Abell will utilize PLC consultants to review academic and school procedures to ensure that placement, courses, and resources are used

to optimize academic achievement, our PLC's and our Administration to ensure appropriate training.

Evaluation Data Source(s) 6: Detailed description for areas in need of improvement. STAAR scores, checklists, and surveys will show progress towards the list.

Summative Evaluation 6: Met Performance Objective

Next Year's Recommendation 6: Instructional Specialist will coordinate and facilitate PLCs as needed and create a database to track needs assessments and growth

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>1) Abell will utilize our Instructional Specialist to coach PLCs on strategies that will ensure implementation of the PLC process campus wide. The Instructional Specialist will also track data to use with PLCs.</p>	2.4, 2.5	Central Office, Executive Director of Professional Development, Campus Instructional Leadership, PLC leaders	PLC norms, surveys , formative assessment data				
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

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Performance Objective 7: Abell will provide time for Professional Learning Communities to meet within department/subject taught.

Evaluation Data Source(s) 7: Data collected and discussed in minutes and agendas.

Summative Evaluation 7: Some progress made toward meeting Performance Objective

Next Year's Recommendation 7: Principal and designees will foster the No Excuses mentality and beliefs while also utilizing Solution Tree based PLC protocols.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Principal will attend trainings with all district leaderships for Staar4ward, Lead4Ward, Solution Tree, No Excuses and any other district initiative and then turned around for full staff training. Also, use of Lead4Ward webinars will be used.</p>	2.6	principal, assistant principals, department chairs, teachers, We will pay for subs through Title I	walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Instructional staff will access and use the Collaboration Handbook and Staar4ward during department meetings to plan highly effective lessons. Engaging lessons will be created through work in the PLC.</p>	2.4, 2.5, 2.6	all instructional staff	review of lesson plans, walk through observations				

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Intervention team will assess student data after each six weeks and district assessment to determine if changes need to be made to the intervention classes.</p>	2.4, 2.5, 2.6	teachers, administration, counselors	district assessments, STAAR data, teacher observations				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) All teachers of core tested subjects will be provided 46 minutes of planning time 5 days a week during their day in addition to PLC time 5 days per week. Teachers will also meet weekly with Team do discuss student behavior and performance amongst the Team.</p>	2.6	Instructional Leadership Team	Formative Assessments, Common Assessments, STAAR data				
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 2: Abell will close the achievement gap between all student groups.

***Increase STAAR-EOC Level 2 Satisfactory Performance, Progress Measure, and Level 3 Advanced Performance by 10%**

***Meet each Index in the state accountability system**

***Raise the attendance rate by 2% over prior year or maintain over 96%**

Performance Objective 1: Abell will ensure Promotion of Academic Success through multiple means of Vocabulary Development and Critical Writing as measured through formative assessment.

Evaluation Data Source(s) 1: Abell Writing scores in 7th grade and literacy rate

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Meaningful Mondays and writing across the curriculum

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Abell will use Academic Vocabulary in Star4ward. We will Create Smart Goals, and implement Writing strategies campus wide. This will occur every Monday during Team Time - Meaningful Monday.</p>	2.4, 2.5, 2.6	all staff	STAAR scores, CFAs				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

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Performance Objective 2: Abell instructional staff will support 100% of Special Education students by following students Individual Educational Plans.

Evaluation Data Source(s) 2: Special Education students progress will be monitored through monthly Special Education site team meetings and test data.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: New special education leadership and co-teach sections built into the master schedule will ensure that individual IEPs are met and teachers understand how to support their SPED students. CM aid will be

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 4 CSF 6 1) Through the use of co-funded content mastery, co-teaching and modified assignments, teachers will individualize instruction.	2.4, 2.5, 2.6	instructional staff, administration, department chairs	STAAR and CFAs				
Critical Success Factors CSF 4 CSF 6 2) Abell staff will work with discipline committee to create behavior incentives and plans for students with continuous and severe behavior problems for our Special Education and ESL students. Abell will continue to use Bouncy Bands to assist with students with ADHD and hyperactivity	2.4, 2.5, 2.6	Teachers, Counselors, Principals, Assistant Principals, District Personnel, Parents	Number of discretionary DAEP and ISS placements				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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Performance Objective 3: Lead teachers will assist so that 100% of economically disadvantaged students will receive extra assistance to achieve their learning potential. They will be assigned mandatory tutorials by content area as needed.

