

Spring Branch Independent School District

Stratford High School

2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Postsecondary Readiness

Mission Statement

The mission of Stratford High School is to create graduates who possess the skills and knowledge to succeed in whatever post-secondary endeavour they choose to pursue.

Vision

The vision of Stratford High School is to create positive, appropriate school - student relationships. Through this shared trust, students are challenged to excel at a level that is more than the student thought was possible.

Value Statement

Stratford high school values a commitment to excellence in everything we do. We believe in a set of core values that will help all students succeed - honesty, integrity, grit and determination to succeed, a strong work ethic, and a commitment to never give less than our best effort and help those that are less fortunate than ourself.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The campus is a racially, ethnically and economically diverse building. The recent closing of some low SES apartment complexes has had a direct impact on the numbers of minority and low SES students. Several new complexes will open on the previous sites and will impact the overall population of the school.

Demographics Strengths

While the campus is diverse, the students really accept each other and the campus culture. Stratford has a culture in which students and parents nurture and support all kids. The community has come together repeatedly to support students in need, with food, shelter, clothing and necessary supplies. The campus culture is very strong in acknowledging all students have value and are important.

Demographics Needs

Campus administration is still looking at ways to increase low SES parent engagement. While many students express a desire to move out of poverty and attend some form of higher education, many of their parents mistakenly believe their child can't attend post-secondary education. The campus needs low cost, high output ideas and programs to address the real need to engage parents in the process of not only educating their child, but also showing parents what support is available for their child.

Student Achievement

Student Achievement Summary

The campus continues to do a very good job of preparing all students for both state and national tests. SHS students score extremely well (top 5% on the ACT and SAT), as well as receiving distinctions in five of the seven categories currently used by the State of Texas. Stratford students excel in a college-bound culture and their test scores typically open doors at top tier universities.

Student Achievement Needs

While Stratford students typically achieve at a high level on many types of tests, there is still a significant achievement gap between white and asian students, compared with those of students in poverty or minority status. An area of most concern is African American students continued under-performance in math. This issue has been examined and more assistance is necessary.

School Culture and Climate

School Culture and Climate Needs

Still looking for a way to find activities for every student to be engaged in school culture.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Overall, Stratford has been able to recruit, hire, and retain a very strong core of instructional leaders, teachers, and support staff. The ability to hire quality, veteran teachers means that the overall group of teachers is very strong every year.

Staff Quality, Recruitment, and Retention Strengths

The great reputation of the campus in academics, athletics, and Fine Arts mean that when we have an opening, we get lots of very good applicants. This allows us to interview several candidates for every position and pick the best fit for the campus. It also means when we hire good people they tend to stay for a long period of time, thus creating a stable faculty core that understands the mission and vision of our campus.

Staff Quality, Recruitment, and Retention Needs

Recent swings in enrollment have caused some upheavals within the school and community. Adding large numbers of teachers in one year and reducing large numbers the next year make it hard to establish stability on the campus.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Overall, the level of instruction, curriculum application and assessment is very good at SHS. Teachers here seldom freelance or spend amounts of time on subject matter that is not part of the curriculum. Assessments are good, although heavy reliance on one type - multiple choice tests, can have a negative correlation with other assessments students may need to master.

Curriculum, Instruction, and Assessment Strengths

The success that SHS students have achieved over the years has built a culture of academic success. We have also been able to attract and retain some very innovative and talented teachers. This has allowed us to try new and innovative techniques like flipped learning without fear that taking a risk will result in negative consequences. Overall, the teachers at SHS create good assessments and have been well-trained in using data to drive instruction.

Curriculum, Instruction, and Assessment Needs

Further training on how to create truly exceptional assessments is still needed. With the change in state assessments, creating tests questions that are of the proper level ie. application or synthesis level, is a challenge. More training is still needed on how to use data is needed.

Family and Community Involvement

Family and Community Involvement Summary

Stratford's community has often been described like a small town inside a large city. Our community is very tight-knit and supportive of each other. There are a high percentage of our parents that have college degrees and have very high expectations regarding the type of education thier child should receive. This is a good thing and the teachers work hard to meet these expectations. Large numbers of parents are involved in various booster clubs and this benefits all these groups and the school as a whole. For the past two years Stratford has had more members join the PTSA than any other school of it's size in Texas. The community is very involved.

