

Spring Branch Independent School District
Landrum Middle School
2016-2017 Campus Improvement Plan



Comprehensive Needs Assessment

Demographics

Demographics Summary

Economically Disadvantaged = 91%

English Language Learners = 43%

At-Risk = 76%

Mobility =

Demographics Strengths

The majority of our students are Hispanic (98%). Our students are well behaved students.

Demographics Needs

The needs of the school are that the majority of our students are economically disadvantaged and we have almost 50% of our students are labeled ELL students.

Student Achievement

Student Achievement Summary

Index 1 = 49; Student Achievement; Needed 60 to meet standard

Index 2 = 30; Student Progress; Needed 30 to meet standard

Index 3 = 26; Closing the Achievement Gap; Needed 28 to meet standard

Index 4 = 12; Postsecondary Readiness; Needed 13 to meet standard

Student Achievement Strengths

Student progress

Student Achievement Needs

We need to provide more reading / writing (double block) courses to support the academic deficits our students have. Master schedule will be adjusted to accomodate these deficiencie.

School Culture and Climate

School Culture and Climate Summary

Share-A-Smile surveys are always positive.

School Culture and Climate Strengths

We create structures that support staff collaboration and input into decisions made for students achievement.

School Culture and Climate Needs

We are exploring ways to generate more parental involvement and higher students motivation.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We had a large turnover in staff (approximately 26 teachers) who resigned for promotions or because Landrum was not a good fit for them. We have difficult conversations with staff and document well to ensure we have the most committed teachers for our students.

Staff Quality, Recruitment, and Retention Strengths

Our cohort of teachers are competent and motivated to learn. They take adjusting feedback well and take initiative to improve their practice. Our admin team and specialists have great experiences to draw from to help our staff grow and develop as instructional leaders.

Staff Quality, Recruitment, and Retention Needs

When recruiting teachers, many applicants do not have an education background. Many are alternative certified.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum - District will provide an updated curriculum in 4 core areas based on proficiency scales.

Instruction - We provide on-campus and off-campus professional development to our teachers.

Assessments - We will be using Priority Standard Assessments, MAP assessments, Unit assessments and informal assessments to drive instruction and interventions.

Curriculum, Instruction, and Assessment Strengths

Curriculum - Vialble curriculum reworked by District personelle.

Instruction - New cohort of teachers will provide more structure and accountability along with effective execution of TEKS.

Assessments - Using rubrics to create effective assessments that measure student learning. Assessments are at rigor and structure of STAAR.

Curriculum, Instruction, and Assessment Needs

Curriculum - Need consistent curriculum from all 4 core contents that provide resources for support.

Instruction - More professional development to build skills of students.

Assessments - Need better selection of PSA assessments to do comparible data analysis.

Family and Community Involvement

Family and Community Involvement Summary

We have Title I meetings and report card pick-up nights. Our CIS staff plans for parent trainings and support services.

Family and Community Involvement Strengths

CIS events as well as fine arts, athletic events, report card nights have great family attendance.

Family and Community Involvement Needs

Need more parents to attend academic conferences and support our PTA.

Technology

Technology Summary

The campus has several Chromebooks that were purchased for student learning and interventions.

Technology Strengths

Each core teacher has a smart board, at least 8 student computers, access to computer carts of 25 computers. All of these devices help students learn and process the content they are required to learn.

Technology Needs

Need more professional development opportunities to build teacher capacity in creating a blended learning environment for students.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals

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
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Student Success Initiative (SSI) data for Grades 5 and 8

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- PDAS and/or T-TESS

Parent/Community Data

- Community surveys and/or other feedback




Goals

Goal 1: Use assessment data to differentiate student learning opportunities for personalized learning.