Evaluation Data Source(s) 3: Students failing for the semester will be placed in an intervention if not already assigned in a period in their day.. Students will be evaluated by grades and online assessments for progress monitoring.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Implement more strategic targeted tutorials and support as team and plc processes become more solid and consistent

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Students will be placed in intervention if they failed math STAAR as a 7th grader. Standardized test prep-activities in all core areas will also be implemented as needed and determined through PLC.</p>		Teachers, Administration	math STAAR				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

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*Raise the attendance rate by 2% over prior year or maintain over 96%

Performance Objective 4: Principals and all members of leadership and teachers will participate in Staar4ward seminars and webinars to work with data, PLC's, lesson planning, formative assessment and student engagement.

Evaluation Data Source(s) 4: Walk-through data will show increased engagement, use of formative assessment and proof of well developed lessons because of

lesson planning. Departments will turn in PLC minutes and plans as well.

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Next Year's Recommendation 4: District partnership with Staar4ward is gone, but continue work with PLC processes and the new lesson planning support through the region center for math, science, and social studies

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Principal will participate in Staar4ward seminars and webinars to work with data, PLC's, lesson planning, formative assessment and student engagement.</p>	2.4, 2.5, 2.6	all instructional staff, Principal, Assistant Principals, dept. chairs.	walk through data showing increase in student engagement, higher level questioning, and an increase in the use of academic language by students and teachers. Care Action Plans, Focus Documents.				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 2: Abell will close the achievement gap between all student groups.

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*Meet each Index in the state accountability system

*Raise the attendance rate by 2% over prior year or maintain over 96%

Performance Objective 5: Abell instructional staff will support 100% of ELL students. ELL students will be topic of discussion at weekly PLC as measured through PLC minute documents.

Evaluation Data Source(s) 5: ELL students progress will be monitored through frequent focus team meetings. Teachers with students failing ESL will complete failure reports.

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Next Year's Recommendation 5: ELL students will be placed on teams to monitor their performance and ELL teachers will second level plan to meet the different needs of the ELL students

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 4 CSF 6 1) Abell will utilize peer tutoring to assist ESL students and increase social and academic vocabulary	2.4, 2.5, 2.6	ESL Teachers of Record, Teachers, Assistant Principals, Principal	TELPAS scores, six weeks grades, attendance.				
Critical Success Factors CSF 1 2) Staff will be trained on sheltered instruction to support development of the ELPS in ELL students.	2.4, 2.5, 2.6	All instructional staff	Instructional monitoring, district assessments, STAAR data				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: Abell will ensure a safe and welcoming environment.

Performance Objective 1: Abell will provide support for 100% of staff members as measured through training agendas, PLC notes, T-TESS goals.

Evaluation Data Source(s) 1: Surveys, Retention numbers

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: continue- develop a mentor team and develop a social committee

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Teachers and staff will be given campus level training on daily tasks such as Skyward, attendance, tardies, discipline procedures, CHAMPS, the walkthrough process. New Teachers will receive intense and specific training for new teachers. Meetings held weekly during the 1st six weeks. Monthly after that.</p>	2.4	All Staff, Principals, Department Chairs	Teachers ability to perform tasks				
<p>2) Social Committee will plan events and celebrations for staff morale and recognition</p>		social committee	faculty surveys				
<p>3) Mentor and Buddy system will be expanded to have Mentors meet no less than once a week with their mentees to support and familiarize new staff members to Abell and MISD. Our Instructional Specialist will lead this endeavor.</p>		admin and mentors, Instructional Specialist	mentor log				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 3: Abell will ensure a safe and welcoming environment.

Performance Objective 2: Abell will post communication through campus website on a weekly basis and utilize Twitter and Facebook.

Evaluation Data Source(s) 2: Website check every 3 weeks. Regular if not daily tweets and call outs.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: continue

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Twitter and Facebook along with our Abell website will be utilized daily for communication.		Instructional Specialist	Positive communication and more informed community				
2) Weekly Parent Newsletter will be sent weekly via FB, Twitter, Blackboard and also posted on our Abell Website.		Campus Principal	Positive communication and more informed community				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: Abell will ensure a safe and welcoming environment.

