

# **Spring Branch Independent School District**

## **Spring Oaks Middle School**

### **2017-2018 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# **Mission Statement**

To provide innovative and individualized instruction with high expectations for all students through continuous improvement, caring relationships, and mutual respect.

# **Vision**

As a SOMS community, we commit to providing a high-quality education for all students.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

85% Hispanic; 7% White; 5% African American

85% Economically disadvantaged

81% At-risk

40% English Language Learners

## **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.

## **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 among 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.

## **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, and also increase employee retention rates.

### **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.

Provide support to build and empower all teams, vertical teams, and departments.

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

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

SOMS utilizes the SOMS Planning Protocol which emphasizes backward design and includes common assessment and data analysis. Professional Learning Communities have been implemented by departments. PLCs and the PLC process will be strengthened while working on team time/planning and difference between the two.

### **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 Intervention Specialists. Extended planning will be shared between PLC (2 official days) and Team Meeting time (3 official days) in the course of a school week.

## **Family and Community Involvement**

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

Family and community involvement is an area what we continue to strive to improve. We will add opportunities for parents to become involved in their child's school by providing varied events they will be invited to attend.

### **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. Increased visibility and continued connecting with parents and students will be key.



## **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. Continual communication and building a team within an team (administrative team) is critical. Teacher observation and feedback is key as we build a solid culture of high expectations.

### **School Context and Organization Strengths**

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

Instructional Principals, Instructional Counselors, Instructional Leaders, Instructional Facilitators.

## **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. A long-range plan to add technology devices each year to get us as close to 1:1 is our goal.

### **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.

SOMS has gained a micro-scale group of students coming from WWE's SUMMIT program that we have kept together and renamed Discover as part of our 20/20/20 plan.

# 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
- Federal Report Card Data
- PBMAS 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) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- 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
- Male / Female 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
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals

**Goal 1: Student Growth: Create, communicate, and instill to support a continuous improvement cycle so that student achievement improves to 65% or greater across every tested subject (Index 1).**

**Performance Objective 1:** Collaborative Team Planning and PLCs: 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, and products to drive processes.

**Evaluation Data Source(s) 1:** MAP data, STAAR scores, End of the Year School Report Card.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Realign supports of district content directors to support campus needs in core content areas</p>		Admin	- increase student achievement Index 1 scores - increased student engagement - clarity in expectations and lesson design			
Funding Sources: 211 - Title I, Part A - \$370.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>2) Train staff on PLC protocols and expectations; provide professional development for teachers in content and literacy strategies</p>		Admin	Effectiveness of PLC meetings monitored by PLC visits			
<p>3) Monitor PLC progression for core content areas</p>		Admins, DCs	Increase effectiveness of PLCs and the conversations (product/process) necessary to drive a successful session.			
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) Refresh test prep materials for every department and every student.</p>	1, 2, 9	Admin	Increase student achievement Expose students to STAAR test format/rigor			
Funding Sources: 211 - Title I, Part A - Priority Grant - \$22,895.00, 211 - Title I, Part A - \$3,000.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>5) Work toward 1:1 device goal each year.</p>	1, 2, 9	Admin	Increase student achievement Increase challenge, rigor Increase engagement			
Funding Sources: 211 - Title I, Part A - Priority Grant - \$68,927.00						



= Accomplished



= No Progress






= Discontinue

**Goal 1:** Student Growth: Create, communicate, and instill to support a continuous improvement cycle so that student achievement improves to 65% or greater across every tested subject (Index 1).

**Performance Objective 2:** All ELLs will progress by one fluency level in TELPAS Reading.

**Evaluation Data Source(s) 2:** STAAR, AYP, QTEL Training, TELPAS

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Continue to support QTEL training		Admin	Teachers will refine and adjust their current practices to support ELs. Trained teachers will share information gained from training and also present to the staff.			
2) Implement school-wide EL support in vocabulary and language development.		Admin DCs	Increased visual support Increase awareness of and implementation of word walls, word dictionaries, words of the week, word banks.			
<b>Critical Success Factors</b> CSF 1	1, 9	Admins DCs	LSRW across all content areas. Increased critical writing in the form of exit tickets, writing required on tests, quizzes. Increased reading stamina.			
3) Implement SMART Goal for listening, speaking, reading, writing across content areas.	Funding Sources: 211 - Title I, Part A - \$14,869.00					
 = Accomplished  = No Progress  = Discontinue						






**Goal 1:** Student Growth: Create, communicate, and instill to support a continuous improvement cycle so that student achievement improves to 65% or greater across every tested subject (Index 1).

**Performance Objective 3:** Implement school-wide SMART(er) Goals-All students will make at least one year's growth in literacy and in critical thinking and reasoning.

