

Spring Branch Independent School District

Spring Forest Middle School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Postsecondary Readiness



Mission Statement

At the heart of SBISD's mission is a core set of shared values that serve to ground and enliven our **collective identity** and **strengthen our commitment** to our mission as educational leaders. The foundation of success, for our students and our school system, is rooted in our core values and these values define the *Spring Branch Way*. Our mission is to **increase student achievement** and **develop a culture of high expectations** for all students, on every campus.

Value Statement

Every Child

Collective Greatness

Collaborative Spirit

Limitless Curiosity

Moral Compass

Comprehensive Needs Assessment

Demographics

Demographics Summary

Spring Forest Middle School is a neighborhood school in Spring Branch ISD. In the 16-17 school year, we had 850 students. We span 6-8. 49% of our students are economically disadvantaged and 16% are English Language Learners. We have a mobility rate of 17%.

Demographics Strengths

35% of our students are White, 5% Asian, 41% Hispanic, 15% are African American and 4% Other.

Student Achievement

Student Achievement Summary

On the Performance index report, SFMS scored a 77% in index 1 which measures Student Achievement. This means that 77% of our students that took STAAR tests, made the passing standard when the target score set by the state rests at 60%.

Student Achievement Strengths

As a campus, we successfully met 43 out of 55 indicators for a passing rate of 78%. We earned distinction marks for academic achievement in Mathematics, Science, Social Studies, and Postsecondary Readiness.

School Culture and Climate

School Culture and Climate Summary

Spring Forest is known for having a warm and welcoming climate. Students, teachers, staff, and parents report feeling a family atmosphere when entering school grounds.

We continue to strive for a well-balanced environment where all students, families, and staff members feel valued and a part of our community.

School Culture and Climate Strengths

One of the ways we measure school culture and climate is throughout a survey called Tripod. All of our 6-8 students take the Tripod survey. The three areas that students report as strengths are Care, Clarify, and Challenge. OHI survey of staff showed growth as well.

One of our strengths is our desire to learn and understand about the various cultures of families who attend Spring Forest so that we can better meet every student's needs with efficiency.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We have a highly professional staff at SFMS. Overall, the staff is positive and hardworking.

Staff Quality, Recruitment, and Retention Strengths

We had 3 teachers retire or resign this past school year: All relocated/moved out of the greater Houston area.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

We have many different assessments and surveys to help drive our instruction and meet students needs. Besides STAAR, we administer the Tripod survey and the District Organizational Health Survey. These allow students and staff to provide feedback on classroom instruction and school procedures.

Curriculum, Instruction, and Assessment Strengths

78% of our children report feeling challenged by the instruction and lessons given by our teachers. 79% express that teachers are able to clarify instruction in multiple ways. This will continue to be a focus area for growth this next school year.

Family and Community Involvement

Family and Community Involvement Summary

SFMS has a very active community. Parents are constantly at school volunteering and are actively involved in their children's education. We even had parent and community involvement in the planning of our front office renovation and landscaping beautification.

This year, we have been selected as a pilot school for our Family E3 Program, which stands for Education, Engagement, and Empowerment. We are developing resources to ensure that this pilot is successful and that it can serve as a blueprint for other schools and their communities.

Family and Community Involvement Strengths

We have a very active PTA that is very supportive. They serve the teachers and students, as well as provide money for extra planning and various instructional materials. Veteran's Day and our multicultural festival are two highlights of our year that involve our parents & community. Our CIS worker hosts a Spanish speaking parent group weekly as well as book clubs throughout the year.

School Context and Organization

School Context and Organization Summary

We will continue to work as a campus looking at ways to create more classes in our master schedule, that expose students to getting more high school credits in middle school.

School Context and Organization Strengths

This school has a great committee system that oversees and makes improvements for all parts of the curriculum and learning. We will continue to analyze data of our students to see if individual student gains/growth are occurring.

Technology

Technology Summary

SFMS is a campus that uses technology in many different ways. Our students are very comfortable and familiar with technology. Our current Librarian stays current on technology and offers help/support during, before and after school hours. Several of our classrooms use the blended model of learning and some units of study are flipped.

Technology Strengths

Many teachers are very comfortable with using technology in the classroom and create lessons that incorporate technology. A number of our teachers continue to take technology trainings and they share their new learning with our staff members. There are several examples of a blended/flipped classroom model. Our 6th grade Science team uses Its Learning for all of their student curriculum and teaching.