Performance Objective 3: Abell will comply 100% with maintenance directives for upkeep of the building.

Evaluation Data Source(s) 3: Inspection reports and visual inspections

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: continue- add in team zones for beatification and clean up

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 6 1) Abell will maintain the upkeep of the building by working with custodians. Abell will also add visual recognition of students to increase school pride.		all	visual inspections				
Critical Success Factors CSF 6 2) Abell will work the the Energy Management Team to reduce energy use at the campus.		all	energy reports				
3) Abell will use campus club and work with Keep Midland Beautiful to maintain a clean and green campus.		club sponsor, admin	Clean and green campus.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: Abell will ensure a safe and welcoming environment.

Performance Objective 4: Abell will plan and schedule meetings/events that will provide opportunities to for 100% of community involvement in the school and school programs.

Evaluation Data Source(s) 4: Sign-in sheets and agendas from meetings and events.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: Offer alternative ways for parents and community members to become a part of Abell, ELL nights and Eagle Eyes

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 3 CSF 6 1) Community Representatives from diverse backgrounds on CEIC		CEIC	CEIC minutes				
Critical Success Factors CSF 5 2) Recognizing our Partners in Education sponsors		campus counselors, principal, teachers	Thank you on marquee, phone call and thank you note for contributions.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: The percentage of students in grades 3-8 who meet standard on both reading and math STAAR will increase from 70% by the end of school year 2019.

Performance Objective 1: The percentage of students in grades 3-8 on track to meet Level II Satisfactory on both reading and math district checkpoints will increase from 52% to 65% by the end of school year 2019.

Evaluation Data Source(s) 1: On track progress during the year will require 30% of the questions on both math and reading district checkpoints to be answered correctly in September and 60% in February.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: continue with board goals

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students will utilize iStation as a resource to improve reading skills. Students will utilize Imagine Math as a resource to improve math skills.		Intervention teachers	Building gap skills so that students are more successful on grade level skills and content.				
2) Students will attend a 30 minute, targeted intervention class three times weekly during Team Time. Teachers will target essential skills during this time.		All teachers, Math/ELA PLCs	Improved CFA performance				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: The percentage of students in grades 3-8 who meet standard on both reading and math STAAR will increase from 70% by the end of school year 2019.

Performance Objective 2: The percentage of economically disadvantaged students in grades 3-8 on track to meet Level II Satisfactory on both reading and math district checkpoints will increase from 39% to 50% by the end of school year 2019.

Evaluation Data Source(s) 2: On track progress during the year will require 30% of the questions on both math and reading district checkpoints to be answered correctly in September and 60% in February.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: continue with board goal

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students will attend a 30 minute, targeted intervention class three times weekly during Team Time. Teachers will target essential skills during this time.		All teachers, Math/ELA PLCs	Improved CFA performance				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: The percentage of students in grades 3-8 who meet standard on both reading and math STAAR will increase from 70% by the end of school year 2019.

Performance Objective 3: The percentage of students in grades 3-8 on track to meet Level III on both math and reading will increase from 6% to 9% by the end of school year 2019.

Evaluation Data Source(s) 3: On track progress during the year will require 40% of the questions on both math and reading district checkpoints to be answered correctly in September and 75% in February.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: The percentage of students in grades 3-8 on track to meet Masters level on both math and reading will increase from 6% to 9% by the end of the school year 2020.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students will attend a 30 minute enrichment period three times weekly that enforces essential standards in a rigorous learning environment.		All teachers, Math/ELA PLCs	Improved performance				
2) CFAs will be given with reteach/enrichment component for core areas. Students meeting a high standard will platoon into enrichment of targeted skills.		Core teachers, instructional specialist	Improved rigor, increased Master's performance				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: The percentage of students in grades 3-8 who meet standard on both reading and math STAAR will increase from 70% by the end of school year 2019.

Performance Objective 4: The percentage of students in grades 3-8 who score on or above grade level in reading (utilizing iStation) and score proficient or advanced in math (utilizing Imagine Math) will increase from X% to Y% by the end of school year 2019.