Performance Objective 1: Math, reading, science, and social studies teachers will use small group, differentiated instruction at least once per week based upon MAP, STAAR, TELPAS, and formative assessment data.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

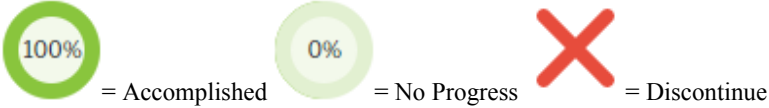
Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) -Teachers will be trained in data literacy (Data Wise model) through PLCs and team planning.	1, 2, 3, 4, 8	-Department Chairs (Misty Rhodes, Astrid Chio, Karen Nickel, Stephanie Brain)	-Apply checkpoints to see how teachers are using Data Wise protocols in PLCs.			
2) -Students will take MAP tests during September, January, and May in math and reading.	1, 2, 4, 8	-Administration (Steven Speyrer, Nancy Ricco, Stacy Sanchez, Lauren Hauver)	Compare MAP scores from each administration.			
3) -Students will participate in two rounds of TELPAS benchmarking to allow for differentiated instruction in the areas of reading, writing, speaking, and listening.	1, 2, 8	-Content Specialists (Misty Rhodes, Melanie Morrison, Chelsea Kirkland) -Administration (Steven Speyrer, Nancy Ricco, Stacy Sanchez, Lauren Hauver)	-Review lesson plans to ensure that all teachers include at least one differentiated small group lesson per week. -Examine tutorial logs for alignment to priority standard TEKS with need-based differentiated groups. - TELPAS benchmark scores			
4) Teachers/Paraprofessionals/Instructional Coaches will use data from STAAR and formative assessments to determine student groups for weekly after-school tutorials.	1, 2, 8, 9	Content teachers	-Examine tutorial logs for alignment to priority standard TEKS with need-based differentiated groups.			
Funding Sources: 211 - Title I, Part A - 13062.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 1: Use assessment data to differentiate student learning opportunities for personalized learning.

Performance Objective 2: Elective teachers will use small group, differentiated instruction at least once per week based upon TELPAS and formative assessment data.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will be trained in data literacy (Data Wise model) through PLCs and team planning.	1, 2, 8, 9	Administrators and Specialists	Apply checkpoints to see how teachers are using Data Wise protocols in PLCs.			
2) Students will participate in two rounds of TELPAS benchmarking to allow for differentiated instruction in the areas of reading, writing, speaking, and listening.	1, 2, 8, 9	Administrators, teachers and specialists	TELPAS benchmark scores			
						

Goal 2: Create effective common assessments that are rigorous and appropriate for the core content areas based on roadmaps. Additionally, teachers will generate effective feedback systems to guide student comprehension and retention of content taught.

Performance Objective 1: Increase STAAR Math scores to 65% overall and for all subgroups, which include conomically disadvantaged and special education students.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will create and design unit assessments prior to delivering lessons that reflect the rigor of math STAAR through multiple choice and open ended questions.	1, 2, 8, 9	Lead Math Interventionist Principal Assistant Principal	1) Unit Assessments 2) Lessons Plans 3) Interactive Student Notebooks 4) Unit Test Student Analysis Sheet			
2) Teachers will use ItsLearning to integrate math TEKS into designing and delivering effective instructional lessons so that students will be able to master the grade level math TEKS.	1, 2, 8, 9	Lead Math Interventionist Principal Assistant Principal	- Lesson Plans - CWT data			
3) Teachers will effectively use the interactive student notebooks to monitor daily progress and mastery of lesson objectives in order to identify areas of need.	1, 2, 8, 9	Lead Math Interventionist Principal Assistant Principal	Interactive Student Notebooks			
4) Following the assessment students will analyze and reflect on mastery of TEKS and set individual goals to improve on areas of need.	1, 2, 8, 9	Teachers and administrators	Unit Test Student Analysis Sheet			
5) The Math Intervention Specialist will assist teachers to integrate the new math TEKS into the designing and delivering effective instructional lessons so that students master the math TEKS to be on grade level by the end of the year. Additionally, teachers will learn how to create effective assessments and assessment rubrics to inform instruction.	1, 2, 3, 8, 9	Principal	New Campus Assessments, Practice STAAR, Meeting End of Year Expectations, Report Cards			
Funding Sources: 211 - Title I, Part A - 130552.00						

<p>6) Math department will incorporate a structured 10/40 distributive practice warm up into the instructional period. The guiding principles require students to talk about their thinking and teach other methods to solve math problems. Teachers will create check-point assessments for the 10/40 split warm-ups to determine students' understanding and competency. TEKS STAAR BOOKLETS</p>	<p>1, 2, 3, 8, 9</p>	<p>Administrators and Specialist</p>	<p>Students performing at higher rates on STARR exams.</p>			
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= Accomplished



= No Progress






= Discontinue

Goal 2: Create effective common assessments that are rigorous and appropriate for the core content areas based on roadmaps. Additionally, teachers will generate effective feedback systems to guide student comprehension and retention of content taught.

