

Spring Branch Independent School District
Northbrook Middle School
2015-2016 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics at NMS is 93% Hispanic, 88%+ free and reduced lunch

Demographics Strengths

Increase in number of students not on free and reduced lunch

Demographics Needs

The Hispanic students who are LEP/free and reduced lunch are not achieving at the levels of other students at NMS. This especially applies to the students who are LEP but also born in this country, 2nd and 3rd generation students.

Student Achievement

Student Achievement Summary

Overall student achievement at NMS:

Reading-53%

Math-not known due to new TEKS

Science-56%

Social Studies-50%

Writing-39%

Student Achievement Strengths

Social Studies went up 23%

Science increased by 6% but the trajectory has not been consistent

Student Achievement Needs

Writing is not improving-it constantly remaining the same year to year. 7th Grade reading decreased while 6/8 increased but not significantly.

School Culture and Climate

School Culture and Climate Summary

From the OHI survey is classified as "Very High"

Tripod survey went up in all areas and above the district in most categories.

School Culture and Climate Strengths

Our two focus areas from the tripod survey were control and consolidation increased dramatically.

School Culture and Climate Needs

Continued improvement on both surveys. Next year we will focus on confer and control. CHAMPS and passports were used this year under control. We will also continue under confer using ESL strategies and small group instruction

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

This year we have focused on ELL strategies and literacy

Curriculum, Instruction, and Assessment Strengths

ELL strategies and writing in every classroom were used more this year than in the past.

Curriculum, Instruction, and Assessment Needs

More consistent use of ELL strategies in every classroom. Continue to evaluate writing in DC and ILT meetings. Have small group/intervention lesson plans for every ELA/Math class everyday.

Family and Community Involvement

Family and Community Involvement Summary

We have a parent center and large mentor program

Family and Community Involvement Strengths

Large mentor program and a parent liaison

Family and Community Involvement Needs

Getting more families and community members involved at NMS. Creating celebrations monthly for families/community to be involved

Technology

Technology Summary

We have a variety of technology available to staff and students

Technology Strengths

Teachers use technology more in class especially in math with Think Through Math and Triumph learning in math and reading

Technology Needs

Using technology in authentic ways not just for program or research for a project.

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
- State and federal planning requirements

Accountability 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
- AEIS longitudinal data
- AYP longitudinal 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 failers
- 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

Student Data: Student Groups

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

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented 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
- 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 and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Increase all student achievement as measured by the STAAR test so that all tested subjects are at or above standard in Index 1.

Performance Objective 1: Create the NMS professional learning community framework and roadmap. Through the PLC, the teachers will work in PLC's to create focused plans that include formative assessments, interventions and unit tests.

Summative Evaluation: 1. Agendas

2. Minutes
3. Notes
4. Lesson Plans
5. Assessments
6. Unit Tests
7. Intervention plans

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) 1. Teachers will participate in embedded PD throughout the year that aligns to campus vision and supports meeting campus goals. PD will support teachers in building campus/class structures that support student achievement and support teachers in effective, objective-driven instruction.</p>	1, 2, 4, 5, 8, 9, 10	ILT, DC, Interventionists, Admin	Formative/Summative Assessments, Lesson Plans, Minutes, Agendas and Notes, conference registration, conference certificates/badges, keeping and recruiting HQ teachers with our PD plans.			
Funding Sources: 211 - Title I, Part A - \$11250.00, 211 - Title I, Part A - \$2000.00, 211 - Title I, Part A - \$4500.00, 211 - Title I, Part A - \$4500.00, 211 - Title I, Part A - \$5000.00, 211 - Title I, Part A - \$2000.00, 211 - Title I, Part A - \$500.00						
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>2) School wide implementation PBIS-type system, including: CHAMPS, Shield system, restorative justice and Live School will empower teachers to manage their classrooms in order to increase student engagement. Each activity will be CHAMPed out by the teachers everyday. Teachers and materials will be aligned to support students in building habits that lead them to academic and personal growth.</p>	1, 2, 4, 6, 8, 9	ILT, DC, Interventionists, Teachers	Increased engagement during observations, higher assessment scores, lower discipline, walk through data, Live school reports, tripod survey			
Funding Sources: 211 - Title I, Part A - \$7000.00, 211 - Title I, Part A - \$1000.00, 211 - Title I, Part A - \$5000.00, 211 - Title I, Part A - \$10000.00, 211 - Title I, Part A - \$3000.00, 211 - Title I, Part A - \$1000.00						

