Spring Branch Independent School District

Spring Oaks Middle School

2014-2015 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Largest populations:79% Hispanic, 10% white

81% Economically disadvantaged

27% English Language Learners

10% Special Education

Student Achievement

Student Achievement Summary

We continue to focus on rigorous instruction, best first teaching practices, literacy and targeted interventions for those students with achievement gaps.

Student Achievement Strengths

We provide frequent and ongoing professional development and support for teachers so that they can design and implement rigorous instruction.

Teachers have designated planning time with partners each day.

Daily intervention period for each student in ELA and Math for small group targeted intervention.

Student Achievement Needs

Literacy across all groups in an ongoing concerns, as well as students exiting the ESL program.

School Culture and Climate

School Culture and Climate Summary

We work toward creating and maintaining a culture which promotes striving for excellence, innovation and positivity amoung staff and students.

School Culture and Climate Strengths

Support is provided for students and teachers. Advisory periods are devoted to T-2-4. Extensive training is provided for teachers regarding classroom management, creating positive relationships and rigorous instruction.

School Culture and Climate Needs

More parent involvement would assist in creating a postive, supportive environment for students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We will continue to recruit highly qualified (under NCLB) teachers and staff, including outstanding student teachers who have worked on our campus, along with Teach For America participants.

Staff Quality, Recruitment, and Retention Strengths

We provide our new and struggling teacher with intense support, utilizing our New Teacher Development Program and assistance from iCoaches.

We provide numerous, meaningful professional development opportunities.

Staff Quality, Recruitment, and Retention Needs

We continue to search for highly qualified teachers who understand the vision of SOMS.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

SOMS has implemented the SOMS Planning Protocol which emphasizes backward design and includes common assessment and data analysis.

Curriculum, Instruction, and Assessment Strengths

SOMS teachers have common planning periods with their partners every day. Each day is designated for a particular instructional planning activity. Weekly professional development activities are provided along with frequent and ongoing assistance from iCoaches.

Curriculum, Instruction, and Assessment Needs

More alignment with co-teachers and ESL support would assist in planning rigorous instruction.

Family and Community Involvement

Family and Community Involvement Summary

Family and community involvement is an area what we continue to strive to improve. Many of our parents are unavailble during school hours and events.

Family and Community Involvement Strengths

We have created several high interest events such as Hot Dog Night and fine arts events which have resulted in more parents visiting school. Increased communication regarding events has also increased attendance and involvement.

Family and Community Involvement Needs

More opportunities and methods of communication regarding these opportunities are being developed. Translation for non-English speaking parents must be addressed.

School Context and Organization

School Context and Organization Summary

School leadership capacity is being developed by reorganization of leadership positions and responsibilities. Training and development opportunities are readily available.

School Context and Organization Strengths

A culture of collaborative and shared leadership is prevalent at SOMS, with emphasis on instrucion.

Instructional Principals, Instructional Counselors, Instructional Leaders, Instructional Facilitators

School Context and Organization Needs

Extending leadership capacity to teachers and students.

Technology

Technology Summary

Along with district provided technology, SOMS has a computer lab, an Active Room and several banks of computers in our library. Also available are carts of laptops and iPad for teacher checkout for student use.

Technology Strengths

Many teachers have secured Donors Choose grants to purchase additional classroom technology.

A significant portion of Title 1 funds are earmarked for a campus technology rollout this year.

Technology Needs

A 1:1 or 2:1 ratio of device to student would be more conducive to integreting 21st century skills into content instruction.

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
- Federal Report Card Data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- SSI: Think Through Math assessment data (Grades 3-8)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

- Observation Survey results

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
- Special education population, including performance, discipline, attendance, and mobility
- Migrant 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- 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

- Professional learning communities (PLC) 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
- Teacher STaR Chart Technology Data
- PDAS data

Parent/Community Data

- Parent surveys and/or other feedback

- Parent Involvement Rate
- Community surveys and/or other feedback
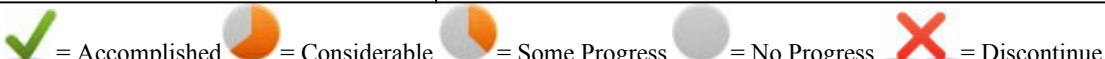
Support Systems and Other Data

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

Goals

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

Performance Objective 1: Academic Performance:Improve STAAR performance by improving teacher effectiveness through professional development, use of a lesson planning protocol based on backward design, continuing school initiatives for literacy, technology integration, small group instruction, rigor and relevance and school wide use of ESL strategies.