Performance Objective 2: Increase STAAR ELA scores to 65% overall and for all subgroups, which include economically disadvantaged and special education students.

Evaluation Data Source(s) 2:

Summative Evaluation 2:




Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will create and design unit assessments prior to delivering lessons that reflect the rigor of ELA STAAR through multiple choice and open ended questions.	1, 2, 3, 8, 9	Campus Professional Development Specialist, Department Chair, Principal, Assistant Principal	1) Unit Assessments 2) Lessons Plans 3) Interactive Student Notebooks 4) Unit Test Student Analysis Sheet 5) Writing rubrics			
2) Teachers will use ItsLearning to integrate ELA TEKS into designing and delivering effective instructional lessons so that students will be able to master the grade level ELA TEKS.	1, 2, 3, 8, 9	Campus Professional Development Specialist Department Chair Principal Assistant Principal	1) Unit Assessments 2) Lessons Plans 3) Interactive Student Notebooks 4) Unit Test Student Analysis Sheet 5) Writing rubrics			
3) Teachers will effectively use the interactive student notebooks to monitor daily progress and mastery of lesson objectives in order to identify areas of need. Provide technology resources. Additional Reading materials. Provide classrooms with magazines and periodicals. Summer ISN's and headphones for ITS Learning audio and video interactive for all core classes.	1, 2, 3, 8, 9	Assistant Principal and Principal	Interactive Student Notebooks			
	Funding Sources: 211 - Title I, Part A - 48796.00, 211 - Title I, Part A - Focus Grant - 21409.00					
4) Following the assessment students will analyze and reflect on mastery of TEKS and set individual goals to improve on areas of need.	1, 2, 3, 8, 9	Teachers	Unit test student analysis sheets			
 = Accomplished  = No Progress  = Discontinue						

Goal 2: Create effective common assessments that are rigorous and appropriate for the core content areas based on roadmaps. Additionally, teachers will generate effective feedback systems to guide student comprehension and retention of content taught.

Performance Objective 3: Increase STAAR Science scores to 70% overall and for all subgroups, which include economically disadvantaged and special education students.

Evaluation Data Source(s) 3:

Summative Evaluation 3:




Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will create and design unit assessments prior to delivering lessons that reflect the rigor of science STAAR through multiple choice and open ended questions.	1, 2, 3, 8, 9	Campus Professional Development Specialist Department Chair Principal Assistant Principal	Unit Assessments			
2) Teachers will use ItsLearning to integrate science TEKS into designing and delivering effective instructional lessons so that students will be able to master the grade level ELA TEKS.	1	Campus Professional Development Specialist Department Chair Principal Assistant Principal	Lessons Plans and CWT data			
3) Teachers will effectively use the interactive student notebooks to monitor daily progress and mastery of lesson objectives in order to identify areas of need.	1, 3, 4	Teachers and administrators	Interactive Student Notebooks			
4) Following the assessment students will analyze and reflect on mastery of TEKS and set individual goals to improve on areas of need.	1, 3	Teachers and Students	Tests student analysis sheets			
 = Accomplished  = No Progress  = Discontinue						

Goal 2: Create effective common assessments that are rigorous and appropriate for the core content areas based on roadmaps. Additionally, teachers will generate effective feedback systems to guide student comprehension and retention of content taught.