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4 CSF 6</p> <p>3) Focus of PLCs will be on first two questions, and the deliverables for feedback will be around objective-driven instruction. Funds will be used to ensure that teachers have quality instructional materials, PD, technology, supplies, and needed software.</p>	1, 2, 4, 8, 9	ILT, Reading Specialists, DC,	Student Data, lesson plans, classroom observations, tripod survey			
<p>Funding Sources: 211 - Title I, Part A - \$3000.00, 211 - Title I, Part A - \$10000.00, 211 - Title I, Part A - \$1000.00, 211 - Title I, Part A - \$5000.00, 211 - Title I, Part A - \$2000.00, 211 - Title I, Part A - \$5000.00, 211 - Title I, Part A - \$83203.80</p>						
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4 CSF 6</p> <p>4) Teachers will learn, create and implement data based interventions for students. Through PD, teachers will learn and create plans to implement data based interventions. The teachers will implement data based interventions, before, during and after school, that could also include Saturday Interventions with students. Funds will be used to ensure that teachers have quality instructional materials, PD, supplies to lead academic growth.</p>	1, 4	ITL, icoach, Reading specialists, interventionist	Assessment scores, STAAR scores			
<p>Funding Sources: 211 - Title I, Part A - \$10000.00, 211 - Title I, Part A - \$5000.00, 211 - Title I, Part A - \$1000.00, 211 - Title I, Part A - \$2000.00, 211 - Title I, Part A - \$2000.00, 211 - Title I, Part A - \$2000.00, 211 - Title I, Part A - \$5000.00, 211 - Title I, Part A - \$500.00, 211 - Title I, Part A - Focus Grant - \$5007.00</p>						
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4 CSF 6</p> <p>5) Students will use computers and other electronic devices so that teachers can check for understanding, such as Think, Through Math, ScribeSense, web 2.0 and I Station Reading. Students will also be able to write articles or create videos to publish in publications at NMS and for the weekly news which continues the focus on writing in all subjects.</p>	1, 2	ILT, Interventionists, DC, teachers	Increased achievement scores			
<p>Funding Sources: 211 - Title I, Part A - \$1000.00, 211 - Title I, Part A - \$2500.00, 211 - Title I, Part A - \$1000.00</p>						
<p align="center">Critical Success Factors</p> <p align="center">CSF 3 CSF 6 CSF 7</p> <p>6) Through our PLC and master schedule plan, NMS will be able to keep and recruit highly qualified teachers.</p>	3, 4, 5, 10	Leadership team, DC's	The number of highly qualified teachers who stay at NMS for 2016-2017. The number of teachers recruited at varying job fairs through out the district and state of Texas.			
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 2: Increase the number of students who reach the final performance level on STAAR assessments by 20% each year.

Performance Objective 1: Increase the number of students who will meet the district goal of T-2-4 by increasing the number of students participating in advanced classes, after school programs, and field trips.