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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- Community and student engagement rating 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: 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.
- 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

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal 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: Student Growth

Performance Objective 1: 50% of all students in grades 6-8 will meet or exceed their Conditional Growth Index (CGI -1.0 to 1.0) on the Reading and Math as MAP assessment.

Evaluation Data Source(s) 1: 2017-18 is the baseline year

Summative Evaluation 1:

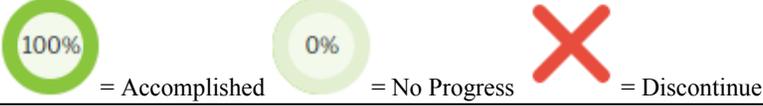
Goal 1: Student Growth

Performance Objective 2: Spring Forest Middle School teachers and staff will collaborate with all stakeholders to foster a culture of engagement, exposure, and effort that leads to broader opportunities. Common assessments will consist of higher level thinking questions, and daily classroom activities will use Bloom's higher level of thinking. Lesson plans will reflect these practices.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategy</p> <p>1) Students will participate in a character education program that meets district criteria for social and emotional learning.</p> <p>40 developmental assets will be displayed on a page in the student agendas</p>	1, 2, 4, 5, 9, 10	Principal Counselors	Discipline data School climate Five Year Educational Plan Survey			
Funding Sources: 211 - Title I, Part A - \$0.00						
<p>System Safeguard Strategy</p> <p>2) Teachers will participate in various staff development activities on building relationships with students. True Grit classroom activities.</p>	1, 2, 3, 4	Principal Counselor Interventionist	Books, videos and other resources Character Counts lessons GRIT resources Five Year Educational Plan Survey			
Funding Sources: 199 PIC 99 - Undistributed - \$0.00						

System Safeguard Strategy 3) Campus will create a campus-wide recognition program to honor students who are following the rules.	1	AP's Counselors Teachers	Discipline referral data Progress reports Report cards			
	Funding Sources: 199 PIC 99 - Undistributed - \$0.00					
						

Goal 2: School Connectedness

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

Spring Forest Middle School will raise awareness of School Connectedness and increase the understanding of the positive results that are derived from increased student and staff participation, as well as review and understand the negative impacts when there is a lack of School Connectedness and understanding thereof.

Evaluation Data Source(s) 1: 2017-18 is the baseline year

Summative Evaluation 1:

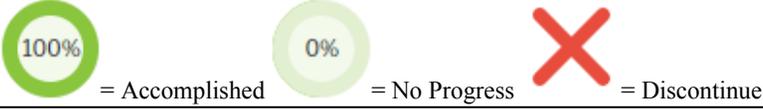
Goal 2: School Connectedness

Performance Objective 2: Spring Forest Middle School faculty and staff will advocate and take action that supports every student is connected to our school and on a pathway towards the T-2-4 plan.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategy 1) Create an after school program that supports the four core academic areas (Language Arts, Math, Science and Social Studies) as well as supports social growth of at-risk students.	1, 5, 8, 10	Principal CIS Coordinator Teachers Interventionist ACE Coordinator	Number of students involved in activities (sign in sheets) Benchmark data Progress reports Report cards Five Year Educational Plan Survey STAAR results SCE Campus Performance Report			
Funding Sources: 211 - Title I, Part A - \$0.00						
System Safeguard Strategy 2) Before school gym activities for all students	1, 8, 10	Principal AP's Teachers	Number of students signing in on sign-in sheets Five Year Educational Plan Survey results			
Funding Sources: 199 PIC 99 - Undistributed - \$0.00						

System Safeguard Strategy 3) Interventionist small group testing pull-out. Reading/Math lab.	1, 8, 10	Principal Interventionist Teachers	Number of students in pull-out STAAR testing results			
	Funding Sources: 199 PIC 11 - Instructional Services - \$0.00					
						

Goal 3: Post Secondary Readiness (Achievement)

Performance Objective 1: Spring Forest Middle School will increase the percentage of 8th grade students' post-secondary readiness by at least 8 percentage points by June 2018.

Increase students' post-secondary achievement at the Reading and Math performance level by 5% as measured on both the reading and math STAAR assessments.

