

# Spring Branch Independent School District

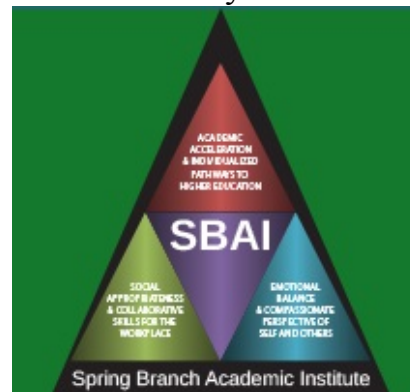
## Spring Branch Academic Institute

### 2017-2018 Campus Improvement Plan

**Accountability Rating: Met Standard**

#### **Distinction Designations:**

Academic Achievement in Reading/English Language Arts  
Academic Achievement in Mathematics  
Academic Achievement in Science  
Top 25% Student Progress  
Postsecondary Readiness



# Mission Statement

The Spring Branch Academic Institute will provide highly, exceptionally, and profoundly gifted children an advanced educational opportunity matched to their individual abilities, strengths and interests.

# Value Statement

Every Child

Collective Greatness

Collaborative Spirit

Limitless Curiosity

Moral Compass

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The SHGS has 50 elementary and 10 secondary students. 20 students are new to the school this year.

Students come from 15 different home campuses.

There are currently 29 girls and 31 boys.

Three students are identified LEP.

Eleven out of the 60 students are identified 504 and two are in the SSC process.

There is very little demographic data since as a brand new school, we have no demographic history and are just now receiving information on our new students. This will change as the year progresses and we begin to collect this information.

### Demographics Strengths

Demographics are shaped by the clearly defined criteria of the Board approved Task Force Proposal. Demographics will always reflect the students selected in the district SHGS lottery who qualified through the application and qualification process requiring a specific IQ level.

## **Student Achievement**

### **Student Achievement Summary**

All students passed all state required tests given during the 2014-2015 school year.

The percentage of students participating in accelerated state testing has increased from the 2013-14 school year at 8% to 45% in 2014-15. A projected number of 63% of students will be accelerated in year 2015-16. Acceleration ranges from one to four years as compared to age-peers.

## **School Culture and Climate**

### **School Culture and Climate Summary**

As a brand new school, there are no survey or measurable results to report.

However, the school culture and climate has been very positive over the last two years. Teachers use the Love and Logic philosophy in dealing with student behaviors. All teachers use similar procedures for classroom management so that students have consistent expectations from class period to class period. There were only three recorded discipline situations in the 2014-15 school year. All other classroom management was handled through positive learning techniques.

One student left the program in the last two years because the teacher facilitated, open-ended instruction and assignments were not a fit for her highly structured, teacher guided learning style. As special needs at-risk students, the SHGS is not the right programatic fit for all HG students. The return to home campus has been a successful and positive adjustment for this student.

All other students have returned each year. Students are enthusiastic participants in the program and are functioning successfully academically, socially and emotionally.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

The elementary SHGS campus has four returning and one new teacher.

The secondary SHGS campus has three new teachers, a new assistant director and a support specialist.

All teachers are highly qualified for their positions. All teachers have the state required 30 hours of GT training. All teachers have taken or will take the state GT Supplemental Certification test.

All teachers are participating currently in GT training and book studies.

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

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

The SHGS participates in all state required testing.

Curriculum is based on the state TEKS. Additional curriculum and additional resources have been put in place to meet the special education needs of the SHGS population. ELA uses materials from the Center for Gifted Education at the College of William and Mary. Math uses a combination of the Stanford University Education program for Gifted Youth (EPGY), teacher created materials, district adopted state text and Mentoring Minds. Science uses the Smithsonian Institution National Science Center Science and Technology Concepts kits. Social studies uses a combination of History Alive, teacher created materials and district adopted state materials.

## **Family and Community Involvement**

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

Family involvement is a critical component in the SHGS program. Parents are involved in training sessions, beginning and end year DLP conferences, advisory committee meetings and volunteer programs.



# **Technology**

## **Technology Summary**

Technology is incorporated in all content and all SHGS classrooms. Students use the EPGY program from Stanford University. Students use Google docs daily in language arts. Students use technology in social studies for the creation of projects. We will also be using the TEA Texas Performance Standards Projects one day a week for all students. These are just a few examples.

