

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Economically Disadvantaged 860 91.0%

Non-Educationally Disadvantaged 85 9.0%

English Language Learners (ELL) 392 41.5%

Students w/ Disciplinary Placements (2012-2013) 21

At-Risk 687 72.7%

Mobility (2012-2013) 123 13.5%

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 still identified as ELL students.

Student Achievement

Student Achievement Summary

STAAR Percent Met Standards All Grades

Reading 2014 60% Mathematics 2014 56% Writing 2014 43%

Science 2014 49% Social Studies 2014 35% Attendance Rate: 2012-13 95.9%

Student Achievement Strengths

All subjects areas declined this year.

Student Achievement Needs

The need to ensure that high expectations and fidelity in instructional delivery will be met by implementing walk-throughs, trainings, residencies and staff developments.

School Culture and Climate

School Culture and Climate Summary

7C score

Spring '14

LANDRUM MS Level: Secondary Middle Responses: 799

7 C's 60%

Care -62%

Challenge - 71%

Control - 48%

Clarify - 69%

Captivate - 63%

Confer - 48%

Consolidate - 62%

School Culture and Climate Strengths

Challenge "I insist upon rigor—understanding, not just memorization—and your best effort.

This area was our highest score. We are pushing students to the highest level of rigor.

School Culture and Climate Needs

Control "Our class is orderly, on task and respectful, with learning as our first priority." & Confer "You must talk with me to help me understand your ideas and support your learning." this tie for our lowest area.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We had about a 10% turnover and added 3 intervention specialist to meet the need of our students and to support our teachers.

Staff Quality, Recruitment, and Retention Strengths

Our AP's level of instructional expertise is very effective in moving our teachers to be effective in meeting student's needs.

Staff Quality, Recruitment, and Retention Needs

To ensure all teachers are on track to deliver quality and effective instruction. There are several teachers who lack the efficacy to do this.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The need to create common assessments in order to inform instruction in the content areas will be addressed this year.

Curriculum, Instruction, and Assessment Strengths

Unit plans are already in place.

Curriculum, Instruction, and Assessment Needs

Math TEKS have changes and there will be a high need for training.

Family and Community Involvement

Family and Community Involvement Summary

The ACE program involves parents by planning family night events. We are 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, report card pick up nights are heavily attended.

Family and Community Involvement Needs

Need more parents to attend academic conferences.

Technology

Technology Summary

The school has student devices available for student use and instruction.

Technology Needs

Teachers need to be more intentional as they plan technology use in their classroom

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

- 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

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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

- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

Parent/Community Data






- Parent surveys and/or other feedback

Goals

Goal 1: Create effective common assessments that are rigorous and appropriate for the core content areas based on TEKS and roadmaps. Additionally, teachers will generate effective feedback systems to guide student achievement.

Performance Objective 1: Increase STAAR math scores to 65% overall and for all sub groups which include, Hispanic, economically disadvantage and special education students.


Summative Evaluation: Benchmark Assessments, Report Cards, STAAR Results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>State System Safeguard Strategy</p> <p>1) The Math Intervention Specialist and I-Coach will lead the training to integrate the new math TEKS into the designing and delivering of 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.</p>	1, 2, 8, 9	Math Intervention Specialist I-Coach Math Department Chair Assistant Principal Principal	New Campus Assessments Practice STAAR Meeting End of Year Expectations Report Cards			
Funding Sources: 211 - Title I, Part A - \$63160.00						
<p>State System Safeguard Strategy</p> <p>2) 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.</p>		Math interventionist, I-Coach, department chair and assistant principal	Students performing at higher rates on STARR exams.			
Funding Sources: 211 - Title I, Part A - \$6000.00						
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Will implement Go Math curriculum with high fidelity by training teachers on how to use high yield strategies. Yolanda Kelley will work with teachers in August to train them on planning, implementation and assessment.</p>	1, 2, 8, 9					
Funding Sources: 211 - Title I, Part A - \$7800.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Create effective common assessments that are rigorous and appropriate for the core content areas based on TEKS and roadmaps. Additionally, teachers will generate effective feedback systems to guide student achievement.

Performance Objective 2: Increase STAAR reading scores to 75% overall and for all sub groups which include, Hispanic, economically disadvantaged and special education students.