Summative Evaluation: improved passing rates for STAAR; meeting AYP; decrease in number of students failing classes, decrease in number of students required to attend summer school, classroom observations, lesson plan review.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 6	2, 3, 4, 7, 8	administration department leaders	improved test scores			
1) rigorous instruction including small groups, technology integration and literacy strategies	Funding Sources: 211 - Title I, Part A - $1404.00					
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 6 CSF 7	4, 8, 9	administration, department leaders	improved test scores			
2) professional development for teachers	Funding Sources: 211 - Title I, Part A - $1925.00, 211 - Title I, Part A - $7200.00, 211 - Title I, Part A - Focus Grant - $600.00, 211 - Title I, Part A - Focus Grant - $9.00, 211 - Title I, Part A - Focus Grant - $3.00, 211 - Title I, Part A - Focus Grant - $57.00					
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 6	1, 2, 9	teachers department leaders administration	improves test scores increase in Telpas levels TMSFA levels			
3) purchase reading materials to help improve student literacy and reading scores	Funding Sources: 211 - Title I, Part A - $7492.00, 211 - Title I, Part A - Focus Grant - $3434.00, 199 - General Fund: SCE - $1526.00					
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 6	1, 2, 8, 9	teachers department leaders administration	improved test scores students passing courses			
4) integrate learner-centered technology into content instruction	Funding Sources: 211 - Title I, Part A - $28956.00					
✓ = Accomplished 🔶 = Considerable 🔘 = Some Progress ⚪ = No Progress ❌ = Discontinue						

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

Performance Objective 2: Collaborative Team Planning: Grade level and curriculum teams effectively use planning time by using lesson planning protocol based on backwards design; teachers will focus on standards, enduring understandings, skills and proficiency instead of grades and activities.

Summative Evaluation: CBA data, STAAR scores, End of the Year School Report Card.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 1) targeted lesson planning protocol created in collaborative teams	1, 2, 3, 4, 8	department leaders administration	improved student performance on tests and course grades			
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Goal 1: Spring Branch ISD believes that a great school system builds on the strengths and gifts of every child.

Performance Objective 3: Learner-Centered Technology: Teachers will regularly give students opportunities to utilize classroom technology for learning; teachers will utilize "flipping" on a regular basis;

Summative Evaluation: Classroom observations; student surveys

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategies **Critical Success Factors** CSF 1 1) technology integration into content instruction		department leaders administrators				
Critical Success Factors CSF 1 CSF 3 CSF 6 2) technology rollout which includes a class set of student devices, syncing station and document camera	1, 2	administrators department leaders teachers	increase test scores increase in students passing course			
		Funding Sources: 211 - Title I, Part A - Focus Grant - $11987.00				
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Goal 1: Spring Branch ISD believes that a great school system builds on the strengths and gifts of every child.

Performance Objective 4: preAP program: increase number of preAp courses offered on campus; increase number of students successfully completing preAP courses through intervention, small group instruction and differentiation.

Summative Evaluation: Number of courses offered; numbers of student enrolled in courses; grades.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 2 CSF 6 1) analyze data to identify students for placement in preAP classes		counselors administration	higher enrollment in preAP classes			
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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: Tutoring and Interventions: Ensure that all student reach mastery of skills and content; provide frequent opportunities for tutoring; provide interventions for students in need

Summative Evaluation: number of student successfully completing courses, CBA and state assessments.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 2 CSF 4 1) interventions	1, 2, 8, 9	teachers administrators	improved test scores increase in student passing courses			
			Funding Sources: 211 - Title I, Part A - $2000.00, 211 - Title I, Part A - Focus Grant - $5848.00			
✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue						

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: RTI (Response to Intervention): Continue to develop and implement campus RTI plan; teacher, instructional coaches and adminitrators will identify students in need of assistance and their areas of need, design and deliver strategic interventions.