# Comprehensive Needs Assessment Data Documentation

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

## Goals

**Goal 1: Student Growth: Monitor and evaluate student progress through the use of flexible, ability grouped classes so that student achievement is reflected in 100% passing in all areas on the STAAR with 80% or above at mastery level and 100% of students above-level on the Iowa with 80% scoring a Total Composite of a Stanine Nine.**

**Performance Objective 1:** Highly gifted students may or may not be globally gifted. However, each student should be able to maintain at least grade level academics with acceleration in their area of giftedness, including fine arts, CTE and/or sports.




**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Remove Texas Performance Standards Projects since there is not currently room in the curriculum for that and Lego Robotics.

| Strategy Description   | Monitor                       | Strategy's Expected Result/Impact  | Formative Reviews |     |     |
|--|-------------------------------|--|-------------------|-----|-----|
|  |                               |  | Nov               | Jan | Mar |
| <p style="text-align: center;"><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 4</p> <p>1) ELA and Math team grouping recommendations for academic content including acceleration.</p> | Administrative team, teachers | <p>Spring and fall pretesting schedule for August and for new students</p> <p>Evaluation of current data including STAAR results, DRA, writing samples, Think Through Math levels and percentages and norm referenced test data</p> <p>Grouped schedule for the beginning of school reflecting classes grouped by academics</p> <p>Mid and ending nine-week period reviews</p> <p>January pretest results and adjustment of content classrooms as needed</p> <p>Iowa test administration</p> |                   |     |     |
| Funding Sources: 199 PIC 11 - Instructional Services - \$3,500.00  |                               |  |                   |     |     |

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| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 4 CSF 7</p> <p>2) Curriculum materials will be used to meet the needs of accelerated content and GT classrooms.<br/>William and Mary ELA books<br/>Think Through Math and Mentoring Minds<br/>Smithsonian science kits<br/>History Alive</p> <p>Classroom Libraries<br/>Magazines</p> <p>Expository writing classes with a grammar insertion for accuracy</p> <p>Teacher created lessons on strategies for format test-taking skills</p> <p>Flexible teacher small groups for acceleration and intervention</p> <p>Substitutes will be utilized for teacher planning as they conduct semester checks of accelerated and GT curriculum roadmaps as compared to student testing data.</p> | <p>Administrative team and teachers</p> | <p>Fall order of materials</p> <p>Lesson plans and observations that demonstrate use of GT curriculums</p> <p>Improved grammar scores on Iowa</p> <p>Understanding of the format for standardized testing</p> <p>Flexible and fluid movement for individualized curriculum programming</p> <p>Calendared teacher planning days.</p> |  |  |  |
| <p align="center">Funding Sources: 199 PIC 11 - Instructional Services - \$109,800.00</p>   |   |   |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 4</p> <p>3) Technology will be incorporated in all content areas for curriculum completion (Think Through Math) and GT and accelerated projects (Level Up Village and Lego Robotics), classwork and real-world connections and data.</p> <p>2)Technology will also be used for flipped lessons that involve home/school work completion.</p> <p>3)Technology will be used for the research required for the completion of the TEA Texas Performance Standards Projects.</p>   | <p>Administrative team and teachers</p> | <p>Completed student projects</p> <p>Think Through Math levels and percentages</p> <p>Completed TPSP student projects and portfolios</p> <p>Level-Up Village curriculum completion</p> <p>Lego Robotics practices and competitions</p>  |  |  |  |
| <p align="center">Funding Sources: 199 PIC 11 - Instructional Services - \$45,000.00</p>  |   |   |  |  |  |

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| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 6</p> <p>4) Field trips will be incorporated into the SBAI curriculum to provide student opportunities to explore real-world connections that support limitless curiosity and provide examples of T-2-4 opportunities for post graduation success.</p> <p>2)Field trips provide opportunities for integration of the elementary and secondary students.</p>   | <p>Administrative team, teachers and PTA</p> | <p>Schedule of completed field trips for the year</p>  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 6</p> <p>5) Student scheduling will give priority, whenever possible, to the noncore academics such as fine arts, CTE and sports.</p>   | <p>Administrative team, teachers</p>         | <p>Collaboration of scheduling between SBAI and partner schools</p> <p>Collaboration and increased access to necessary transportation</p> <p>Collaboration between SBAI teachers and elective teachers at SFMS and VOE for special events and performances</p> |  |  |  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> |  |  |  |  |  |




**Goal 2: School Connectedness: 100% of parents are provided with a variety of opportunities to participate in their child's educational experiences through teacher, parent and student-sponsored initiatives.**

**Performance Objective 1:** Parent participation raises the likelihood of present and future academic success for all students.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Evaluate the T-2-4 Careers Program and implementation.