Family and Community Involvement Strengths

The sense of community at the school pays benefits for all the students. Many parents of means donate time, and money to assist those students and families who are less fortunate. Students at this school have parents that attend events and support their child. This is very evident and adds a feeling of closeness among our students and parents in general. Kids feel the support from the community.

Family and Community Involvement Needs

We are still working to engage parents of low SES students more. While there may be job constraints or other factors outside our control, we need to continue efforts to make every parent and community member feel welcome at our school and it's events.

Technology

Technology Summary

Stratford was school with woefully inadequate technology just a few years ago. Passage of a bond allowed the district to put significant funds into the technology infrastructure as well as teacher and student devices. This effort has paid off in a big way for everyone involved. Our campus is more efficient and students are learning to use state-of-the-art devices to get ready for work in the real world.

Technology Strengths

Teachers willingness to use new technology - active boards, iPads, netbooks, etc., has been well-received by students. We are able to teach lessons using up-to-date devices and it has taken the student learning to a deeper level. Adding wireless to the entire campus so students could use their own devices was a huge leap forward.

Technology Needs

We are still a long way from a one-to-one campus. While we have about eight devices in each classroom, this is not enough for all our students. We supplement it through being a "bring your own device" campus. We can use additional devices for classroom use. We also need to move from papere textbooks to digital textboks.

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

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 ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- 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
- Annual dropout rate 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

Employee Data

- Staff surveys and/or other feedback
- Highly qualified 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
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data


- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Spring Branch ISD believes that a great school system builds on the strengths and gifts of every child.

Performance Objective 1: Students will be given choices to create products to demonstrate master of material that has been taught.


Summative Evaluation: Student academic success on formative and summative assessments of mastery.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Continued training for staff on creating choice for students in demonstration of mastery of material.	Campus Principal, Associate Principal, iCoach, Departmental Chairpersons.	Lesson plan review by Departmental Chairpersons, which documents varied assessment strategies. Student passing rates increase.			
Funding Sources: 199 - General Fund: SCE - \$2000.00					
					

Goal 1: Spring Branch ISD believes that a great school system builds on the strengths and gifts of every child.

Performance Objective 2: Students will develop an understanding of the danger of drug and alcohol use, negative effects of the use of tobacco products, and the potential signs and problems with bullying.

Summative Evaluation: Campus will have fewer documented incidents of alcohol and drug use, tobacco citations, and SHS will again be designated as a "no place for hate school."

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Various lessons will be created by the Spartan Time Committee addressing alcohol and drug use, tobacco use and anti-bullying information.	Spartan Time Committee, Special Services Counselor, Principal	A reduction by 20% in arrests for illegal drug use and possession. Zero discipline incidents involving alcohol use on the campus or campus-related events. Zero citations for tobacco possession. A reduction by 20% of incidents considered bullying on the campus.			
Funding Sources: 461 - Campus Activity Fund - \$3500.00					
					

Goal 1: Spring Branch ISD believes that a great school system builds on the strengths and gifts of every child.

Performance Objective 3: Reduce the percentage of reclassified 9th grade students

Summative Evaluation: Increased number of students receiving 5.5 credits enabling them to be sophomores and staying on track to graduate.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Students failing multiple subjects will have the opportunity to attend mini-trailer classes.	9th grade counselor, principal, iCoach and Associate Principal	Less 9th grade students having to repeat courses and/or 9th grade.			

Goal 2: Spring Branch ISD believes that a great school system provides students from poverty the same opportunities for success after high school as students from non-poverty homes.

Performance Objective 1: Students without a computer or internet access can still complete online assignments and research using campus loaner laptops and mobile hotspots.


Summative Evaluation: Log of student check out of devices from the SHS library.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Information will be disseminated to students and families regarding the loaner laptop program.	Campus librarian, Academic Advisors	At least 75% of available resources are loaned at all times.			
Funding Sources: 199 - General Fund: SCE - \$2000.00					

Goal 2: Spring Branch ISD believes that a great school system provides students from poverty the same opportunities for success after high school as students from non-poverty homes.