Summative Evaluation: Benchmark Assessments, Report Cards, STAAR Results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>State System Safeguard Strategy</p> <p>1) The Language Arts Intervention Specialist and the I-Coach will create a literacy focus that will develop a campus wide plan for the academic success of the students. This will include effective instructional practices as well as the development of campus assessments in addition to district benchmarks. Provide lamination for student work display. Provide Additional Library Books Region IV Gateway to Science.</p>	1, 2, 8, 9	I-Coach Language Arts Intervention Specialist Librarian Assistant Principal Principal	Campus Assessments District Benchmarks Progress Reports Report Cards STAAR Results			
Funding Sources: 211 - Title I, Part A - \$6925.00, 211 - Title I, Part A - \$5000.00, 211 - Title I, Part A - \$3000.00, 211 - Title I, Part A - \$4000.00						
						

Goal 1: Create effective common assessments that are rigorous and appropriate for the core content areas based on TEKS and roadmaps. Additionally, teachers will generate effective feedback systems to guide student achievement.

Performance Objective 3: Increase STAAR Writing Scores to 65% overall and for all sub groups which include, Hispanic, economically disadvantaged, and special education students.


Summative Evaluation: Benchmark Assessments, Report cards, STAAR Results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) The Language Arts Intervention Specialist and I-Coach will implementing interactive journals that will provide students opportunities to develop writing skills that will allow them to meet academic goals. Additionally, teachers will create assessment rubrics to inform students of their progress towards meeting writing standards. Provide additional support in our Summer ELL Camp	1, 2, 8, 9	Language Arts Intervention Specialist I-Coach Language Arts Department Chair Assistant Principal Principal	Campus Assessments District Benchmarks Progress Reports Report Cards STAAR			
Funding Sources: 211 - Title I, Part A - \$26000.00, 211 - Title I, Part A - Focus Grant - \$10346.00						
						

Goal 1: Create effective common assessments that are rigorous and appropriate for the core content areas based on TEKS and roadmaps. Additionally, teachers will generate effective feedback systems to guide student achievement.

Performance Objective 4: Increase STAAR Science Scores to 60% overall and for all sub groups which include, Hispanic, economically disadvantaged, and special education students.


Summative Evaluation: Benchmarks, Campus Assessments, Report Cards, STAAR Results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>State System Safeguard Strategy</p> <p>1) The I-Coach will train teachers in developing rigor to their lessons and instructional practices so that students will meet the demanding standards of the science curriculum and TEKS. Teachers will create and use effective assessments to measure student learning and to inform instructional planning.</p>	1, 2, 8, 9	I-Coach Science Department Chair Assistant Principal Principal	Campus Assessments Benchmarks Progress Reports STAAR			
Funding Sources: 211 - Title I, Part A - \$18000.00						
						

Goal 1: Create effective common assessments that are rigorous and appropriate for the core content areas based on TEKS and roadmaps. Additionally, teachers will generate effective feedback systems to guide student achievement.

Performance Objective 5: Increase STAAR Social Studies Scores to 70% overall and for all sub groups which include, Hispanic, economically disadvantaged, and special education students.






Summative Evaluation: Benchmarks, Campus Assessments, Report Cards, STAAR Results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) The I-Coach will develop an effective professional development program that will help teachers incorporate effective instructional practices that will ensure that all students master social studies TEKS as measured by all implemented assessments. Teachers will create and use effective assessments to measure student learning and to inform instructional planning.	1, 2, 3, 8, 9	I-coach Social Studies Department Chair Assistant principal Principal	Campus Assessments District Benchmarks Progress Reports Report Cards STAAR			
				Funding Sources: 211 - Title I, Part A - \$5000.00		
2) Social Studies consultant, Dawn Vinas, will help teachers create quality assessments aligned to the STARR and learn how to address instructional gaps between instruction and assessment. The consultant will help teachers learn how to imbed pre, during and post reading strategies to engage students in their text or primary source documents.	1, 2, 3, 8, 9	Assistant Principal Humanities Specialists I-Coach	Campus Assessments District Benchmarks Progress Reports Report Cards STAAR			
				Funding Sources: 211 - Title I, Part A - \$5000.00		
						

Goal 2: Increase the number of students taking Pre-AP courses and successfully completing those courses.

Performance Objective 1: Double the number of Pre-AP and AP students that successfully complete at least one Pre-AP course in order to prepare them for the rigor of high school and college classes.