Summative Evaluation: Student grades, STAAR assessment data, year end assessment of intervention program.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 2 CSF 4	1, 2, 8, 9	teachers administrators	improved test scores passing rates			
1) targeted interventions	Funding Sources: 211 - Title I, Part A - $2770.00, 211 - Title I, Part A - $2500.00					
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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: T-2-4 Awareness: promote awareness of post-secondary opportunities through 8th grade college and career awareness unit; visits to Guthrie Center; display of college paraphernalia such as banners and T shirts; T-2-4 activities during advisory period.

Summative Evaluation: Student participation; student surveys

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) advisory period designated for T24 activities		icoaches teachers counselors administrators				
Funding Sources: 211 - Title I, Part A - $1000.00, 199 - General Fund: SCE - $3283.00						
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

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: Study Skills: use of student planner; study skills and organization topics addressed in advisory period; celebrating student success through honor roll and awards assemblies.

Summative Evaluation: number of students utilizing planners; student participation in assemblies.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 6		teachers iCoaches counselors				
1) student planner		Funding Sources: 211 - Title I, Part A - $3541.00				
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

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: Developing Relationships:
Utilize Love and Logic strategies;
Reinforce through faculty meetings, grade level meetings, and department meetings;
Utilize alternative discipline management plans, such as showing empathy, mediation, delaying of consequences and positive relationships

Summative Evaluation: Sign in sheets;
Tripod survey;
PEIMS discipline data;
School climate survey

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) teacher training on Love and Logic and building positive relationships with students	1, 2, 4	counselors administrators	decrease in discipline referrals school climate survey Tripod survey			
System Safeguard Strategies **Critical Success Factors** CSF 3 CSF 6	1, 2, 4, 9	administration	improvement in school culture as indicated in Tripod survey and school culture survey; improved student achievement			
2) educate administraton on culture building and serving a population of students with low SE status	Funding Sources: 211 - Title I, Part A - $1400.00					
✔ = Accomplished ◑ = Considerable ◑ = Some Progress ● = No Progress ✘ = Discontinue						

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 Leadership :offer leadership opportunities in Student Council and National Honor Society, clubs, athletics and fine arts groups; continue Principal's Advisory Council; allow students to share experiences and be recognized during assemblies

Summative Evaluation: Campus climate survey; data on number of students participating in these activities.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) student organizations such as NJHS, Student Council, athletics, fine arts and clubs	1, 2	teachers counselors administrators				
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

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: Anti-Bullying:Incorporate anti-bullying information into assembly presentations; reinforcement of the concepts throughout the school year by administrators, teachers and counselors.

Summative Evaluation: assemblies held; Tripod survey

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) regular communication with students through assemblies and one on one conversations to identify and prevent bullying; conflict resolution strategies	1, 2	counselors administration teachers	Tripod survey decrease in discipline referrals			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

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 4: Communities in Schools Program: continue to develop this program to improve parent communication, support at-risk students and assist them in remaining in school; increase parents' knowledge of the school system by holding meetings; provide Love and Logic information to parents; conduct home visits for at-risk students.

Summative Evaluation: School climate survey; PEIMS data; CIS worker records

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) refer students to CIS; continue partnership with SWAP program	1, 2	counselors administrators	decrease in discipline referrals improved course grades Tripod survey school climate survey			
✔ = Accomplished ◔ = Considerable ◑ = Some Progress ⬤ = No Progress ✘ = Discontinue						

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: Supporting Novice Teachers:Provide regular support and professional development for 1st and 2nd year teachers; implement a campus mentor program for new teachers.

Summative Evaluation: Teacher retention rate; classroom observations; attendance at new teacher professional development on campus and at district trainings.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 3 CSF 6 CSF 7 1) SOMS New Teacher Development Program	1, 2, 3, 4, 5	administration	observations teacher retention increase in student achievement			
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

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: Communication: improve communication with staff and parents, continue to publish Panther Bulletin, parent callouts and mailings; require teachers to communicate with parents on a regular basis and in the case of failing grades or behavior issues; hold regular faculty, grade level and department meetings.