Summative Evaluation: 1. Number of students involved in advanced classes, after school programs and field trips. 2. Increase the number of students who have met the final recommended level on STAAR assessments.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) To grow student vocabulary and the understanding of the world around them, students will have the ability to participate in after school, Saturday and other T--2-4 field trips.</p>	6, 7, 8, 9, 10	ILT, Interventionists, Teachers, ACE program director, Parent Liaison	Number of students participating in the different programs/activities, number of students coming to NMS from feeder elementaries			
Funding Sources: 211 - Title I, Part A - \$4379.00, 211 - Title I, Part A - \$3000.00, 211 - Title I, Part A - \$5000.00, 211 - Title I, Part A - \$500.00, 211 - Title I, Part A - \$1000.00, Other: See Account Code - \$5000.00						
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>2) Increase thoughtful and purposeful higher level questions in classrooms and to increase the use of performance descriptors from STAAR in all tested areas while lesson planning. Teachers will participate in PD and PLC's to help learn, plan and incorporate higher level questions. Funds will be used to pay for PD and fo rextended PLC time</p>	2, 4, 8, 9	ILT, interventionists, Reading Specialist, DC	Lesson plans, classroom observations, assessment data			
Funding Sources: 211 - Title I, Part A - \$1000.00, 211 - Title I, Part A - \$2000.00						
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>3) Create a plan for differentiation in math and ELA. This plan is to include, interventions for low performing students and interventions to push students to show at least 2 years of growth.</p>	2, 4, 8, 9	ILT, interventionists, specialists, DC	STAAR results, lesson plans, small group plans			
Funding Sources: 211 - Title I, Part A - \$1000.00, 211 - Title I, Part A - \$5000.00, 211 - Title I, Part A - \$2000.00, 211 - Title I, Part A - \$1000.00, 211 - Title I, Part A - \$5000.00						
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>4) NMS will plan for differentiation to maintain a rigorous classroom while incorporating LEP strategies. Teachers will provide high targets for LEP students while using strong academic vocabulary.</p>	2, 4, 8, 9	ILT, interventionists, specialists, DC	STAAR and TELPAS results.			
Funding Sources: 211 - Title I, Part A - \$1000.00, 211 - Title I, Part A - \$1000.00, 211 - Title I, Part A - \$5000.00, 211 - Title I, Part A - \$2000.00						









<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>5) Increase the number of LEP students in PreAP classes and for teachers to purposefully plan the use of LEP strategies so that the students will be successful in advanced classes.</p>	<p>ILT, interventionists,, specialists, DC</p>	<p>number of LEP students who are successful on STAAR/TELPAS in the classes</p>			
<p>Funding Sources: 211 - Title I, Part A - \$1000.00, 211 - Title I, Part A - \$1000.00, 211 - Title I, Part A - \$1000.00</p>					
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> <p>6) Teachers will use the growth mindset term, give examples, and teach lessons on what it looks like to be a student with a mindset as well as work with students on the NMS Knights' Character Traits. There will be very specific lessons given to teacher for further work on growth mindset. Teachers will also work with students on organization strategies to promote student achievement and prepare students for high school. Students will be provided opportunities to visit colleges and take learning study trips to empower students with a growth mindset and to learn that hard work will make the difference</p>	<p>3, 4, 6, 8, 9, 10</p> <p>ILT, interventionists,specialists, DC</p>	<p>Student use of agenda and organization skills, classroom observations,</p>			
<p>Funding Sources: 211 - Title I, Part A - \$2294.00, 211 - Title I, Part A - \$5000.00, 211 - Title I, Part A - \$1000.00, 211 - Title I, Part A - \$1000.00</p>					
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>					

Goal 3: All LEP students will increase their TELPAS level by one year or exit each year and to create a school wide climate that validates our students and their families' culture.

Performance Objective 1: Through PD for teachers to increase purposeful use of LEP strategies in their lesson planning and the strategic placement of LEP students in their classes, students will be able to grow at least one level from TELPAS or exit each year.