| Strategy Description   | Monitor                              | Strategy's Expected Result/Impact   | Formative Reviews |     |     |
|--|--------------------------------------|---|-------------------|-----|-----|
|  |                                      |   | Nov               | Jan | Mar |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 5 CSF 6</p> <p>1) Parents will participate in Fall and Spring DLP conferences.</p> <p>2) Parents will participate in a Fall and Spring training designed to address school and district vision and progress.</p> <p>3) Parents will serve as volunteer organizers of the Lego Robotics competition.</p> <p>4) Parents will serve as presenters in the school T-2-4 Careers Program.</p>   | Administration, teachers and parents | <p>Conference schedule</p> <p>Schedule of completed conferences</p> <p>Signed DLPs for each student's individualized pathway</p> <p>Parent training sign-in document</p> <p>Parent volunteer hours and school sign-in</p> <p>List of parent volunteers and presenter in the Careers Program</p> |                   |     |     |
| Funding Sources: 199 PIC 11 - Instructional Services - \$1,200.00  |                                      |   |                   |     |     |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> |                                      |   |                   |     |     |

**Goal 3: School Connectedness: Monitor and evaluate the implementation of Crucial Conversation strategies so that 100% of staff participants show growth in their ability to initiate and participate in crucial conversations throughout the school year (with parents, peers and students) as measured through a pre-test/post-test tool and individual refinement and reinforcement goals.**

**Performance Objective 1:** School staff need strategies to understand how to handle difficult conversations when stakes are high, opinions vary and emotions run strong.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

| Strategy Description  | Monitor                          | Strategy's Expected Result/Impact  | Formative Reviews |     |     |
|---|----------------------------------|--|-------------------|-----|-----|
|   |                                  |  | Nov               | Jan | Mar |
| <p><b>Critical Success Factors</b><br/>CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) Elementary and secondary teachers and staff will read the book, Crucial Conversations during the summer.</p> <p>2) Two-days of August staff development will be focused on this book and the use of its strategies. Teachers will write personal refinement and reinforcement goals for the strategies.</p> <p>3) All staff will complete pre and post rubric assessments on their comfort level with the strategies.</p> <p>4) Strategies will be utilized throughout the year and will be revisited each month in PLCs.</p> <p>5) January staff development will be used as a time to give feedback and analysis of how these strategies are working.</p> <p>6) Substitutes will be utilized so that parents and teachers can meet to discuss long-range planning for each student's educational career. Crucial conversations skills will be emphasized during these conferences.</p> | Administrative team and teachers | <p>Six-hours of non-contract reading credit</p> <p>Teacher sign-in for August staff development</p> <p>Completion of teacher self-assessment rubrics in August and May</p> <p>Completion of personal CC goals</p> <p>Calendar dates of PLC reviews</p> <p>January sign-in and agenda</p> <p>Substitute records</p> |                   |     |     |
|   |                                  | Funding Sources: 199 PIC 11 - Instructional Services - \$7,500.00  |                   |     |     |
|  = Accomplished  = No Progress  = Discontinue   |                                  |  |                   |     |     |

**Goal 4: School Connectedness: 100% of students will participate in activities which promote the understanding of positive character traits that support appropriate social/emotional development which encourages success for the future and reduces the possibility of dropping out of school. This training will encompass: applying positive traits for socially appropriate behavior, understanding bullying and bullying prevention, and the application of these traits for the school motto of Develop Your Ability, Contribute to Society.**

**Performance Objective 1:** Highly gifted students experience asynchrony in their academic, social and emotional development. Understanding social norms and socially-appropriate actions and responses will help them develop positive moral compasses that will lead to postsecondary success and positive contributions to their lives and the lives of others.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

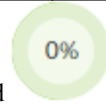
**Next Year's Recommendation 1:** Drop the Dragon Bucks and continue to support the collaboration of Eagle Bucks.

| Strategy Description   | Monitor                          | Strategy's Expected Result/Impact   | Formative Reviews |     |     |
|--|----------------------------------|---|-------------------|-----|-----|
|  |                                  |   | Nov               | Jan | Mar |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 6</p> <p>1) Daily sessions to understand, recognize and implement positive character traits.</p> <p>2) Implementation of lessons that discuss bullying and bullying prevention.</p> <p>3) Continued lessons and examples of how to Develop Your Ability, Contribute to Society</p> <p>4) Elementary students will participate in the school sibling program</p> <p>5) Elementary Dragon (Eagle) Bucks</p> <p>6) Lessons on the meaning of giftedness and its accompanying traits.</p> | Administrative team and teachers | <p>SBAI model and motto displayed in every classroom</p> <p>Lesson plan on character traits</p> <p>Lessons on bullying</p> <p>Calendared dates of the school assemblies discussing the school model and motto</p> <p>School sibling program will foster compassion and listening as older students spend time with younger students</p> <p>Good decisions will be recognized by teachers and staff</p> <p>Dabrowski's Theory of Over-excitabilities shared with secondary</p> <p>Thoughts from Gifted Kids Survival Guide with elementary</p> |                   |     |     |