Performance Objective 4: Increase STAAR Social Studies scores to 70% overall and for all subgroups, which include economically disadvantaged and special education students.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

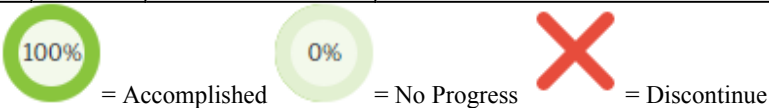
Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will create and design unit assessments prior to delivering lessons that reflect the rigor of social studies STAAR through multiple choice and open ended questions.	1, 2, 3, 8, 9	Campus Professional Development Specialist Department Chair Principal Assistant Principal	Unit Assessments			
2) Teachers will use ItsLearning to integrate social studies TEKS into designing and delivering effective instructional lessons so that students will be able to master the grade level social studies TEKS.	1, 2, 3, 8, 9	Campus Professional Development Specialist Department Chair Principal Assistant Principal	Lesson Plans and CWT data			
3) Teachers will effectively use the interactive student notebooks to monitor daily progress and mastery of lesson objectives in order to identify areas of need.	1, 2, 3, 8, 9	Teachers and administrators	Interactive Student Notebooks			
4) Following the assessment students will analyze and reflect on mastery of TEKS and set individual goals to improve on areas of need.	1, 2, 8, 9	Teachers and Students	Test students analysis sheets			
 = Accomplished  = No Progress  = Discontinue						

Goal 3: Exit at least 50% of our ELL students from the LEP status via TELPAS and STAAR results.

Performance Objective 1: Landrum Middle School will train 100% of the teachers to use effective, research based strategies to incorporate into lessons to engage students in effective reading, writing, listening, and speaking activities.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) PLC's that will support teachers instructionally will be established and meetings will be held weekly to ensure that effective instruction and best practices are occurring in the classroom, so that students will meet STAAR expectations and be college ready by the end of high school.	1, 2, 3, 8, 9	Principal, Assistant Principals, Specialists, Department Chairs	Report cards, Progress Reports, End of Year Data			
2) Professional development opportunities will be offered to novice and experienced teachers, as well as leaders at Landrum Middle School. The trainings will include support in developing lessons and assessments that will help our ELL learners build schemas to understand content and language. Region IV PD for Instructional specialist and teachers.	1, 2, 3, 8, 9	Principal, Assistant Principals, Specialists	Student achievement based on: report cards, STAAR and TELPAS			
Funding Sources: 211 - Title I, Part A - 16500.00, 211 - Title I, Part A - Focus Grant - 16000.00						
3) TELPAS benchmarks will be developed once a semester to familiarize students with the format of the test and the four domains of TELPAS.	1, 2, 3, 8, 9	Principal, Assistant Principals, Specialists, Department Chairs	Increase the amount of students exiting LEP status			
4) TELPAS data will be used to drive instruction in reading, writing, listening and speaking.	1, 2, 9	Principal, Assistant Principals, Specialists	Increase the amount of students exiting LEP status			
						

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

Evaluation Data Source(s) 1: To remain in compliance with Federal and State law, the campus will implement the following strategies

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar

<p>1) Promote parent and community involvement in drug and violence prevention programs/ activities.) STATE COMP ED - Provide supplemental At-Risk services support in the content areas:</p> <p>The follow events will be sponsored by the school:</p> <p>Gang awareness, Mentoring System of Care groups Bullying Drug and violence prevention 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>Meetings will be advertised and communication will be given by fliers, call-outs and marquee. 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>The first Title I meeting will be held to review and discuss the compact and involvement policy. Revisions will be made at that time and available at all parent meetings. Parents, teachers and students will sign the compact.</p>	<p>1, 2, 6, 9, 10</p>	<p>Principal CIS Teachers Counselors</p>	<p>Parent attendance Parent volunteering Discipline Referrals</p>			
<p>Funding Sources: 211 - Title I, Part A - 5640.00, 199 - General Fund: SCE (At-Risk) - 5670.00</p>						
<p>2) 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>Administration team will attend job fairs to assist in the recruitment of highly qualified staff.</p>	<p>1, 2, 5, 10</p>	<p>Administration</p>	<p>Job Fair Attendance</p>			

<p>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.</p> <p>Purchase devices to replace damaged ones.</p>	2, 3, 4, 5, 7, 8, 9	Principals	STAAR Assessments			
<p>4) 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. * Dropout Prevention * Content Delivery and Planning of Instruction. * 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. 	1, 2, 4, 10	Instructional Specialists Teachers Administration	Campus Assessments District Assessments Report Card STAAR Assessments			
<p>5) 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>	1, 2, 4, 10	Instructional Specialists Administration	Staff Development Surveys Campus Assessments District Assessments Report Cards STAAR Assessments			