Evaluation Data Source(s) 4: Baseline will be established in School Year 2017-2018 when grades 6-8 implement iStation.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: continue

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students working at a Tier 3 level will be scheduled into an intervention class to use iStation and Imagine Math. Students will work weekly to obtain required time on each program.		Intervention teachers, ELA/Math teachers	improved performance, growth				
2) All students will take Imagine Learning and iStation assessment in September for baseline data.		ELA and Math teachers	Baseline data				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Funding Summary

211 Title 1						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	3	supplies and materials		\$25,000.00	
1	2	2	materials for parent events		\$5,000.00	
					Sub-Total	\$30,000.00
					Grand Total	\$30,000.00

Addendums

Grades Served: 7 - 8
 3201 HERITAGE BLVD
 MIDLAND, TX, 79707

1,036 Students Enrolled
 MIDLAND ISD

HOW WELL IS THIS SCHOOL PERFORMING OVERALL?

MET STANDARD

76 out of 100

UNDERSTANDING OVERALL PERFORMANCE



This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.



STUDENT ACHIEVEMENT

MET STANDARD

73 out of 100

The Student Achievement domain tells us how much students know and are able to do at the end of the school year.



SCHOOL PROGRESS

MET STANDARD

75 out of 100

The School Progress domain shows us how students are performing over time and compares that progress to similar schools.



CLOSING THE GAPS

MET STANDARD

78 out of 100

The Closing the Gaps domain tells us how well different populations of students on a campus are performing.

DISTINCTIONS

- ✗ Academic Achievement in Mathematics
- ✗ Top 25 Percent: Comparative Academic Growth
- ✗ Academic Achievement in Science
- ✗ Postsecondary Readiness
- ✗ Academic Achievement in English Language Arts/Reading
- ✗ Top 25 Percent: Comparative Closing the Gaps
- ✗ Academic Achievement in Social Studies



STUDENT ACHIEVEMENT

For elementary and middle schools, the Student Achievement score is based on STAAR performance only.



SCHOOL PROGRESS

	SCORE	
Academic Growth	75	The higher of Growth or Performance is used.
Relative Performance	58	
Total	75	



CLOSING THE GAPS

	SCORE	% OF GRADE
Grade Level Performance	39	30%
Academic Growth/Graduation Rate	78	50%
English Language Proficiency	100	10%
Student Achievement	25	10%
Total	78	100%

**Percent of students by grade level (3-8) who met certain performance standard (Approaches, Meets, or Masters)
on both 2018 STAAR Reading and STAAR Math**

Data Source: TEA 2018 Consolidated Accountability File

2018 data includes STAAR, STAAR Spanish, STAAR Alternate 2; 5th and 8th Grade results - 1st administration results only; Snapshot Accountability Subset (Present on October snapshot date and for testing); ALG I Grade 8 results included. Only those tests with a score code of "Score" included. Grade level used is the PEIMS snapshot grade level.

	% of students at each Performance Standard		
	Approaches	Meets	Masters
District	57%	26%	10%
3rd Grade	62%	29%	12%
4th Grade	60%	30%	12%
5th Grade	64%	32%	12%
6th Grade	57%	27%	10%
7th Grade	35%	8%	1%
8th Grade	57%	26%	8%

Percent of students who met "Approaches Grade Level" Standard on both 2018 STAAR Reading and 2018 STAAR Math

Data Source : TEA 2018 Consolidated Accountability File

Includes STAAR, STAAR Spanish, and STAAR Alternate 2; 5th and 8th grade results - 1st administration results only. Snapshot Accountability Subset (Present on October snapshot date within the district and for the listed campus for testing); Only those tests with a score code of "Score" included. Algebra I EOC scores for 8th grade students are included. Grade level used is the PEIMS snapshot grade level.