= Accomplished



= No Progress



= Discontinue

**Goal 5: To remain in compliance with Federal and State law.**

**Performance Objective 1:** To remain in compliance with Federal and State law, the campus will implement the following strategies.

**Evaluation Data Source(s) 1:** All strategies will be implemented.

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

| Strategy Description  | Monitor | Strategy's Expected Result/Impact | Formative Reviews |     |     |
|---|---------|-----------------------------------|-------------------|-----|-----|
|   |         |                                   | Nov               | Jan | Mar |
| <p>1) Conduct annual program evaluation (CATE, SCE G/T, LEP, ) utilizing student performance data derived from special populations for the purpose of program review and revision.</p> <p>(List programs to be evaluated. Include all programs receiving state or federal funds.)</p>   |         |                                   |                   |     |     |
| <p>2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards.</p> <p>(Describe your campus program for developing, strengthening, accelerating, and monitoring reading instruction.)</p>   |         |                                   |                   |     |     |
| <p>3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified.</p> <p>(Provide specific information about the remediation and monitoring of SSI students on your campus.)</p> |         |                                   |                   |     |     |

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| <p>4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR).</p> <p>Participate in mentor-mentee grant.<br/>Continue to provide support for new teachers through the induction program.<br/>Involve staff in recruiting and interviewing highly-qualified applicants.</p> <p>(You may add additional activities if you choose).</p> |  |  |  |  |  |
| <p>5) Promote parent and community involvement in drug and violence prevention programs/ activities.</p> <p>(Provide specific information about the activities on your campus.)</p>   |  |  |  |  |  |
| <p>6) Provide professional development based on level of expertise and need in the following areas:</p> <ul style="list-style-type: none"> <li>* Bullying Prevention</li> <li>* Violence/conflict resolution</li> <li>* Recent drug use trends</li> <li>* Resiliency/Developmental Assets</li> <li>* Prevention Curriculum training</li> <li>* No Place for Hate</li> <li>* CSHAC</li> <li>* CARES</li> <li>* SEL</li> <li>* Developmental Assests</li> <li>* TRIBES</li> <li>* Love and Logic</li> </ul> <p>(Using this list, select those that apply to your campus and describe how they are implemented.)</p>   |  |  |  |  |  |

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| <p>7) SPECIAL EDUCATION -<br/>Monitor LRE ratio.<br/>Develop campus capacity to support inclusive programming for students with disabilities.<br/>Evaluate campus LRE ratio.</p> <p>(Describe what is being done on your campus to promote or increase inclusion.)</p>   |  |  |  |  |  |
| <p>8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.</p> <p>How accurately did ARD committee recommendations predict and guide student achievement on state assessments?</p> <p>(Describe how you will improve this process on your campus this year.)</p> |  |  |  |  |  |
| <p>9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.</p> <p>(What is your campus plan and timeline to meet this expectation.)</p>  |  |  |  |  |  |
| <p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas:<br/>* Language Arts<br/>* Math<br/>* Science<br/>* Social Studies<br/>* LEP Intervention Specialist</p> <p>(Describe how iCoaches and other support staff are being used on your campus to meet this expectation.)</p>  |  |  |  |  |  |

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| <p>11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)</p> <p>Materials include: manipulatives, literacy materials, STAAR support, bilingual material<br/> After-school extended day<br/> Summer School<br/> Computer assisted instruction includes: Compass, Larsens Math, Fast Math,etc...</p> <p>(Identify the materials appropriate to your campus from the list that can be used to meet this expectation.<br/> Describe how and by whom these will be used on your campus.)</p> |  |  |  |  |  |
| <p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include:</p> <ul style="list-style-type: none"> <li>* recruitment</li> <li>* training/support</li> <li>* recognition of volunteers/partnerships</li> </ul> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p>   |  |  |  |  |  |