Evaluation Data Source(s) 1: 2016-17 baseline data:

Gr 7 = 98 of 296 students (33%) performed at the "meets" level on both STAAR reading and math

Summative Evaluation 1:

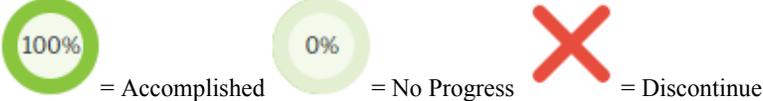
Goal 3: Post Secondary Readiness (Achievement)

Performance Objective 2: Maintain high expectations for all students, and provide scaffolds and various learning opportunities to obtain post-secondary preparedness so that by 8th grade, 50% of students will successfully pass the Algebra EOC.

Evaluation Data Source(s) 2: Algebra I by Grade 8 - Participation 33.0% Q1

EOC Algebra I Performance (Masters Grade Level) 67.0% Q2

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategy 1) Broaden knowledge base of faculty and staff of successful strategies used in Pre-AP classrooms by sending teachers to training.	1, 2, 3, 4, 7, 9	Principal Teachers	Benchmark data Testing			
				Funding Sources: 211 - Title I, Part A - \$2,000.00		
System Safeguard Strategy 2) Students will be given the opportunity to participate in a college career day during the Spring semester. Student will be educated on the 2-2-4 plan, weekly advisory lessons, and Texas Scholars.	1, 2, 5, 10	Principal AP's Counselors	Discipline data Teacher reports			
				Funding Sources: 211 - Title I, Part A - \$500.00		
						

Goal 4: Post Secondary Readiness (Equity)

Performance Objective 1: Across all content areas, decrease the ELL - Non-ELL achievement gap by 5%.

Evaluation Data Source(s) 1: Grade Group (% Meets % Meets) Gap

- 6 AA-W (24 59) -35
- 6 H-W (29 59) -30
- 6 ED-Non-ED (17 67) -50
- 6 ELL-Non-ELL (5 48) -43
- 6 SWD-Non-SWD (16 42) -26
- 7 AA-W (22 58) -36
- 7 H-W (34 58) -24
- 7 ED-Non-ED (23 57) -34
- 7 ELL-Non-ELL (3 50) -47
- 7 SWD-Non-SWD (12 42) -30
- 8 AA-W (36 71) -35
- 8 H-W (45 71) -26
- 8 ED-Non-ED (38 68) -30
- 8 ELL-Non-ELL (11 61) -50
- 8 SWD-Non-SWD (7 56) -49

Summative Evaluation 1: Met Performance Objective

Goal 4: Post Secondary Readiness (Equity)

Performance Objective 2: Implement extra classes in master schedule, language intensive summer school program hosted at SFMS, PD & Reading interventionist, implementing AIR strategies, continue tracking our ESL students' progress so that we increase the number of students exiting ESL, especially students who have been in the country at least 5 years.

- Evaluation Data Source(s) 2:** 6th grade: 5 students out of 44 exited = 11%
 7th grade: 3 students out of 75 exited = 4%
 8th grade: 4 students out of 42 exited = 10%

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar

<p>System Safeguard Strategy</p> <p>1) Teachers will utilize the use of technology in their classrooms to promote critical thinking, blooms higher level questioning, and 21st Century Learning Skills. The implementation of technology into weekly lessons will help promote problem or project based learning. Ongoing PLC's will help promote Rigor and Relevance in the teachers' daily lessons.</p>	1, 2, 3, 4, 8, 10	Administrators Interventionist Teachers Librarian	Lesson Plans Observations Team Planning Walkthroughs Peer Reviews			
<p>Funding Sources: 211 - Title I, Part A - \$22,000.00</p>						
<p>System Safeguard Strategy</p> <p>2) Support at-risk population through targeted intervention in all classrooms by employing a variety of teaching strategies (i.e. small group instruction, flexible grouping, computer aided instruction, blended learning).</p> <p>Support at-risk Reading students by employing one Reading teacher to work with targeted small groups.</p>	1, 2, 7, 8	Principal AP's Interventionist	Benchmark data Team meeting notes Report card grades STAAR raw scores Unit tests progress reports STAAR data raw scores STAAR Math/Reading indicator scores PSA's			
<p>Funding Sources: 211 - Title I, Part A - \$47,700.00</p>						
<p>System Safeguard Strategy</p> <p>3) Utilize Its Learning in content area classrooms to increase student engagement and success.</p> <p>Use document cameras, laptops</p>	1, 2, 4, 7	Principal AP's Interventionist ACTIVboard Trainer	Walkthrough notes Team meeting minutes Five Year Education Plan Surveys PSA & Benchmark data Classroom observations			
<p>System Safeguard Strategy</p> <p>4) Content area teachers will participate in AIR professional development that will enhance their ability to plan engaging, relevant lessons. Focus of professional development will be literacy implementation of tech seminars and how it enhances the curriculum.</p> <p>Strategies to develop literacy skills will be the focus of the professional development.</p>	1, 2, 3, 4, 7, 10	Principal Interventionist Teachers	Team meeting minutes Department meeting minutes PSA & Benchmark data STAAR raw data			
<p>Funding Sources: 211 - Title I, Part A - \$4,500.00</p>						
<p>System Safeguard Strategy</p> <p>5) Co-teachers will participate in training to increase effectiveness of the co-teach model.</p>	2, 4, 7, 8	Principal	Team planning minutes Walkthroughs STAAR raw data results CBQ & Benchmark data			
<p>Funding Sources: 211 - Title I, Part A - \$1,000.00</p>						