Summative Evaluation: 1. PD for teachers to increase their capacity to plan and implement LEP strategies and to participate in an Action Research study.
2. Place needed LEP students in Spanish for Native Speakers to increase their capacity in their first language.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Teachers will participate in professional development to increase capacity to plan for the use of LEP strategies. Teachers will then plan for the purposeful use of LEP strategies and then be evaluated and provided feedback on the plans and classroom observations. NMS teachers will plan for LEP strategies so that students are given opportunities to increase their academic vocabulary in order to be fluent in using the spoken and written language.</p>	4, 8, 9	Leadship Team, Carol Salva	Lesson plans, classroom observations, feedback, TELPAS/STAAR data.			
Funding Sources: 211 - Title I, Part A - \$3000.00, 211 - Title I, Part A - \$5000.00, 211 - Title I, Part A - \$5000.00, 211 - Title I, Part A - \$5000.00						
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>2) Teachers will participate in PD and PLC's in order to create purposeful lesson plans so that the plans include students purposefully reading, writing, thinking and speaking around every objective every day. Teachers will model their thinking as they use balanced literacy approach to learning.</p>	4, 8, 9	Leadership team	Lesson plans, classroom observations, assessment scores including STAAR and TELPAS			
Funding Sources: 211 - Title I, Part A - \$3000.00, 211 - Title I, Part A - \$1598.00, 211 - Title I, Part A - \$5000.00, 211 - Title I, Part A - \$1000.00, 211 - Title I, Part A - Focus Grant - \$14770.00						
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>3) NMS will create a school climate so that students feel culturally validated. Examples of activities would include school wide celebrations, or field trips. In the classroom, teachers learn about each individual student so that they are able to validate and respect each students culture and to nurture and celebrate the various cultures in each classroom</p>	1, 4, 6, 8, 9, 10	NMS staff	Tripod Survey, parent participation in activities, student participation in celebrations, lesson plans, classroom observations, transition student visits			
Funding Sources: 211 - Title I, Part A - \$1000.00, 211 - Title I, Part A - \$1000.00, 211 - Title I, Part A - \$1000.00						

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>4) Using Parent Liaison and Parent Liaison paraprofessional to increase the number of mentors at NMS. Recruiting for new mentors and heading up the revision mentor program. Also to increase parent involvement at NMS and to direct Parent Involvement PD for NMS staff.</p>	4, 6, 8, 9	ILT	increased number of mentors, increased number of parent volunteers, and increased number of parents involved in various NMS activities			
Funding Sources: 211 - Title I, Part A - \$1000.00, 211 - Title I, Part A - \$739.00						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: 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,) utilizing student performance data derived from special populations for the purpose of program review and revision. (List programs to be evaluated. Include all programs receiving state or federal funds.)						
2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards. (Describe your campus program for developing, strengthening, accelerating, and monitoring reading instruction.)						
3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified. (Provide specific information about the remediation and monitoring of SSI students on your campus.)						

<p>4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). 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).</p>						
<p>5) Promote parent and community involvement in drug and violence prevention programs/ activities. (Provide specific information about the activities on your campus.)</p>						
<p>6) Provide professional development based on level of expertise and need in the following areas: * 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.)</p>						
<p>7) 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.)</p>						

<p>8) 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.)</p>						
<p>9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements. (What is your campus plan and timeline to meet this expectation.)</p>						
<p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEP Intervention Specialist (Describe how iCoaches and other support staff are being used on your campus to meet this expectation.)</p>						
<p>11) 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 material 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.)</p>						
<p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships (Complete this activity by describing how you will meet this expectation on your campus.)</p>						

<p>13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to:</p> <ul style="list-style-type: none"> * 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 * Dual Language Programs * Problem-Based Learning * Co-Teach Training * Small Group Instruction <p>* This includes opportunities for teachers to be coached, attend sustained training/in-services/ 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.)</p>						
<p>14) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration. (Complete this activity by describing how you will meet this expectation on your campus.)</p>						
<p>15) Provide support for new teachers with ongoing mentoring and planning with certified staff. (Complete this activity by describing how you will meet this expectation on your campus.)</p>						
<p>16) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website (Complete this activity by describing how you will meet this expectation on your campus plan.)</p>						