<p>6) 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>Meetings will be advertised and communication will be given by fliers, call-outs and marquee.</p>	1, 2, 6, 10	Administration	Parent Attendance Parent Participation in Events			
<p>7) 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>The first Title I meeting will be held to review and discuss the compact and involvement policy. Revisions will be made at that time and available at all parent meetings. Parents, teachers and students will sign the compact.</p>	1, 2, 6, 10	Administration	Attendance Parent participation			
<p>8) COORDINATED SCHOOL HEALTH (CSH) and CIP:</p> <p>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 CSHAC will meet bi-semester to coordinate at least 3 events.</p>	1, 2, 6, 10	CSHAC Committee Administration	Events Clinic Referral Reduction			

<p>9) 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>The following meetings will be scheduled for parents and staff: Open House CIT Literacy Night Parent Involvement meetings Title I meetings</p>	1, 2, 6, 10	Administration Interventionists	Parent Attendance			
<p>10) 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.</p> <p>All GT staff will attend training to support our students. Honor and Pre-AP, AP, classes will be scheduled in the master schedule</p>	1, 2, 9, 10	Counselors Teachers Administration	Successful Completion of Pre-AP courses			
<p>11) 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>Information will be disseminated to parents and teachers in a timely manner to refer students for GT testing. Parent Meetings will be held to inform parents of the process.</p>	1, 2, 10	Counselors Administration	Students Tested Completed Parent Attendance Referrals			


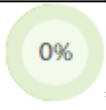

<p>12) SPECIAL EDUCATION - *Monitor LRE ratio. *Develop campus capacity to support inclusive programming for students with disabilities. *Evaluate campus LRE ratio. *Co-teaching and inclusion will be implemented to support special education students. *Teachers will be training of modifications and accommodations to support our students for academic success.</p>	1, 2, 10	Special Education Teachers Counselors IEP Specialists Administration	ARD meeting outcomes Report cards End of course expectations met			
<p>13) Promote parent and community involvement in drug and violence prevention programs/ activities.) STATE COMP ED - Provide supplemental At-Risk services support in the content areas:</p> <p>The follow events will be sponsored by the school:</p> <p>Gang awareness, Mentoring System of Care groups Bullying Drug and violence prevention 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>Meetings will be advertised and communication will be given by fliers, call-outs and marquee. 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>The first Title I meeting will be held to review and discuss the compact and involvement policy. Revisions will be made at that time and available at all parent meetings. Parents, teachers and students will sign the compact.</p>	1, 2, 6, 9, 10	Principal CIS Teachers Counselors	Parent attendance Parent volunteering Discipline Referrals			Funding Sources: 211 - Title I, Part A - 5640.00, 199 - General Fund: SCE (At-Risk) - 5670.00

<p>14) 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>Administration team will attend job fairs to assist in the recruitment of highly qualified staff.</p>	1, 2, 5, 10	Administration	Job Fair Attendance			
<p>15) 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.</p> <p>Continue to provide support for new teachers through the induction program.</p> <p>Involve staff in recruiting and interviewing highly-qualified applicants.</p> <p>Purchase devices to replace damaged ones.</p>	2, 3, 4, 5, 7, 8, 9	Principals	STAAR Assessments			
<p>16) 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. * Dropout Prevention * Content Delivery and Planning of Instruction. * Problem-Based Learning * Co-Teach Training * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/in-services/ workshops and/or conferences together with structured follow-up. 	1, 2, 4, 10	Instructional Specialists Teachers Administration	Campus Assessments District Assessments Report Card STAAR Assessments			

<p>17) 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>1, 2, 4, 10</p>	<p>Instructional Specialists Administration</p>	<p>Staff Development Surveys Campus Assessments District Assessments Report Cards STAAR Assessments</p>			
<p>18) 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>Meetings will be advertised and communication will be given by fliers, call-outs and marquee.</p>	<p>1, 2, 6, 10</p>	<p>Administration</p>	<p>Parent Attendance Parent Participation in Events</p>			
<p>19) 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>The first Title I meeting will be held to review and discuss the compact and involvement policy. Revisions will be made at that time and available at all parent meetings. Parents, teachers and students will sign the compact.</p>	<p>1, 2, 6, 10</p>	<p>Administration</p>	<p>Attendance Parent participation</p>			