Summative Evaluation: sign in sheets; phone logs, Eduphoria Journal, Panther Bulletin

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategies **Critical Success Factors** CSF 5 CSF 6 1) Communication pipeline effective meetings	1, 2, 6	teachers counselors administrative assistants administrators	school climate survey			
✔ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue						

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 3: Mentoring Program: Work with community members to increase number of adult mentors working with at-risk students

Summative Evaluation: number of mentors; number of mentor/mentee meetings; mentor survey

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 5 CSF 6 1) community-school mentoring program	1, 2, 8, 9	counselors administrators	improved student achievement fewer discipline referrals			
✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue						

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 4: Assisting Challenging Students: Utilizing Love and Logic strategies; hold staffings with teachers of challenging students; meetings with APs and counselors and challenging students

Summative Evaluation: PEIMS discipline data; grades; observations

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) build positive relationships with students through regular one on one meetings.	1, 2, 9	teachers counselors administrators	improved grades decrease in discipline referrals observations			
✔ = Accomplished ◔ = Considerable ◑ = Some Progress ⬤ = 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.

Summative Evaluation: All strategies will be implemented.

Strategy Description	TITLE I	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 ofTexas 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.						

5) Provide professional development based on level of expertise and need in the following areas: * 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 (Using this list, select those that apply to your campus and describe how they are implemented.)					
6) SPECIAL EDUCATION - *Monitor LRE ratio. *Develop campus capacity to support inclusive programming for students with disabilities. *Evaluate campus LRE ratio. (Describe what is being done on your campus to promote or increase inclusion.)					
7) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. How accurately did ARD committee recommendations predict and guide student achievement on state assessments? (Describe how you will improve this process on your campus this year.)					
8) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements. (What is your campus plan and timeline to meet this expectation.)					

9) STATE COMP ED - Provide supplemental At-Risk services\support in the content areas: * Language Arts * Math * Science * Social Studies * LEP (Describe how iCoaches and other support staff are being used on your campus to meet this expectation.)			Funding Sources: 211 - Title I, Part A - $97335.00, 211 - Title I, Part A - $18739.00, 211 - Title I, Part A - $1683.00, 211 - Title I, Part A - $16800.00, 211 - Title I, Part A - $742.00, 211 - Title I, Part A - $9692.00, 211 - Title I, Part A - $30.00, 211 - Title I, Part A - $70.00			
10) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: manipulatives, literacy materials, STAAR support, bilingual materials After-school extended day Summer School Computer assisted instruction includes: Compass,, Larsens Math, Fast Math, etc... (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.)						
11) CAMPUS VOLUNTEER/PARTNERSHIP - Develop, monitor, and evaluate campus volunteer/partnership programs that include: (1) recruitment, (2) training/support, (3) recognition of volunteers/partnerships. (Complete this activity by describing how you will meet this expectation on your campus.)						

12) TITLE II, A - Provide professional development that increases knowledge and skills related to: * 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. * 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. (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.)					
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 7	1, 3, 4, 5, 8	administrators			
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. (Complete this activity by describing how you will meet this expectation on your campus.)	Funding Sources: 211 - Title I, Part A - $2100.00, 211 - Title I, Part A - $1540.00				
14) Provide support for new teachers with ongoing mentoring and planning with certified staff. (Complete this activity by describing how you will meet this expectation on your campus.)					
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 webiste. (Complete this activity by describing how you will meet this expectation on your campus plan.)					

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. (Complete this activity by describing how you will meet this expectation on your campus.)					
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. (The nurse , couselors and administartors join forces to assits any student in this situation. We also receive District support in this area.)					
18) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: 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. (Select at least one area of focus from the list and describe how you will implement this on your campus.)					
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. (Complete this activity by describing how you will meet this expectation on your campus.)					
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. Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements. (Complete this activity by describing how you will meet these expectations on your campus.)					