Elementary	Campus #	All Students	3rd Grade	4th Grade	5th Grade	6th Grade
District	165901	57%	62%	60%	64%	57%
Bonham	101	67%	73%	62%	66%	70%
Burnet	104	53%	64%	54%	55%	34%
DeZavala	106	53%	51%	59%	58%	45%
Fannin	107	65%	62%	62%	61%	74%
Henderson	108	60%	49%	61%	66%	63%
Houston	109	46%	39%	46%	57%	42%
Jones	110	62%	57%	60%	71%	59%
Lamar	111	48%	56%	42%	58%	37%
Long	112	55%	58%	55%	50%	55%
Milam	113	52%	62%	50%	50%	47%
Emerson	114	67%	69%	83%	49%	67%
Rusk	116	66%	63%	72%	74%	50%
South	117	52%	54%	43%	60%	49%
Travis	118	27%	35%	22%	19%	30%
Parker	122	74%	77%	75%	73%	69%
Santa Rita	123	65%	65%	78%	61%	51%
Scharbauer	125	57%	51%	60%	69%	45%
Carver	126	99%	100%	99%	100%	99%
Bush	127	63%	80%	48%	70%	51%
Greathouse	128	69%	65%	65%	76%	72%
Washington	129	56%	53%	60%	56%	55%
Pease	130	65%	57%	58%	78%	67%
Bowie	131	76%	80%	73%	79%	70%
Yarbrough	132	63%	70%	58%	65%	56%
Fasken	133	69%	59%	72%	69%	78%
Bunche	134	47%	58%	38%	50%	42%
Franks	135	71%	91%	67%	73%	44%

Junior High	Campus #	All Students	7th Grade	8th Grade
District	165901	47%	35%	57%
Alamo	41	38%	31%	44%
San Jacinto	45	44%	30%	55%
Goddard	46	50%	38%	61%
Abell	47	53%	39%	65%

Percent of students who met "Approaches, Meets, or Masters" Performance Standard on both 2018 STAAR Reading and 2018STAAR Math

Data Source : TEA 2018 Consolidated Accountability File

Includes STAAR, STAAR Spanish, and STAAR Alternate 2; 5th and 8th grade results - 1st administration results only. Snapshot Accountability Subset (Present on October snapshot date within the district and for the listed campus for testing); Only those tests with a score code of "Score" included. Algebra I EOC scores for 8th grade students are included. Grade level used is the PEIMS snapshot grade level.

Campus	CDC #	Approaches	Meets	Masters
District	165901	57%	26%	10%
Bonham	101	67%	32%	13%
Burnet	104	53%	25%	9%
DeZavala	106	53%	20%	4%
Fannin	107	65%	31%	12%
Henderson	108	60%	24%	6%
Houston	109	46%	20%	5%
Jones	110	62%	22%	7%
Lamar	111	48%	14%	4%
Long	112	55%	17%	4%
Milam	113	52%	23%	8%
Emerson	114	67%	30%	10%
Rusk	116	66%	28%	5%
South	117	52%	20%	5%
Travis	118	27%	10%	2%
Parker	122	74%	42%	18%
Santa Rita	123	65%	35%	9%
Scharbauer	125	57%	25%	9%
Carver	126	99%	93%	64%
Bush	127	63%	31%	14%
Greathouse	128	69%	32%	10%
Washington	129	56%	22%	5%
Pease	130	65%	30%	10%
Bowie	131	76%	40%	17%
Yarbrough	132	63%	27%	9%
Fasken	133	69%	38%	18%
Bunche	134	47%	19%	7%
Franks	135	71%	45%	16%
Alamo	41	38%	12%	3%
San Jacinto	45	44%	15%	8%
Goddard	46	50%	19%	6%
Abell	47	53%	24%	11%