<p>20) 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 CSHAC will meet bi-semester to coordinate at least 3 events.</p>	1, 2, 6, 10	CSHAC Committee Administration	Events Clinic Referral Reduction			
<p>21) 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>The following meetings will be scheduled for parents and staff: Open House CIT Literacy Night Parent Involvement meetings Title I meetings</p>	1, 2, 6, 10	Administration Interventionists	Parent Attendance			
<p>22) 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.</p> <p>All GT staff will attend training to support our students. Honor and Pre-AP, AP, classes will be scheduled in the master schedule</p>	1, 2, 9, 10	Counselors Teachers Administration	Successful Completion of Pre-AP courses			

<p>23) 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>Information will be disseminated to parents and teachers in a timely manner to refer students for GT testing. Parent Meetings will be held to inform parents of the process.</p>	1, 2, 10	Counselors Administration	Students Tested Completed Parent Attendance Referrals			
<p>24) 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. *Co-teaching and inclusion will be implemented to support special education students. *Teachers will be training of modifications and accommodations to support our students for academic success. 	1, 2, 10	Special Education Teachers Counselors IEP Specialists Administration	ARD meeting outcomes Report cards End of course expectations met			




 = Accomplished
  = No Progress
  = Discontinue

Goal 4: To remain in compliance with Federal and State law.

Performance Objective 2: Increase 21st century workforce development.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Landrum will offer CTE course like business education, career portals, wood shop and metal shop. Additionally, students will attend annual career day event at Spring Branch Middle School.	1, 2, 8, 9	Administration Counselors Teachers	Passing rates in coursework Student attendance at career day			
<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>						

Campus Funding Summary

199 - General Fund: SCE (At-Risk)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	At-Risk	6399	\$5,670.00
4	1	13	At-Risk	6399	\$5,670.00
Sub-Total					\$11,340.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Other Payroll Payments	211.11.6116.000.041.30.0.000.FBG17	\$13,062.00
2	1	5	Teacher& Professional salary	211.11.6119.000.041.30.0.000.FBG17	\$130,552.00
2	2	3	Supplies and Materials	211.11.6399.000.041.30.0.000.FBG17	\$27,052.00
2	2	3	Technology	211.11.6398.000.041.30.0.000.FBG17	\$16,744.00
2	2	3	Oth reading materials	211.11.6329.000.041.30.0.000.FBG17	\$5,000.00
3	1	2	Professional Development Services	211.13.6411.000.041.30.0.000.FBG17	\$6,000.00
3	1	2	Region IV	211.13.6239.000.041.30.0.000.FBG17	\$2,500.00
3	1	2	Substitutes Professional Staff	211.13.6112.000.041.30.0000.FBG17	\$8,000.00
4	1	1	Parental involvement supplies/ materials	211.61.6399.000.041.30.0.000.FBG17	\$2,140.00
4	1	1	SUB/HR Support	211.11.6125.000.041.30.0.000.FBG17	\$3,500.00
4	1	13	Parental involvement supplies/ materials	211.61.6399.000.041.30.0.000.FBG17	\$2,140.00
4	1	13	SUB/HR Support	211.11.6125.000.041.30.0.000.FBG17	\$3,500.00
Sub-Total					\$220,190.00
211 - Title I, Part A - Focus Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3	CHROMEBOOKS	211.11.6398.699.041.30.0.000.FOC17	\$15,000.00
2	2	3	SUMMER ISN'S HEADPHONES ITS LEARNING	211.11.6399.699.041.30.0.000.FOC17	\$6,409.00
3	1	2	PROFESSIONAL DEVELOPMENT	211.13.6411.699.041.30.0.000.FOC17	\$12,000.00
3	1	2	PROFESSIONAL DEVELOPMENT ADMINISTRATION	211.23.6411.699.041.30.0.000.FOC17	\$4,000.00

	Sub-Total	\$37,409.00
	Grand Total	\$268,939.00