**Evaluation Data Source(s) 3:** MAP, STAAR, PSTAAR, TELPAS

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Examine master schedule lab classes to ensure targeted students are in correct placements</p>		Counselors	Schedule changes complete Teacher tracking of data			
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>2) Teachers maintain data trackers for core content areas</p>		Admin	Admin review of data trackers ongoing Data Conferences			
<p>3) Admins calibrate feedback quality by scheduling team walkthrough sessions and debriefs by department.</p>		Principal	Calibrated feedback Increased feedback quality Set expectations			
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>4) Provide data-driven targeted interventions for struggling students.</p>	1, 2, 9	Admin	Increase in student growth as measured by STAAR and Telpas			
Funding Sources: 211 - Title I, Part A - \$210,751.00, 211 - Title I, Part A - Priority Grant - \$8,178.00						
<p>5) All students will demonstrate continual growth on MAP from BOY to MOY and EOY.</p>		Admin DCs Intervention Specialists	Student achievement will increase across all grade levels and subjects.			
 = Accomplished  = No Progress  = Discontinue						

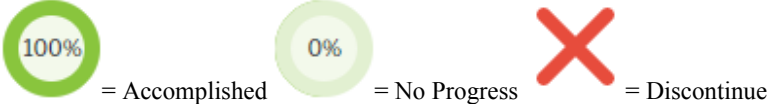
**Goal 2: School Connectedness: All SOMS staff will consistently implement common behavioral expectations so that students feel safe and begin to build a sense of pride.**

**Performance Objective 1:** From the BOY Panorama to the EOY Panorama survey, there will be a 20% increase of students reporting school connectedness as measured by Panorama

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

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Recognition Assemblies held by grade level to recognize students with perfect attendance, honor roll, and star students		Counselors	Increase student pride in school Hold each nine weeks			
2) Continue having Student of the Month, one per grade level.		Admin Counselors	Increase opportunities for student success and ways to recognize students.			
3) Have students to enroll in Remind for updates, reminders, and general information.		Admin Admin Asst	Students will have a direct connection with principal for reminders, updates, and alerts.			
<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6	1, 6	Admin Admin Asst	Increase in parent involvement and connection to school community			
4) Host after-school events for students and families to promote school/home connection.	Funding Sources: 211 - Title I, Part A - \$2,660.00					
<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6		Principal	Improve communication between school leaderships and teachers with parents regarding student progress.			
5) Facilitate school-home communication	Funding Sources: 211 - Title I, Part A - \$3,000.00					
6) SOMS will increase by 5% points on Panorama School Safety by EOY.		Admin	Students will feel more safe and secure in school.			
7) SOMS will increase by 5% on Panorama Survey on School Connectedness.		Admin	Students will feel connected to their school, peers, and teachers and have a sense of belonging.			
8) SOMS will increase by 5% on Panorama Survey on Challenge/Rigor.		Admin DCs Intervention Specialists	Students will feel challenged at school and teachers will require students to explain their thinking often. Teaching shall be taught more in the upper levels of Bloom's Taxonomy.			


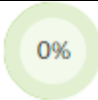

9) SOMS will increase by 5% on Panorama Survey-Teacher Relationships.		Admin	Teachers will build positive relationships with students so that students feel valued and respected.			
10) SOMS will increase by 5% on Panorama Survey-		Admin				
11) SOMS will increase by 5% on Panorma SEL-Mindset.		Admin	Students will have an open mindset to accept new challenges and know they can improve their talents.			
12) SOMS will increase by 5% on Panorama SEL-Grit.		Admin	Students will have a "never give up" and "always try" approach to struggles in learning.			
						

**Goal 2:** School Connectedness: All SOMS staff will consistently implement common behavioral expectations so that students feel safe and begin to build a sense of pride.

**Performance Objective 2:** 100% of SOMS staff will participate in Project Class training to implement PC Social Skills in every class every day.

**Evaluation Data Source(s) 2:** Formal/informal observations, PC referrals, PC observation from Coach Lilly Cortez

**Summative Evaluation 2:**

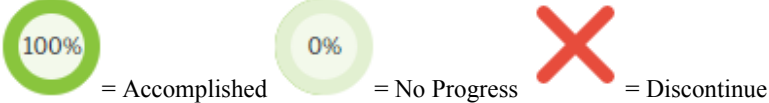
Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Mid-Year refresher training for all staff.		Admin Project Class Coach L. Cortez	Increased implementation and effectiveness of PC/classroom management strategies.			
2) Continue with PC informal walkthrough/feedback loops.		Admins L. Cortez	Praise and recognize PC efforts to reinforce expectations. Included PC feedback via formal/informal walkthroughs to set expectations/look fors.			
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6 3) Refer students to Project Class/L. Cortez small group sessions as needed.	1, 2, 4, 5	Admin Teachers	Increased compliance Increased effective classroom management practices Decreased undesirable behaviors Increased teaching time			
 = Accomplished  = No Progress  = Discontinue						

**Goal 2:** School Connectedness: All SOMS staff will consistently implement common behavioral expectations so that students feel safe and begin to build a sense of pride.