<p>17) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school. (Complete this activity by describing how you will meet this expectation on your campus.)</p>						
<p>18) 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, counselors, and administrators join forces to assist any student in this situation. We also receive District support in this area.)</p>						
<p>19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: 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.)</p>						
<p>20) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education. (Complete this activity by describing how you will meet this expectation on your campus.)</p>						
<p>21) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the districtwide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted. (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.</p>						

<p>22) 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</p>						
<p>23) 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.)</p>						
<p>24) 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.)</p>						
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	1. Teachers will participate in embedded PD throughout the year that aligns to campus vision and supports meeting campus goals. PD will support teachers in building campus/class structures that support student achievement and support teachers in effective, objective-driven instruction.
1	1	2	School wide implementation PBIS-type system, including: CHAMPS, Shield system, restorative justice and Live School will empower teachers to manage their classrooms in order to increase student engagement. Each activity will be CHAMPed out by the teachers everyday. Teachers and materials will be aligned to support students in building habits that lead them to academic and personal growth.
1	1	3	Focus of PLCs will be on first two questions, and the deliverables for feedback will be around objective-driven instruction. Funds will be used to ensure that teachers have quality instructional materials, PD, technology, supplies, and needed software.
1	1	4	Teachers will learn, create and implement data based interventions for students. Through PD, teachers will learn and create plans to implement data based interventions. The teachers will implement data based interventions, before, during and after school, that could also include Saturday Interventions with students. Funds will be used to ensure that teachers have quality instructional materials, PD, supplies to lead academic growth.
1	1	5	Students will use computers and other electronic devices so that teachers can check for understanding, such as Think, Through Math, ScribeSense, web 2.0 and I Station Reading. Students will also be able to write articles or create videos to publish in publications at NMS and for the weekly news which continues the focus on writing in all subjects.
2	1	1	To grow student vocabulary and the understanding of the world around them, students will have the ability to participate in after school, Saturday and other T--2-4 field trips.
2	1	2	Increase thoughtful and purposeful higher level questions in classrooms and to increase the use of performance descriptors from STAAR in all tested areas while lesson planning. Teachers will participate in PD and PLC's to help learn, plan and incorporate higher level questions. Funds will be used to pay for PD and fo rextended PLC time
2	1	3	Create a plan for differentiation in math and ELA. This plan is to include, interventions for low performing students and interventions to push students to show at least 2 years of growth.
2	1	4	NMS will plan for differentiation to maintain a rigorous classroom while incorporating LEP strategies. Teachers will provide high targets for LEP students while using strong academic vocabulary.
2	1	6	Teachers will use the growth mindset term, give examples, and teach lessons on what it looks like to be a student with a mindset as well as work with students on the NMS Knights' Character Traits. There will be very specific lessons given to teacher for further work on growth mindset. Teachers will also work with students on organization strategies to promote student achievement and prepare students for high school. Students will be provided opportunities to visit colleges and take learning study trips to empower students with a growth mindset and to learn that hard work will make the difference

Goal	Objective	Strategy	Description
3	1	1	Teachers will participate in professional development to increase capacity to plan for the use of LEP strategies. Teachers will then plan for the purposeful use of LEP strategies and then be evaluated and provided feedback on the plans and classroom observations. NMS teachers will plan for LEP strategies so that students are given opportunities to increase their academic vocabulary in order to be fluent in using the spoken and written language.
3	1	2	Teachers will participate in PD and PLC's in order to create purposeful lesson plans so that the plans include students purposefully reading, writing, thinking and speaking around every objective every day. Teachers will model their thinking as they use balanced literacy approach to learning.
3	1	3	NMS will create a school climate so that students feel culturally validated. Examples of activities would include school wide celebrations, or field trips. In the classroom, teachers learn about each individual student so that they are able to validate and respect each students culture and to nurture and celebrate the various cultures in each classroom