Summative Evaluation: Report Cards and End of Course Pre-AP and AP completion

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>State System Safeguard Strategy</p> <p>1) The counselors will ensure that the master schedule is built to accommodate higher numbers of qualified Pre-AP and AP students. The counselors will also hold parent meetings to make sure the expectations of these classes are clear and understood.</p> <p>All Department Chairs will ensure that their content team has attended Pre-AP and AP professional development.</p>	1, 2, 4, 6, 8, 9	Counselors Department Chairs Assistant Principals Principal	Master Schedule assignment of Pre-AP and AP classes Report Cards End of Course Exams STAAR			
				Funding Sources: 211 - Title I, Part A - \$16800.00, 211 - Title I, Part A - \$2230.00		
<p>2) Laurie Westphaul will conduct a professional development during August PD day to train teachers on how to implement high rigor strategies and assessment analysis and feedback. Additionally, teachers will be trained on how to create lessons that differentiate from on-level coursework.</p>	1, 2, 4, 6, 8, 9	Librarian CTR ACE Project Manager Teachers Assistant Principals Principal	Lesson plans, assessments and testing data.			
				Funding Sources: 211 - Title I, Part A - \$4800.00		
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Students will be given additional instructional opportunities to reinforce and develop the understanding of the curriculum.

Performance Objective 1: Students will be given opportunities to participate in enrichment, after school programs and extracurricular activities that will promote and develop their skills and talents in order for them to have success academically and socially.


Summative Evaluation: Increase in participation in after school programs, athletics and sponsored clubs. Decrease in discipline referrals to the office, ISS and DAEP placements.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Students will be engaged in experiences that will create a sense of responsibility for students success in selection of courses and careers.	1, 2, 8, 9	Counselors Team Leaders Assistant Principals Administration	Number of events and opportunities provided for students			
2) Students will be provided opportunities to attend, study trips, college visits and ACE classes in order to ensure that they are exposed to real world learning that correlates with Academic TEKS and Character Strengths	1, 2, 8, 9	ACE Project Manager Team Leaders Assistant Principals Principal	progress reports Attendance reports in after school classes End of Course Expectations Met			
Funding Sources: 211 - Title I, Part A - \$1465.00						
3) A focus on T-2-4 awareness will be promoted to create opportunities for students to explore career paths. Activities will include: career day, Gen-TX day, U of H D Prep, Explore Trips, Rice Splash, Girls Engineering Program.	1, 2, 8, 9	Interventionist - System of Care Counselors Team Leaders Assistant Principals Principal	Number of Events Completed Number of Students Attending Year End Data on Naviance			
Funding Sources: 211 - Title I, Part A - \$20000.00						
						

Goal 4: Increase the number of students exiting the LEP status via TELPAS results.

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

Summative Evaluation: The retention and recruiting of highly qualified and committed employees. The data on T-2-4.

Strategy Description	Title I	Staff Responsible for Monitoring	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 year end course expectations and be college ready by the end of high school. Additionally, Carol Salva, District TOSA/bilingual education specialists will train our teachers on incorporating ELPS strategies into their instruction to support our students in our balanced literacy initiative.	1, 5, 8, 9	Principal Interventionist I-Coach Assistant Principals Department Chairs	Report Cards Progress Reports End of Year Data			
				Funding Sources: 211 - Title I, Part A - \$1000.00		
2) Professional Development opportunities will be offered to novice, experienced and leaders at Landrum. The trainings will include support in developing lessons and assessments that will help our ELL learners build schemas to understand content and language.	1, 4, 5, 9	Principal Assistant Principal Interventionist	Retention of Staff Members Hiring of Highly Qualified Staff Student Achievement based on Report Cards STAAR			
				Funding Sources: 211 - Title I, Part A - \$2000.00		
3) ELL expert consultants will be brought in to develop teachers' understanding of effective ELL strategies that help our ELL students with both language acquisition and content learning.	1, 4, 8	Principal, assistant principal and I-Coach.				
						

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

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

Summative Evaluation: All strategies will be implemented.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Conduct annual program evaluation (CATE, SCE, G/T, LEP, Safe & Drug-Free Schools) utilizing student performance data derived from special populations for the purpose of program review and revision.	1, 2, 10	Principal Assistant Principals I-Coach Counselors	STAAR Attendance Data			
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. An SSI monitoring list will be created based on STAAR data of students. An intervention list will be created by the teachers to meet specific academic needs of the students for the delivery of accelerated instruction. Professional development will be provided.	1, 2, 6, 9, 10	Counselors Interventionists Principal Assistant Principal	Report Cards Campus Assessments District Benchmarks STAAR			
Funding Sources: 211 - Title I, Part A - \$5000.00						
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. Purchase devices to replace damaged ones.	1, 2, 7, 8, 10					
Funding Sources: Other: See Account Code						