System Safeguard Strategy 6) Students who are at risk of failing the STAAR test will participate in intensive remediation throughout the year. Math and Reading labs.	1, 2, 3, 4, 7, 8	Principal AP's Interventionist Lab teachers	Benchmark data Team meetings Discipline referral data STAAR raw data scores Unit tests			
				Funding Sources: 211 - Title I, Part A - \$5,000.00		
System Safeguard Strategy 7) Purchase supplies for students to help with STAAR testing and Math and Reading labs. Think Through Math, Graphing calculators	1, 2, 3, 4, 7, 8	Principal AP's Interventionist Lab Teachers	Benchmark data Team meetings Discipline referral data STAAR raw data scores			
				Funding Sources: 211 - Title I, Part A - \$13,000.00		
System Safeguard Strategy 8) Grade levels will implement Rti plans to ensure that at-risk students have the opportunity for small group instruction, pull outs and before & after school tutorials.	1, 2, 3, 8	Administrators Interventionist Teachers Grade level team leaders Counselors CIS	Planning time for intervention activities and daily lessons Student conferences Analysis of student data to determine students are in need Professional development Rti conferences Observations and walkthroughs			
				Funding Sources: 211 - Title I, Part A - \$19,984.00		
System Safeguard Strategy 9) Students in grades 6-8 will be involved in engaging relevant enrichment activities for social studies.	1, 2, 3, 4, 7	Principal AP's Interventionist SS Teachers	Classroom walkthroughs STAAR raw data scores Unit tests			
				Funding Sources: 211 - Title I, Part A - \$3,540.00		
System Safeguard Strategy 10) Objectives will be posted on the board daily. Teachers will use backward design when planning and ensure that STAAR readiness standards are aligned with the curriculum TEKS. All classrooms will have a focus on literacy strategies.	1, 2, 3, 4, 7	Administration Interventionist Teachers	Team planning Lesson plans Pullout days for teacher planning/data analysis Walkthroughs Observations Roadmaps Unit plans			
				Funding Sources: 211 - Title I, Part A - \$3,540.00		
 = Accomplished  = No Progress  = Discontinue						

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

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

Evaluation Data Source(s) 1:

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"> * Bullying Prevention * Violence/conflict resolution * Recent drug use trends * Resiliency/Developmental Assets * Prevention Curriculum training * No Place for Hate * CSHAC * CARES * SEL * Developmental Assests * 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 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. * 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 , counselors and administrators join forces to assist 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 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: 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>System Safeguard Strategy</p> <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>	4, 5	Principal CIS Coordinator Teachers Interventionist				
Funding Sources: 211 - Title I, Part A - \$1,000.00						
<p>System Safeguard Strategy</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>	4, 6	Principal CIS Coordinator Teachers Interventionist	Number of parents involved in activities (sign in sheets)			
Funding Sources: 211 - Title I, Part A - \$1,000.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	Students will participate in a character education program that meets district criteria for social and emotional learning. 40 developmental assets will be displayed on a page in the student agendas
1	2	2	Teachers will participate in various staff development activities on building relationships with students. True Grit classroom activities.
1	2	3	Campus will create a campus-wide recognition program to honor students who are following the rules.
2	2	1	Create an after school program that supports the four core academic areas (Language Arts, Math, Science and Social Studies) as well as supports social growth of at-risk students.
2	2	2	Before school gym activities for all students
2	2	3	Interventionist small group testing pull-out. Reading/Math lab.
3	2	1	Broaden knowledge base of faculty and staff of successful strategies used in Pre-AP classrooms by sending teachers to training.
3	2	2	Students will be given the opportunity to participate in a college career day during the Spring semester. Student will be educated on the 2-2-4 plan, weekly advisory lessons, and Texas Scholars.
4	2	1	Teachers will utilize the use of technology in their classrooms to promote critical thinking, blooms higher level questioning, and 21st Century Learning Skills. The implementation of technology into weekly lessons will help promote problem or project based learning. Ongoing PLC's will help promote Rigor and Relevance in the teachers' daily lessons.
4	2	2	Support at-risk population through targeted intervention in all classrooms by employing a variety of teaching strategies (i.e. small group instruction, flexible grouping, computer aided instruction, blended learning). Support at-risk Reading students by employing one Reading teacher to work with targeted small groups.
4	2	3	Utilize Its Learning in content area classrooms to increase student engagement and success. Use document cameras, laptops
4	2	4	Content area teachers will participate in AIR professional development that will enhance their ability to plan engaging, relevant lessons. Focus of professional development will be literacy implementation of tech seminars and how it enhances the curriculum. Strategies to develop literacy skills will be the focus of the professional development.
4	2	5	Co-teachers will participate in training to increase effectiveness of the co-teach model.
4	2	6	Students who are at risk of failing the STAAR test will participate in intensive remediation throughout the year. Math and Reading labs.
4	2	7	Purchase supplies for students to help with STAAR testing and Math and Reading labs. Think Through Math, Graphing calculators