**Performance Objective 3:** Introduce and implement TBSI/PBIS school-wide behavior expectations, 3 R's-Be respectful, responsible, and ready.

**Evaluation Data Source(s) 3:** Consistency in messaging with parents, students, staff. Daily reminders via announcements and student conferences. Decrease in ISS/OSS rates.

**Summative Evaluation 3:**

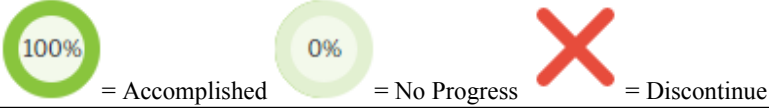
Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Daily announcements to include expectations for the 3 R's.		Admin	Reinforce desirable outcomes/positive behaviors			
2) Attend PBIS for strategies and ideas for positive behavior initiatives (summer).		Admin	Implementation of new behavior initiatives and ways to recognize positive student contributions. Reinforce positive behaviors			
3) Awards/recognition centered around the 3 R's- Student of the Month, STAR Students.		Admin Teachers Counselors	Sets high standards for behavior and academics. Recognizes student success.			
						

**Goal 3: Post-Secondary Readiness (Achievement): SOMS will increase students' post-secondary achievement at the "Meets" level by 5%.**

**Performance Objective 1:** Increase students' post-secondary achievement at the "Meets" performance level by 5% as measured on both the Reading and Math STAAR assessments.

**Evaluation Data Source(s) 1:** 2016-17 baseline  
25 of 242 (10%) students in grade 7 performed at "meets" level

**Summative Evaluation 1:**




Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 1) Train teachers on Fundamental 5 instructional strategies; monitor and support teachers ongoing		Admin	- increased student engagement - increased student achievement as monitored through classroom observations and assessments			
2) 2) Implement informal walk-through with Fundamental 5 components.		Admin	-increased student engagement -increased frequent small group purposeful talk -increased critical writing across content areas -increased praise and recognition -increased teacher involvement/presence among learners -building the habit of framing lessons by posting student-friendly objectives			
3) Admin monitors team and PLC processes for continual MAP/STAAR/PSTAAR growth.		Admins	-increase teacher focus on needs and priorities -set expectations -admin presence in department meetings/planning -increased monitoring of DCs/departments			
						

**Goal 4: Post-Secondary Readiness (Equity): Decrease the ELL - Non-ELL gap by 5% in each content area tested on STAAR.**

**Performance Objective 1:** Continue to commit to send teachers to QTEL training so that implementation continues through ongoing campus-wide shared PD.

**Evaluation Data Source(s) 1:** PD sessions and sign in sheets, QTEL strategies, increased LEP achievement on STAAR, MAP, TELPAS

**Summative Evaluation 1:**

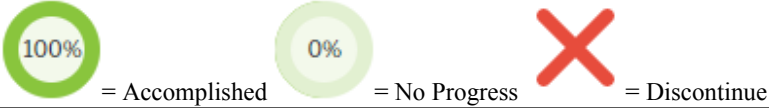
Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>Critical Success Factors</b> CSF 1 1) Send 4 teachers to QTEL training during 2017-18 school year		Admin	- instructional strategies implemented across content areas regularly			
<b>Critical Success Factors</b> CSF 1 CSF 7 2) Continue providing ongoing PD sessions the campus level for EL/TELPAS/QTEL strategies.	1, 3, 4, 5	Admin QTEL Reps	Increase EL performance on STAAR/MAP/TELPAS			
Funding Sources: 211 - Title I, Part A - \$3,000.00						
3) Implement QTEL/EL strategies campus-wide.		Admin	Increase EL performance Increase language development			
 = Accomplished  = No Progress  = Discontinue						

**Goal 4:** Post-Secondary Readiness (Equity): Decrease the ELL - Non-ELL gap by 5% in each content area tested on STAAR.

**Performance Objective 2:** Continue to exit students at an increase of 10% from LEP status via TELPAS and STAAR results.

