

Domain: Culture & Climate	Component B1
Provide the name of the component and the metric that will be used to evaluate it.	Culture & Climate: Percentage of teachers, parents and students surveyed that feel engaged, safe, and feel the campus has a positive environment. Goal: results will show areas of environment, safety, and engagement in the "Most Favorable" range.
Elementary, Elementary-Magnet, HS, etc.	MS/n/a
Provide the weight assigned to this component within the domain.	100%
Why has the district selected this component to spotlight in the LAS Plan? How was this component identified as a high-leverage area? Describe the relevance and utility of this component - equitable, rigorous, with emphasis on quality of impact and to the extent practicable, focused on growth and/or maintaining high levels of proficiency.	Measuring school climate is critical for improving student achievement. High quality school climate data allow you to understand the perceptions of the students, parents and staff in your school or district; monitor progress; make data-driven decisions; involve stakeholders; and adapt to shifting needs related to school climate. Students learn best when they are in environments in which they feel safe, supported, challenged, and accepted. Research shows that when schools and districts focus on improving school climate, students are more likely to engage in the curriculum, develop positive relationships, and demonstrate positive behaviors.
Identify the source(s) of data for each component and the availability of baseline data.	USDE Culture & Climate Survey/Nationally-based survey in which the data used in the analysis were from about 100 schools across the nation that administered the EDSCLS and voluntarily shared their data with the U.S. Department of Education. The data includes completed student, instructional staff, and noninstructional staff data collections. Because of the brevity of the parent survey, it can only be examined at the item level. It provides concrete examples of the underlying topic area construct, providing guidance in areas in which interventions are needed. This data is not scorable and therefore, not included in the summative data.
Provide an overview of the process for data collection and analysis, including timelines for any related activities such as staff training and/or calibration, assessment and survey windows including make-up testing and follow-up surveys (if needed), and data analysis.	Administer survey to staff, parents and students at the end of April. Results are real-time and can be analyzed after survey window of 2 weeks closes.
Describe the processes to ensure the data is valid, reliable, and auditable, such as practices to encourage and assess representative participation in surveys, procedures for calculating data including determination of cut points and growth targets, and protocols for data storage.	95% of staff, parents and students will take the survey within the 2 week window. Students and staff receive an individual access codes. Results are nationally referenced. and ranked as "Least Favorable", "Favorable", and "Most Favorable".
Describe the scaling process to be used for this component.	Results are nationally referenced and ranked as "Least Favorable 100-299", "Favorable 300-399", and "Most Favorable 400-500". Due to the survey data providing only three categories and the requirement of TEA for an A thru F system, Bullard Middle School grading rubric is broken down into the following: A=396-500 B=356-395 C=316-355 D=275-315 F=<274. The Scaling process was derived through reviewing other data from the survey and ensuring that an A is achievable. "Favorable" is separated into B, C, and D grades with a range of 40.

Domain: Extra & Co-Curricular	Component C1
Provide the name of the component and the metric that will be used to evaluate it.	Extra & Co-curricular: Participation Rates in UIL Activities/Programs, Organization Sponsored Activities, and FFA Programs
Elementary, Elementary-Magnet, HS, etc.	MS/n/a
Provide the weight assigned to this component within the domain.	100%
Why has the district selected this component to spotlight in the LAS Plan? How was this component identified as a high-leverage area? Describe the relevance and utility of this component - equitable, rigorous, with emphasis on quality of impact and to the extent practicable, focused on growth and/or maintaining high levels of proficiency.	Indicators of successful students in school include consistent attendance, academic achievement, and aspirations for continuing education beyond high school. Extracurricular participation is positively associated with each of these success indicators. Participants in extra-curricular/co-curricular programs report better attendance than their non-participating classmates. Students who participated are three times as likely to perform in the top quartile on a composite math and reading assessment compared with nonparticipants. Participants are also more likely than nonparticipants to aspire to higher education.
Identify the source(s) of data for each component and the availability of baseline data.	Participation data, program expectations (time, effort, impact), class rosters for UIL, and competition entries will be used to calculate extra-curricular/co-curricular participation rates. We currently have no baseline data to compare to our Spring 2018 participation rates.
Provide an overview of the process for data collection and analysis, including timelines for any related activities such as staff training and/or calibration, assessment and survey windows including make-up testing and follow-up surveys (if needed), and data analysis.	Data will be collected throughout the year and finalized by the end of the school year. Data will be analyzed during the month of June.
Describe the processes to ensure the data is valid, reliable, and auditable, such as practices to encourage and assess representative participation in surveys, procedures for calculating data including determination of cut points and growth targets, and protocols for data storage.	All data will be entered by employee in charge of the activity and verified through class enrollment, rosters, and entries.
Describe the scaling process to be used for this component.	Through time and effort analysis, activities/programs have been weighted. UIL academics and FFA participation units are valued at 0.5 points and all other activities are valued at 1.0 point. <i>Note: The goals are for the average student participation in extra-curricular activities to be equal to two or more and for ALL students to participate in at least one extra-curricular activity.</i> Rubric: Points Earned== (0.0 = -1 pt) (0.5 to 1.5 = 0 pts) (1.6 to 2.5 = 1 pt) (2.5 to 3.5 = 2 pts) (4.0 or more = 3 pts)