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Consultants	6299	\$11,250.00
1	1	1	Substitutes	6112	\$2,000.00
1	1	1	Conferences	6411	\$4,500.00
1	1	1	Hourly Pay	6116	\$4,500.00
1	1	1	supplies	6399	\$5,000.00
1	1	1	region IV contracted services	6239	\$2,000.00
1	1	1	other reading materials	6329	\$500.00
1	1	2	Computer Software-Live School	6397	\$7,000.00
1	1	2	Substitutes	6112	\$1,000.00
1	1	2	Hourly Pay	6116	\$5,000.00
1	1	2	Supplies	6399	\$10,000.00
1	1	2	Student Travel	6494	\$3,000.00
1	1	2	Student Activities	6412	\$1,000.00
1	1	3	Substitutes	6112	\$3,000.00
1	1	3	Supplies	6399	\$10,000.00
1	1	3	Software	6397	\$1,000.00
1	1	3	Hourly Pay	6116	\$5,000.00
1	1	3	Consultant	6299	\$2,000.00
1	1	3	Conference	6411	\$5,000.00
1	1	3	computer equipment	6398	\$83,203.80
1	1	4	Hourly Pay	6116	\$10,000.00
1	1	4	Supplies	6399	\$5,000.00
1	1	4	student travel-busses	6494	\$1,000.00
1	1	4	Other reading materials	6329	\$2,000.00

1	1	4	Substitutes	6112	\$2,000.00
1	1	4	region iv	6239	\$2,000.00
1	1	4	conferences	6411	\$5,000.00
1	1	4	student activities	6412	\$500.00
1	1	5	Software	6397	\$1,000.00
1	1	5	Technology Equipment	6398	\$2,500.00
1	1	5	Supplies	6399	\$1,000.00
2	1	1	Student Travel	6494	\$4,379.00
2	1	1	Hourly Pay	6116	\$3,000.00
2	1	1	Supplies	6399	\$5,000.00
2	1	1	Student Activities	6412	\$500.00
2	1	1	Consultants	6299	\$1,000.00
2	1	2	Substitutes	6112	\$1,000.00
2	1	2	Hourly pay	6116	\$2,000.00
2	1	3	substitutes	6112	\$1,000.00
2	1	3	Supplies	6399	\$5,000.00
2	1	3	other reading materials	6329	\$2,000.00
2	1	3	consultant	6299	\$1,000.00
2	1	3	hourly pay	6116	\$5,000.00
2	1	4	substitutes	6112	\$1,000.00
2	1	4	consultant	6299	\$1,000.00
2	1	4	supplies	6399	\$5,000.00
2	1	4	hourly pay	6116	\$2,000.00
2	1	5	Substitutes	6112	\$1,000.00
2	1	5	Conference	6411	\$1,000.00
2	1	5	Hourly Pay	6116	\$1,000.00
2	1	6	Student Agendas	6399	\$2,294.00
2	1	6	Supplies	6399	\$5,000.00

2	1	6	Student Travel	6494	\$1,000.00
2	1	6	Student Activities	6412	\$1,000.00
3	1	1	substitutes	6112	\$3,000.00
3	1	1	Hourly Pay	6116	\$5,000.00
3	1	1	Supplies	6399	\$5,000.00
3	1	1	consultants	6299	\$5,000.00
3	1	2	substitutes	6112	\$3,000.00
3	1	2	supplies	6399	\$1,598.00
3	1	2	hourly pay	6116	\$5,000.00
3	1	2	region iv	6239	\$1,000.00
3	1	3	substitutes	6112	\$1,000.00
3	1	3	Student Travel	6494	\$1,000.00
3	1	3	Hourly Pay	6116	\$1,000.00
3	1	4	parent involvement activities and supplies	6399	\$1,000.00
3	1	4	parent involvement operating expenses	6499	\$739.00
Sub-Total					\$283,463.80
211 - Title I, Part A - Focus Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Extra Duty Pay		\$5,007.00
3	1	2	additional reading materials		\$14,770.00
Sub-Total					\$19,777.00
Other: See Account Code					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Student Travel-SBEF Grant		\$5,000.00
Sub-Total					\$5,000.00
Grand Total					\$308,240.80