**Evaluation Data Source(s) 2:** TELPAS, STAAR, Exit list/tracking

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Monitor LSRW across content areas.		Admins	Increase EL performance and achievement Increase exit rate			
<b>Critical Success Factors</b> CSF 1	1, 2	Admin District PD support	Increase cognitive academic language Increase language development			
2) Implement vocabulary/language development across content areas.						
3) Provide TELPAS training for data/results-driven instruction and implement TELPAS writing samples practice.		Admin	Increase monitoring of EL progress Increase EL strategies for increase in results			
						



**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:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	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"> <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>* Love and Logic</li> </ul> <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"> <li>*Monitor LRE ratio.</li> <li>*Develop campus capacity to support inclusive programming for students with disabilities.</li> <li>*Evaluate campus LRE ratio.</li> </ul> <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:</p> <ul style="list-style-type: none"> <li>* Language Arts</li> <li>* Math</li> <li>* Science</li> <li>* Social Studies</li> <li>* LEP</li> </ul> <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  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"> <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>* 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 style="text-align: center;"><b>System Safeguard Strategy</b></p> <p style="text-align: center;"><b>Critical Success Factors</b></p> <p style="text-align: center;">CSF 1 CSF 2 CSF 3 CSF 7</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>1, 3, 4, 5, 8</p>	<p>administrators</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 webiste.</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>Open House Report Card Pick Up Night (twice a year)</p>	1, 2, 6	administrators	attendance parent conferences			
<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 , couselfors 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> <p>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> <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 evaluation by 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"> <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: <ol 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> </ol> </li> </ol>						

<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><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>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.</p> <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>	1, 2, 6					
<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>						

## System Safeguard Strategies

Goal	Objective	Strategy	Description
3	1	1	Train teachers on Fundamental 5 instructional strategies; monitor and support teachers ongoing
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 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$36,206.00
<b>+/- Difference</b>					<b>\$36,206.00</b>
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$515.00
<b>+/- Difference</b>					<b>\$515.00</b>
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,600.00
<b>+/- Difference</b>					<b>\$1,600.00</b>
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$6,600.00
<b>+/- Difference</b>					<b>\$6,600.00</b>
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$13,875.00
<b>+/- Difference</b>					\$13,875.00
<b>211 - Title I, Part A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	professional development	211.13.6411.000.046.30.0.000.FBG18	\$370.00
1	1	4	test prep materials	211.11.6329.000.046.30.0.000.FBG18	\$3,000.00
1	2	3	supplies/materials	211.11.6399.000.046.30.0.000.FBG18	\$14,869.00
1	3	4	teachers for school day intervention classes	211.11.6119.000.046.30.0.000.FBG18	\$110,000.00
1	3	4	stipend	211.11.6116.000.046.30.0.000.FBG18	\$30,000.00
1	3	4	after school intervention support	211.11.6125.000.046.30.0.000.FBG18	\$5,000.00
1	3	4	academic and behavior support facilitator	211.11.6129.000.046.30.0.000.FBG18	\$20,000.00
1	3	4	medicare	211.11.6141.000.046.30.0.000.FBG18	\$2,393.00
1	3	4	employee contribution	211.11.6142.000.046.30.0.000.FBG18	\$18,000.00
1	3	4	workers comp	211.11.6143.000.046.30.0.000.FBG18	\$1,054.00
1	3	4	teacher retirement	211.11.6146.000.046.30.0.000.FBG18	\$16,253.00
1	3	4	substitutes for intervention days	211.13.6112.000.046.30.0.000.FBG18	\$8,000.00
1	3	4	workers comp	211.13.6143.000.046.30.0.000.FBG18	\$51.00
2	1	4	support personnel-translators	211.61.6125.000.046.30.0.000.FBG18	\$2,377.00
2	1	4	medicare	211.61.6141.000.046.30.0.000.FBG18	\$34.00
2	1	4	workers comp	211.61.6143.000.046.30.0.000.FBG18	\$15.00
2	1	4	teacher retirement	211.61.6146.000.046.30.0.000.FBG18	\$234.00
2	1	5	Nikki folders	211.61.6399.000.046.30.0.000.FBG18	\$3,000.00
4	1	2	professional development for teacher Region 4	211.13.6239.000.046.30.0.000.FBG18	\$3,000.00
<b>Sub-Total</b>					\$237,650.00
<b>Budgeted Fund Source Amount</b>					\$237,650.00
<b>+/- Difference</b>					\$0

<b>211 - Title I, Part A - Priority Grant</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	4	test prep materials	211.11.6329.699.046.30.0.000.FOC18	\$22,895.00
1	1	5	student devices	211.11.6398.699.046.30.0.000.FOC18	\$68,927.00
1	3	4	substitutes-professional staff	211.13.6112.699.046.30.0.000.FOC18	\$3,500.00
1	3	4	other payroll amounts	211.11.6116.699.046.30.0.000.FOC18	\$4,678.00
<b>Sub-Total</b>					\$100,000.00
<b>Budgeted Fund Source Amount</b>					\$100,000.00
<b>+/- Difference</b>					<b>\$0</b>
<b>Grand Total</b>					\$337,650.00