21) COORDINATED SCHOOL HEALTH (CSH) and CIP: Steps to incorporate CSH - 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: a.District Five Year Goal Campus Survey b.School Health Index c.SEL/40 Developmental Asset Survey						
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 (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.)						
System Safeguard Strategies	1, 2, 6					
Critical Success Factors CSF 5 CSF 6 23) Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings. (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.)	Funding Sources: 211 - Title I, Part A - $2000.00, 211 - Title I, Part A - $55.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	rigorous instruction including small groups, technology integration and literacy strategies
1	1	2	professional development for teachers
1	1	3	purchase reading materials to help improve student literacy and reading scores
1	1	4	integrate learner-centered technology into content instruction
1	2	1	targeted lesson planning protocol created in collaborative teams
1	3	1	technology integration into content instruction
1	4	1	analyze data to identify students for placement in preAP classes
2	1	1	interventions
2	4	1	student planner
3	1	2	educate administraton on culture building and serving a population of students with low SE status
4	1	1	SOMS New Teacher Development Program
4	2	1	Communication pipeline effective meetings
5	1	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. (Complete this activity by describing how you will meet this expectation on your campus.)
5	1	23	Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings. (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.)

Campus Funding Summary

199 - General Fund: SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	books, reading materials	199.11.6329.000.046.30.0.046	$1,526.00
2	3	1	supplies	199.11.6399.000.046.30.0.046	$3,283.00
				Sub-Total	$4,809.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	supplies	211.11.6399.000.046.30.0.000.FBG15	$1,404.00
1	1	2	substitute teachers	211.13.6112.000.046.30.0.000.FBG15	$1,925.00
1	1	2	contracted service for staff development-Seidlitz	211.13.6299.000.046.30.0.000.FBG15	$7,200.00
1	1	3	books, reading materials	211.11.6329.000.046.30.0.000.FGB15	$7,492.00
1	1	4	devices	211.11.6398.000.046.30.0.000.FGB15	$28,956.00
2	1	1	supplies	211.11.6399.000.046.30.0.000.FBG15	$2,000.00
2	2	1	materials	211.11.6399.000.046.30.0.000.FBG15	$2,770.00
2	2	1	misc operating expenses	211.11.6499.000.046.30.0.000.FBG15	$2,500.00
2	3	1	supplies	211.11.6399.000.046.30.0.000.FBG15	$1,000.00
2	4	1	materials	211.11.6399.000.046.30.0.000.FBG15	$3,541.00
3	1	2	professional conference for administrators	211.23.6411.000.046.30.0.000.FGB15	$1,400.00
5	1	9	teacher salary	211.11.6119.000.046.30.0.000FBG15	$97,335.00
5	1	9	support personnel	211.11.6129.000.046.30.0.000.FBG15	$18,739.00
5	1	9	medicare	211.11.6141.000.046.30.0.000.FBG15	$1,683.00
5	1	9	employer contributions	211.11.6142.000.046.30.0.000.FBG15	$16,800.00
5	1	9	workers comp	211.11.6143.000.046.30.0.000.FBG15	$742.00
5	1	9	TRS	211.11.6146.000.046.30.0.000.FBG15	$9,692.00
5	1	9	workers comp	211.13.6143.000.046.30.0.000.FBG15	$30.00
5	1	9	medicare	211.13.6141.000.046.30.0.000.FBG15	$70.00

5	1	13	substitute teachers	211.13.6112.000.046.30.0.000.FBG15	$2,100.00
5	1	13	region 4 services	211.13.6239.000.046.30.0.000.FBG15	$1,540.00
5	1	23	supplemental staff	211.61.6152.000.046.30.0.000.FBG15	$2,000.00
5	1	23	support personnel	211.61.6125.000.046.30.0.000.FBG15	$55.00
				Sub-Total	$210,974.00

211 - Title I, Part A - Focus Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	other payroll for Instructional Leader training	211.11.6116.699.046.30.0.000.SOM15	$600.00
1	1	2	Medicare	211.11.6141.699.046.30.0.000.SOM15	$9.00
1	1	2	Workers Comp	211.11.6143.699.046.30.0.000.SOM15	$3.00
1	1	2	Teacher Retirement	211.11.6146.699.046.30.0.000.SOM15	$57.00
1	1	3	books, reading materials	211.11.6329.699.046.30.0.000.SOM15	$3,434.00
1	3	2	ipads, synching station, document cameras	211.11.6398.699.046.30.0.000.SOM15	$11,987.00
2	1	1	supplies	211.11.6399.699.046.30.0.000.SOM15	$5,848.00
				Sub-Total	$21,938.00
				Grand Total	$237,721.00