Performance Objective 2: Students from homes in which parents did not attend college will be assisted in researching and applying to a two or four year college.


Summative Evaluation: Students identified through our metric will successfully apply to college, technical school or the military.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Academic Advisors will contact 11th grade students during the spring semester to assess their need for assistance.	Academic Advisors, grade level counselors and sponsor of the Collegiate Challenge mentoring program.	At least 95% of all students identified will complete the application process for college, technical school, or the military.			
Funding Sources: 461 - Campus Activity Fund - \$750.00					
					

Goal 2: Spring Branch ISD believes that a great school system provides students from poverty the same opportunities for success after high school as students from non-poverty homes.

Performance Objective 3: Every student will take the PSAT & SAT test while enrolled at Stratford High School.


Summative Evaluation: All 10th and 11th grade students will receive a score after taking the campus administration of the PSAT and SAT in Spring of 2016.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Campus administration of SAT to students in 11th grade.	Campus Principal, Associate Principal, iCoach, campus testing coordinator.	Scores for all participants.			
Funding Sources: 199 - General Fund: High School Allotment - \$10000.00					
					

Goal 2: Spring Branch ISD believes that a great school system provides students from poverty the same opportunities for success after high school as students from non-poverty homes.

Performance Objective 4: Increase the percentage of enrollment in PreAP and AP courses by students from low SES homes. 50% of LSES enrolled in a PAP/AP course or exam by Spring 2018.


Summative Evaluation: Ten percent increase in targeted courses.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Campus principals and counselors meeting with parents and 8th grade students during the spring of 2015 to emphasize enrolling in challenging courses.	Campus Principals, assistant principals, counselors, Registrar.	10% increase in enrollment in PreAP and AP courses by students identified as low SES. 50% of our LSES students will have completed one or more advanced courses and registered for an AP exam by Spring of 2018.			
					

Goal 2: Spring Branch ISD believes that a great school system provides students from poverty the same opportunities for success after high school as students from non-poverty homes.

Performance Objective 5: Increase the number of students enrolling in colleges, universities and technical schools.


Summative Evaluation: 10% increase in Class of 2016 enrolling in higher education from low SES homes.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) College bound lessons taught during Spartan Time homeroom periods.	Spartan Time teacher cadre.	Ten percent increase in college applications by students identified as low SES.			
Funding Sources: 461 - Campus Activity Fund - \$3500.00					
					

Goal 2: Spring Branch ISD believes that a great school system provides students from poverty the same opportunities for success after high school as students from non-poverty homes.

Performance Objective 6: Targeted instruction and remediation for English Language Learners focusing on reading and reading comprehension.






Summative Evaluation: Increase in the percentage of ELL students successful on the reading portion of the STAAR test.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p>State System Safeguard Strategy</p> <p>1) Campus ELL coordinator providing all teachers of an ELL student, information regarding strategies for improving reading comprehension and fluency. Purchase of new computer software for one-to-one instructional guidance.</p>	Associate Principal for Instruction.	Increase in the percentage of ELL learners passing the Reading STAAR test. Three year goal is to move it from 21% to 65%.			
Funding Sources: 199 - General Fund: SCE - \$2500.00					
					

Goal 2: Spring Branch ISD believes that a great school system provides students from poverty the same opportunities for success after high school as students from non-poverty homes.

Performance Objective 7: Targeted instruction and remediation for low SES students in the area of reading and reading comprehension.

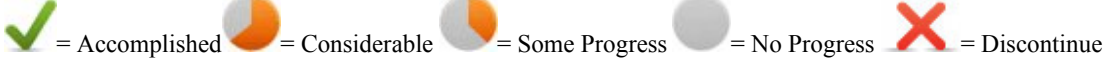
Summative Evaluation: Increase student performance in the Reading STAAR test by students identified as low SES.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p>State System Safeguard Strategy</p> <p>1) English Department Chairperson and iCoach will lead trainings for English teachers on how to specifically address student deficits identified in RTI.</p>	Associate Principal for Instruction.	Increase in passing rates on the reading STAAR test for students identified as low SES. Target is to move from 21% passing to 65% passing by Spring of 2018.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

Goal 3: Spring Branch ISD believes that a great school system instills in every student the belief that they can achieve more than they think possible.