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| <p>13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to:</p> <ul style="list-style-type: none"> <li>* vertical alignment</li> <li>* instructional strategies to meet the needs of diverse student populations</li> <li>* integration of technology into curricula and instruction for improving teaching, learning, and technology literacy</li> <li>* STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math.</li> <li>* DDI</li> <li>* Dual Language Programs</li> <li>* Problem-Based Learning</li> <li>* Co-Teach Training</li> <li>* Small Group Instruction</li> <li>* This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up.</li> </ul> <p>(Using this list of activities, select those that will be implemented on your campus. Delete the other activities. Provide specific information about how you will structure staff development.)</p> |  |  |  |  |  |
| <p>14) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p>  |  |  |  |  |  |
| <p>15) Provide support for new teachers with ongoing mentoring and planning with certified staff.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p>  |  |  |  |  |  |

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| <p>16) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website</p> <p>(Complete this activity by describing how you will meet this expectation on your campus plan.)</p>  |  |  |  |  |  |
| <p>17) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p>  |  |  |  |  |  |
| <p>18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings.</p> <p>This activity for PK and elementary schools only. Other campuses may delete.</p> <p>(Complete this activity by describing how you will increase parent involvement in the kindergarten transition process.)</p>   |  |  |  |  |  |
| <p>19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas:</p> <ul style="list-style-type: none"> <li>a) Nature and needs of G/T students</li> <li>b) Assessing and identifying G/T student needs</li> <li>c) Differentiating Curriculum for G/T students</li> <li>d) Assessing social and emotional needs of G/T students</li> <li>e) Creativity and instructional strategies for G/T students.</li> </ul> <p>(Select at least one area of focus from the list and describe how you will implement this on your campus.)</p> |  |  |  |  |  |
| <p>20) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p>  |  |  |  |  |  |

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| <p>21) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the districtwide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted.</p> <p>(Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.)</p> <p>Complete this activity by describing how you will meet these expectations on your campus.</p>   |  |  |  |  |  |
| <p>22) COORDINATED SCHOOL HEALTH (CSH) and CIP -</p> <p>Steps to incorporate CSH -</p> <ol style="list-style-type: none"> <li>1. Review the School Health Index completed by the C-SHAC</li> <li>2. Identify focus area(s) for campus</li> <li>3. Choose focus area(s) to place in this area of Required Elements</li> <li>4. Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: <ul style="list-style-type: none"> <li>a. District Five Year Goal Campus Survey</li> <li>b. School Health Index</li> <li>c. SEL/40 Developmental Asset Survey</li> </ul> </li> </ol> |  |  |  |  |  |
| <p>23) Review and revisit both the Home/School Compact and Parental Involvement Policy.</p> <ul style="list-style-type: none"> <li>*offer several opportunities for parent input.</li> <li>*develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish.</li> <li>*share compact with parents and document.</li> </ul> <p>(This activity is completed in the first 9 weeks of school with a meeting held to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio.)</p>      |  |  |  |  |  |



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| <p>24) Increase parent attendance at Title I Annual Meeting to share:</p> <ul style="list-style-type: none"> <li>*standards and goals</li> <li>*parents' rights'</li> <li>*curriculum</li> <li>*School Report Card</li> <li>*Title I participation</li> <li>*Offer a flexible number of meetings.</li> </ul> <p>(The Title I annual meeting will be held during a Parent Coffee to which all parents will be invited. The above topics will be served.)</p> |  |  |  |  |  |
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= Accomplished



= No Progress



= Discontinue

## Campus Funding Summary

| 199 PIC 11 - Instructional Services |           |          |   |              |              |
|-------------------------------------|-----------|----------|---|--------------|--------------|
| Goal                                | Objective | Strategy | Resources Needed                            | Account Code | Amount       |
| 1                                   | 1         | 1        | Staff, testing materials                    |              | \$3,500.00   |
| 1                                   | 1         | 2        | Listed Above                                |              | \$109,800.00 |
| 1                                   | 1         | 3        | Dell computers and iPads                    |              | \$45,000.00  |
| 1                                   | 1         | 4        | District transportation                     |              | \$8,000.00   |
| 2                                   | 1         | 1        | Lego Robotics Competition Fees and Supplies |              | \$1,200.00   |
| 3                                   | 1         | 1        | District Substitues                         |              | \$7,500.00   |
| <b>Sub-Total</b>                    |           |          |   |              | \$175,000.00 |
| <b>Budgeted Fund Source Amount</b>  |           |          |   |              | \$175,000.00 |
| <b>+/- Difference</b>               |           |          |   |              | \$0          |
| <b>Grand Total</b>                  |           |          |   |              | \$175,000.00 |