<p>4) Promote parent and community involvement in drug and violence prevention programs/ activities.</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</p>	1, 2, 6, 10	System of Care Interventionist Counselors CIS Assistant Principals Principals	Parent Attendance Parent Volunteering Discipline Referrals			
Funding Sources: 211 - Title I, Part A - \$2230.00						
<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 - To ensure that all students feel safe and free of intimidation * Violence/conflict resolution - Students will be given opportunities to have input on resolution of issues so that problem solving has a peaceful process * Resiliency/Developmental Assets - Pride classes will incorporate character strengths into lessons delivered to the students * No Place for Hate - This club will be sponsored by the System of Care Interventionist * CSHAC - a committee will be established and meetings will be held to plan healthy activities for the Landrum Community. * SEL & Developmental Assets - training and awareness will be given to teachers to ensure students are given opportunities to contribute to their social and emotional growth * Love and Logic - training and review of the 9 essential skills will be given to teachers so that teachers will be able to use them in working with students at Landrum. <p>Provide professional development for teachers at Rice University for advanced placement and Cy Fair Rigor, Relevance and Relationships conference for best practices for pedagogy.</p>	1, 2, 9, 10	System of Care Interventionist Counselors Assistant Principals Principals	Reduction in Discipline referrals Report Cards End of Course Expectations Met			
<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. *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 Specialist Assistant Principals Principals	ARD Meetings Outcomes Report Cards Master Schedule			

<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>Special Education team will continue to be trained on IEP planning and implementation</p>	1, 2, 8, 10	Special Education Teachers IEP Specialist Counselors Assistant Principal Principal	Progress Reports Report Cards Campus Assessment STAAR			
<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>Staffing meetings with administration, teachers and special ed staff will be held to ensure that compliance at ARD meetings guidelines are met. Special education team will meet weekly to review student's IEP and progress</p>	1, 2, 9, 10	IEP Specialist Special Education Teachers Assistant Principal Teachers Principal	Campus Assessments IEP Progress Report Cards STAAR			
<p>9) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas:</p> <ul style="list-style-type: none"> * Language Arts * Math * Science * Social Studies * LEP <p>Teachers will tutor weekly to support struggling students. Classes with study skills will be scheduled to help students with organization.</p>	1, 2, 8, 10	Teachers Intervention Specialists Assistant Principals Principal	Report Cards Campus Assessments STAAR			
<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 - ELL Academy for LEP students using Focus Funds Computer assisted instruction includes: Compass, Accelerated Reader</p>	1, 2, 4, 9, 10	Interventionists I-Coach Assistant Principals Principal				Funding Sources: 211 - Title I, Part A - Focus Grant - \$13000.00

<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>Landrum will be a Good Neighbor to SBISD. Partnerships will include: Rotary Lions Club, Aggie Camp, Flight XXV, Mentor Program, Landrum Alumni Association for Scholarships, PTA</p>	1, 2, 6, 10	Counselors Team Leaders Assitant Principlas Principals				
<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. * 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	I-Coach Intervention Specialists Teachers Administration	Campus Assessments District Assessments Report Card STAAR			
<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>	1, 2, 4, 10	I-Coach Interventionists Administratoin	Staff Development Surveys Campus Assessments District Assessments Report Cards STAAR			
<p>14) Provide support for new teachers with ongoing mentoring and planning with certified staff.</p> <p>All first year teachers will be provided a mentor and will meet regularly to provide support and guidance.</p>	1, 2, 5, 9, 10	I-Coach Interventionists Mentor Teachers Administration	Surveys Retention of Teachers Report Cards STAAR			
<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>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>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>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 Team Interventionist	Parent Attendance Meetings Held			
<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 school will have a coordinated system to identify students who are pregnant and provide services and counseling.</p>	1, 2, 10	Counselors CIS Administration	Completion of Courses End of Year Expectations Met Report Cards STAAR			
<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: 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 AP, Pre-AP Courses			
<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>Teachers will provide differentiated curriculum for GT students. Rigor will be integrated into their lessons to meet expectations.</p>	1, 2, 8, 10	Counselors Teachers Administrattion	Report Cards Successful Completion of Pre-AP and AP classes.			