Performance Objective 1: The Stratford high school Academic Advisors will meet with each student in all four grades during the course of the school year to set goals and assist in post-secondary planning.


Summative Evaluation: Academic Advisors will keep a contact log recording every student that they advise and meet with during the school year. Logs will be specific regarding services provided.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Academic Advisors will call in students assigned to their grade level to discuss post-secondary plans.	Grade level counselors assigned to supervise each Academic Advisor.	Review of sign in logs to check on progress in meeting with all students in their assigned grade.			
Funding Sources: 199 - General Fund: SCE - \$20.00					
					

Goal 3: Spring Branch ISD believes that a great school system instills in every student the belief that they can achieve more than they think possible.

Performance Objective 2: Student passing rates of semester courses will continue to improve.


Summative Evaluation: Passing rates will improve by 7% math and science courses.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Campus administration will provide Power Reviews for all students the Saturday before first semester exams are administered.	Campus Principal, Associate Principal, iCoach, testing coordinator, counselors.	Increase in passing rates for courses, specifically math and science.			
Funding Sources: 461 - Campus Activity Fund - \$2000.00					
					

Goal 3: Spring Branch ISD believes that a great school system instills in every student the belief that they can achieve more than they think possible.

Performance Objective 3: Writing Across the Curriculum

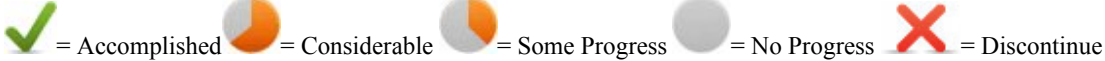
Summative Evaluation: Scores will increase on all EOC exams

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) All students will write in all classes through the use of prompts or exit tickets.	All staff, DC's, iCoach and principals	All student scores will increase across all EOC exams			
					

Goal 4: Spring Branch ISD believes that a great school system assures that every adult in the system is committed to the successful completion of some form of higher education for every child.

Performance Objective 1: Stratford High School will work with district personnel to recruit, hire and retain the highest quality staff.

Summative Evaluation: In summative evaluations all staff will be scored on their ability to work with all students on the campus as part of their criteria for continued employment on the campus.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Communicating clearly with district personnel on employee staffing needs.	Campus Principal. Associate Principal	High staff retention rate. Summative assessments scoring staff high on the ability to work with all students.			
					

Goal 4: Spring Branch ISD believes that a great school system assures that every adult in the system is committed to the successful completion of some form of higher education for every child.

Performance Objective 2: New staff will feel appreciated and welcomed to SHS

Summative Evaluation: Feedback from new staff will allow us to provide better service to new employees

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) New staff members will be assigned a mentor for the new year. An appreciation and thank you luncheon will provide an avenue for new employees to give feedback.	Principal and Associate Principal	Feedback to allow us to do a better job in welcoming and orienting new staff will assist us in retaining the best educators available.			

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.

Summative Evaluation: All strategies will be implemented.






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Conduct annual program evaluation (CATE, SCE, G/T, LEP, Safe & Drug-Free Schools) utilizing student performance data derived from special populations for the purpose of program review and revision.					
2) 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. (Provide specific information about the remediation and monitoring of SSI students on your campus.)					
3) 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). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants. (You may add additional activities if you choose).					
4) Promote parent and community involvement in drug and violence prevention programs/ activities.					

<p>5) Provide professional development based on level of expertise and need in the following areas:</p> <ul style="list-style-type: none"> * Bullying Prevention * Violence/conflict resolution * Recent drug use trends * Resiliency/Developmental Assets * Prevention Curriculum training * No Place for Hate * CSHAC * CARES * SEL * Developmental Assests * TRIBES * Love and Logic <p>(Using this list, select those that apply to your campus and describe how they are implemented.)</p>					
<p>6) SPECIAL EDUCATION -</p> <ul style="list-style-type: none"> *Monitor LRE ratio. *Develop campus capacity to support inclusive programming for students with disabilities. *Evaluate campus LRE ratio. <p>(Describe what is being done on your campus to promote or increase inclusion.)</p>					
<p>7) 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>8) 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>9) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEP</p> <p>(Describe how iCoaches and other support staff are being used on your campus to meet this expectation.)</p>					
<p>10) 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 materials After-school extended day/mini-trailer Summer School 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. Describe how and by whom these will be used on your campus.)</p>					
<p>11) CAMPUS VOLUNTEER/PARTNERSHIP - Develop, monitor, and evaluate campus volunteer/partnership programs that include: (1) recruitment, (2) training/support, (3) recognition of volunteers/partnerships.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p>					