Subgroup Data

Domain III: Closing the Gaps															# Met	# Elig			
ABELL J H (165901047)																			
Academic Achievement (Percentage at Meets Grade Level or Above)															# Met	# Elig			
	All	AA	HS	WH	AI	AS	PI	2+	SPED	ED	ELL+	FrmrSP	Cont.	Non Cr.					
Reading/ELA	Target:	44%	32%	37%	60%	43%	74%	45%	56%	19%	33%	29%	36%	46%	42%				
	Met Target:	N	N	N	N	n/a	n/a	n/a	n/a	Y	N	N	N	N	N				
	% MEETS and Above:	36%	22%	28%	54%	n/a	n/a	n/a	n/a	30%	23%	21%	35%	38%	36%				
	# MEETS and Above:	342	20	147	150	2	8	1	14	16	94	34	43	99	243				
	# Tested (adjusted):	939	89	529	278	3	19	1	21	54	416	164	122	260	679				
	Participation Rate:	99%	97%	99%	100%	100%	90%	100%	100%	100%	97%	97%	98%	99%	99%				
Math	Target:	46%	31%	40%	59%	45%	82%	50%	54%	23%	36%	40%	44%	47%	45%				
	Met Target:	Y	Y	Y	Y	n/a	n/a	n/a	n/a	Y	N	N	Y	Y	Y				
	% MEETS and Above:	51%	35%	42%	68%	n/a	n/a	n/a	n/a	28%	34%	29%	###	50%	51%				
	# MEETS and Above:	518	32	230	220	2	18	0	16	15	142	48	69	137	381				
	# Tested (adjusted):	1018	92	551	323	3	24	1	24	54	421	164	131	276	742				
	Participation Rate:	99%	97%	99%	99%	100%	100%	100%	100%	100%	98%	99%	99%	99%	99%				
Indicators Met:		9		Indicators Eligible:						20						Percent of Indicators Met:		45%	
Academic Growth Status																	# Met	# Elig	
	All	AA	HS	WH	AI	AS	PI	2+	SPED	ED	ELL+	FrmrSP	Cont.	Non Cr.					
Reading/ELA	Target:	66%	62%	65%	69%	67%	77%	67%	68%	59%	64%	65%	66%	67%					
	Met Target:	N	Y	N	N	n/a	n/a	n/a	n/a	N	N	N	Y	N					
	Progress Score:	63%	65%	61%	67%	n/a	n/a	n/a	n/a	56%	59%	57%	61%	67%	62%				
	# of Growth Points:	564	57	308	169	2	14	1	13	25	238	93	71	145	419				
	# of Tests:	888	88	508	254	3	17	1	17	44	402	161	117	217	671				
Math	Target:	71%	67%	69%	74%	71%	86%	74%	73%	61%	68%	68%	70%	71%	70%				
	Met Target:	Y	N	Y	Y	n/a	n/a	n/a	n/a	N	N	N	Y	Y	Y				
	Progress Score:	72%	66%	70%	77%	n/a	n/a	n/a	n/a	56%	67%	64%	76%	72%	72%				
	# of Growth Points:	694	61	371	224	3	20	1	16	25	273	103	95	166	528				
	# of Tests:	959	91	529	292	3	23	1	20	44	407	162	125	229	730				
Indicators Met:		8		Indicators Eligible:						20						Percent of Indicators Met:		40%	
Student Achievement Domain Score: STAAR Component Only																	# Met	# Elig	
	All	AA	HS	WH	AI	AS	PI	2+	SPED	ED	ELL+	FrmrSP	Cont.	Non Cr.					
STAAR Only	Target:	47%	36%	41%	58%	46%	73%	48%	55%	23%	38%	37%	43%	49%	45%				
	Met Target:	N	N	N	Y	n/a	N	n/a	Y	Y	N	N	N	N	N				
	STAAR Score:	42%	32%	33%	59%	n/a	62%	n/a	59%	24%	27%	23%	42%	41%	42%				
	% at Approaches:	65%	60%	56%	82%	67%	83%	100%	79%	34%	50%	43%	67%	64%	66%				
	% at Meets:	40%	27%	30%	60%	44%	60%	67%	64%	26%	24%	20%	41%	40%	40%				
	% at Masters:	20%	9%	13%	35%	22%	43%	33%	33%	13%	8%	6%	17%	20%	20%				
	# Tested	3354	315	1866	1023	9	65	3	73	183	1434	572	440	924	2430				
Indicators Met:		3		Indicators Eligible:						11						Percent of Indicators Met:		27%	

Midland ISD Campus Climate Survey Protocol - ABELL

1. What are the top 3 performance areas for the campus by respondent?

- Staff
 - Families are encouraged to attend school activities
 - Families are informed about school activities
 - There is a staff member whom a student can go to about a school problem.
- Parent
 - Families are encouraged to attend school activities
 - There is a staff member whom a student can go to about a personal problem.
 - There is a staff member whom a student can go to about a school problem.
- Student
 - There is a staff member whom a student can go to about a school problem.
 - Families are encouraged to attend school activities.
 - Teachers set high expectations for all students.

2. What are the lowest 3 performance areas for the campus by respondent?

- Staff
 - Discipline is enforced fairly.
 - Staff members and students treat each other with respect.
 - School administrators clearly communicate the school's mission and vision.
- Parent
 - Teachers give helpful feedback about student work.
 - Teachers give timely feedback about student work.
 - Students in this school receive support that address individual needs.
- Student
 - Staff members and students treat each other with respect.
 - Teachers successfully show students how lessons relate to life outside of school.
 - School admin make decisions that are in the best interest of students.