Goal	Objective	Strategy	Description
4	2	8	Grade levels will implement Rti plans to ensure that at-risk students have the opportunity for small group instruction, pull outs and before & after school tutorials.
4	2	9	Students in grades 6-8 will be involved in engaging relevant enrichment activities for social studies.
4	2	10	Objectives will be posted on the board daily. Teachers will use backward design when planning and ensure that STAAR readiness standards are aligned with the curriculum TEKS. All classrooms will have a focus on literacy strategies.
5	1	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.)
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 Improvement Team

Committee Role	Name	Position
Administrator	Raymorris Barnes	Principal
Non-classroom Professional	Lois "Dianne" Gebhardt	Instructional Specialist
Classroom Teacher	Meghan Hoffman	teacher
Classroom Teacher	James Garrett	teacher
Non-classroom Professional	Leah Whitten	counselor
Classroom Teacher	Kenneth Jones	teacher
Classroom Teacher	Melissa Lee	teacher
Classroom Teacher	Lindsey Lewis	teacher
Parent	Clifford Nickel	Parent
Parent	Georgia Polley	parent
Parent	Trina Morford	parent
District-level Professional	Kristin Nash	Science Specialist
Business Representative	Sarah Seitz	Business Rep
Community Representative	Bridget Williams	community rep

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3	Math tutors		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$34,932.00
+/- Difference					\$34,932.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$50.00
+/- Difference					\$50.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Weekly Advisory lessons		\$0.00
1	2	3	Promotional items, students will nominate their peers who exemplify positive behaviors, STAR awards		\$0.00
2	2	2	Extra duty station where a teacher will monitor students		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$28,468.00
+/- Difference					\$28,468.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Teacher conference	6411	\$0.00
2	2	1	ACE After School Program CY818 Grant		\$0.00
3	2	1	PD Registration	6411	\$2,000.00

3	2	2	Student transportation	6494	\$500.00
4	2	1	Web based resources; computers, laptops	6398	\$10,000.00
4	2	1	ELA consumables	6329	\$12,000.00
4	2	2	Subs for planning	6112	\$10,000.00
4	2	2	Computers; laptops	6398	\$10,000.00
4	2	2	Professional Salary	6119	\$27,700.00
4	2	4	Professional development conferences	6411	\$3,000.00
4	2	4	Region IV	6239	\$1,500.00
4	2	5	Subs; training	6112	\$1,000.00
4	2	6	Supplies, Math communicators, Think Through Math	6399	\$5,000.00
4	2	7	Supplies	6399	\$13,000.00
4	2	8	Supplies & Materials	6399	\$3,000.00
4	2	8	Student transportation	6494	\$500.00
4	2	8	Support personnel	6129	\$14,484.00
4	2	8	Substitutes	6112	\$2,000.00
4	2	9	Texian Time Machine	6299	\$3,540.00
5	1	22	Supplies for parent meetings	6399	\$1,000.00
5	1	23	Supplies for meetings	6399	\$1,000.00
Sub-Total					\$121,224.00
Budgeted Fund Source Amount					\$166,600.00
+/- Difference					\$45,376.00
Grand Total					\$121,224.00