<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>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 Testing Completed Parent Attendance Referrals			
<p>21) COORDINATED SCHOOL HEALTH (CSH) and CIP:</p> <p>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>CSHAC will meet bi-semester to coordinate at least 3 events.</p>	1, 2, 6, 10	CSHAC Committee Administration	Events Clinic Referrals Reduction			
<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>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>23) Increase parent attendance at Title I Annual Meeting to share:</p> <ul style="list-style-type: none"> *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings. <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			

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	The Math Intervention Specialist and I-Coach will lead the training to integrate the new math TEKS into the designing and delivering of 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	1	2	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.
1	1	3	Will implement Go Math curriculum with high fidelity by training teachers on how to use high yield strategies. Yolanda Kelley will work with teachers in August to train them on planning, implementation and assessment.
1	2	1	The Language Arts Intervention Specialist and the I-Coach will create a literacy focus that will develop a campus wide plan for the academic success of the students. This will include effective instructional practices as well as the development of campus assessments in addition to district benchmarks. Provide lamination for student work display. Provide Additional Library Books Region IV Gateway to Science.
1	4	1	The I-Coach will train teachers in developing rigor to their lessons and instructional practices so that students will meet the demanding standards of the science curriculum and TEKS. Teachers will create and use effective assessments to measure student learning and to inform instructional planning.
2	1	1	The counselors will ensure that the master schedule is built to accommodate higher numbers of qualified Pre-AP and AP students. The counselors will also hold parent meetings to make sure the expectations of these classes are clear and understood. All Department Chairs will ensure that their content team has attended Pre-AP and AP professional development.

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Math Intervention Specialist	211.11.6119.000.041.30.0.000.FBG16	\$63,160.00
1	1	2	Teksing Toward Starr software and materials	211.11.6399.000.041.30.0.000.FBG16	\$6,000.00
1	1	3	Go Math	211.11.6399.000.041.30.0.000.FBG16	\$7,800.00
1	2	1	Intervention Specialist, Resources and Materials,Lamination	211.11.6399.000.041.30.0.000.FBG16	\$6,925.00
1	2	1	One Book One Grade, Student Journals	211.11.6329.000.041.30.0.000.FBG16	\$5,000.00
1	2	1	Library Resources	211.12.6329.000.041.30.0.000.FBG16	\$3,000.00
1	2	1	Gateway to Science Region IV	211.13.6239.000.041.30.0.000.FBG16	\$4,000.00
1	3	1	After school tutoring, materials	211.11.6116.000.041.30.0.000.FBG16	\$26,000.00
1	4	1	Professional Development, Materials, Technology Equipment	211.13.6411.000.041.30.0.000.FBG16	\$18,000.00
1	5	1	Science Materials, Professional Development	211.11.6399.000.041.30.0.000.FBG16	\$5,000.00
1	5	2	PD DAWN VINAS PROFESSIONAL DEVELOPMENT	211.13.6299.000.041.30.0.000.FBG16	\$5,000.00
2	1	1	Professional Development	211.13.6411.000.041.30.0000.FBG16	\$16,800.00
2	1	1	Parent Resources Materials Supplies	211.61.6399.000.041.30.0.000.FBG16	\$2,230.00
2	1	2	Laurie Westphaul August PD	211.13.6299.000.041.30.0.000.FBG16	\$4,800.00
3	1	2	Study Trips/After School Funding	211.11.6412.000.041.30.0.000.FBG16	\$1,465.00
3	1	3	Study Trips, Resources	211.11.6412.000.041.30.0.000.FBG16	\$20,000.00
4	1	1	Supplies and materials (White boards)	211.11.6399.000.041.30.0.000.FBG16	\$1,000.00
4	1	2	Professional Development Costs, Resources and materials	211.13.6411.000.041.30.0.000.FBG16	\$20,000.00
5	1	2	Professional Development, Materials	211.11.6399.000.041.30.0.000.FBG16	\$5,000.00
5	1	4	Meeting materials, Parent Training	211.61.6399.000.041.30.0.000.FBG16	\$2,230.00
Sub-Total					\$223,410.00
211 - Title I, Part A - Focus Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Summer ELL Camp	211.11.6116.699.041.30.0.000.FOCUS	\$10,346.00

5	1	10	ELL Academy Payroll Materials	211.11.6116.699.041.30.0.000.FOCUS	\$13,000.00
Sub-Total					\$23,346.00
Other: See Account Code					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	3			\$0.00
Sub-Total					\$0.00
Grand Total					\$246,756.00