<p>12) TITLE II, A - Provide professional development that increases knowledge and skills related to:</p> <ul style="list-style-type: none"> * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. *Fundamental Five *Writing Across the Curriculum * DDI * Problem-Based Learning * Co-Teach Training * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up. <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>13) 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>14) 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>					
<p>15) 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 the campus website.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus plan.)</p>					

<p>16) 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>17) Identify students eligible for Pregnancy Related Services and provide a support system that includes - but is not limited to - counseling, career guidance, school/other health-related services, transportation, parenting, job-readiness training, childcare, home instruction.</p> <p>(The nurse , coueslors and administartors join forces to assits any student in this situation. We also receive District support in this area.)</p>					
<p>18) 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"> a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students. <p>(Select at least one area of focus from the list and describe how you will implement this on your campus.)</p>					
<p>19) 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>					
<p>20) GIFTED AND TALENTED - Conduct annual G/T evaluationby following the districtwide procedures for referral, testing, and nomination 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>21) COORDINATED SCHOOL HEALTH (CSH) and CIP:</p> <p>Steps to incorporate CSH -</p> <ol style="list-style-type: none"> 1.Review the School Health Index completed by the C-SHAC 2.Identify focus area(s) for campus 3.Choose focus area(s) to place in this area of Required Elements 4.Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: <ol style="list-style-type: none"> a.District Five Year Goal Campus Survey b.School Health Index c.SEL/40 Developmental Asset Survey 					
<p>22) Review and revisit both the Home/School Compact and Parental Involvement Policy: *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document</p> <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>					
<p>23) Increase parent attendance at Title I Annual Meeting to share:</p> <ul style="list-style-type: none"> *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings. <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>					
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

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

Performance Objective 2: Students identified as eligible to receive services by special education staff will be served with no violation of rights, guidelines or laws.


Summative Evaluation: Completion of spring ARDs will show no violations.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) All ARDS, and other meetings and correspondence will use correct technology program to guarantee compliance.	Campus special education departmental chairperson.	No violations by June 1, 2016.			

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

Performance Objective 3: Campus will comply with State guidelines regarding assisting struggling students through the RTI process.

Summative Evaluation: No violations of guidelines or laws by June 1, 2016.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Teachers will correctly document all remediations used with any student requiring RTI assistance	Campus Principal, iCoach, testing coordinator, counselors.	No violations of State guidelines or law by June 1, 2016			
					

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

Performance Objective 4: Students receiving services as ELL will be served by LEP standards and guidelines.

Summative Evaluation: All strategies and district/state guidelines will be followed.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) All LEPAC meetings will following and adhere to district and state compliance.	LEP teachers and iCoach	No violations by June 1, 2016			

State System Safeguard Strategies

Goal	Objective	Strategy	Description
2	6	1	Campus ELL coordinator providing all teachers of an ELL student, information regarding strategies for improving reading comprehension and fluency. Purchase of new computer software for one-to-one instructional guidance.
2	7	1	English Department Chairperson and iCoach will lead trainings for English teachers on how to specifically address student deficits identified in RTI.

Campus Funding Summary

199 - General Fund: High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1	SAT Tests		\$10,000.00
Sub-Total					\$10,000.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Additional conferences attended		\$2,000.00
2	1	1	Loaner laptops, mobile hotspots		\$2,000.00
2	6	1	Instructional materials		\$2,500.00
3	1	1	Purchase of contact logs		\$20.00
Sub-Total					\$6,520.00
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Spartan Time Committee		\$3,500.00
2	2	1	Funding for resources used in Collegiate Challenge program		\$750.00
2	5	1	Funds to pay teachers to create lessons		\$3,500.00
3	2	1	Breakfast and water for morning of reviews		\$2,000.00
Sub-Total					\$9,750.00
Grand Total					\$26,270.00