

Spring Branch Independent School District
Northbrook Middle School
2018-2019 Campus Improvement Plan



Mission Statement

Inspiring minds. Shaping lives.

In SBISD our promise to our entire community is to **inspire minds** and **shape lives by:**

improving academic performance of all students,
graduating all high school students, and
preparing all students with the qualifications and skills necessary to enter college or post-secondary training and exit successfully.

Vision

The Knight Way

We are a team that learns and grows. We commit to be better every day by building habits for personal and professional success that empower us to set high expectations and own our personal learning journeys.

Commitments:

Community: We build secure relationships across the entire Northbrook community.

Support: We support each other to set and attain purposeful goals.

Feedback: We take responsibility to engage in relationships that promote honest conversations to foster growth.

Growth: Acknowledging where we are now and where we're going, we release our fear of failure and boldly own our personal learning journeys.

Value Statement

Every Child

We put students at the heart of everything we do.

- Every child. Every day. Every minute. Every way.
- What's Best for the Child Drives the Decision
- Infinite Possibilities Through Education

Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

- Surpass Expectations
- Everyone's Work Matters
- Diversity Makes Us Stronger

Collaborative Spirit

We believe in each other and find joy in our work.

- Each of Us is Committed to All of Us
- Together We're Better
- Assume the Best

Limitless Curiosity

We never stop learning and growing.

- Empowered to Innovate
- Tenaciously Embrace Challenges
- Unleashed Potential

Moral Compass

We are guided by strong character, ethics and integrity.

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Personal Responsibility
Kindness and Mutual Respect
Trustworthiness

Comprehensive Needs Assessment

Demographics

Demographics Summary

Northbrook MS is part of the SKY Partnership and is in a campus partnership with YES Prep Northbrook. There are just under 900 students campuswide and 91% of them are economically disadvantaged. 48% are ELL.

Student Academic Achievement

Student Academic Achievement Summary

We have been improving the percentages of students at the Approaches, Meets, and Masters level of STAAR in all content areas. According to MAP, we are right around the national average for student growth in reading and math. We have gaps between ELL and NonELL in every content area. Reading and writing continue to be major areas of focus.

Student Academic Achievement Strengths

We have shown the most growth and highest levels of achievement in math.

School Processes & Programs

School Processes & Programs Summary

We have built out a very robust instructional framework that houses articulation of great teaching and learning at Northbrook MS, as well as professional development for teachers. This framework guides our support of teachers and allows us to provide personalized support based on teacher needs. Our organizational structure is set up so that every teacher has a content leader who supports them in PLCs, planning, data analysis, and observation/feedback.

Our organizational structure is also designed to support students and meet their needs - through personalized classes, and student support team (counselors, CIS, nurse, APs, intervention specialist).

School Processes & Programs Strengths

We have built out a very robust instructional framework that houses articulation of great teaching and learning at Northbrook MS, as well as professional development for teachers. This framework guides our support of teachers and allows us to provide personalized support based on teacher needs. Our organizational structure is set up so that every teacher has a content leader who supports them in PLCs, planning, data analysis, and observation/feedback.

Our organizational structure is also designed to support students and meet their needs - through personalized classes, and student support team (counselors, CIS, nurse, APs, intervention specialist).

Perceptions

Perceptions Summary

Our team has developed a vision statement (The Knight Way), Graduate Aims, and a mission/set of beliefs about supporting students.

The Knight Way: We are a team that learns and grows. We commit to be better every day by building habits for professional and personal success that empower us to set high expectations and own our personal learning journeys.

Graduate Aims: Empathetic Collaborator, Creative and Flexible Thinker, Critical Problem Solver

Beliefs:

To drive toward the NMS Graduate Aims, the Northbrook Middle School community believes:

- 1. Relationships are the foundation for creating a safe and positive school culture, which allows learning to take place; we put them at the forefront of what we do. "Relationships are not something else to add to our plates, but the plates themselves."**
- 2. Confidence and self-esteem develop when people feel seen and valued for who they are. "My teacher changed my thinking, I changed my life."**
- 3. To build connection and foster growth, we hold high expectations for ourselves and our community and strive to do with rather than to, or for.**
- 4. Shared values provide common vision and language with which we create norms of interaction and build connection with others.**

Perceptions Strengths

Staff are all clear on vision and direction.

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

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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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 for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.

Performance Objective 1: By June 2019, at least 53% of Northbrook MS students will meet or exceed growth expectations (i.e. CGI greater than or equal to 0) in Reading, and at least 55% of Northbrook MS students will meet or exceed growth expectations (i.e. CGI greater than or equal to 0) in Math




Evaluation Data Source(s) 1: MAP

17-18 Baseline: 45% in Reading, 50% in Math

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Personalized Learning: Teachers will be engaging in pushing instruction towards a personalized learning format aligning with the district vision of anywhere, anytime learning (access), individualized instruction (rigor), holistic , actionable data (4D), student voice and agency. Teachers will allow students voice and choice in timing and modality of learning by blending classes and utilizing technology to allow students many options in how they learn best. Teachers and students will regularly analyze data related to how they are progressing and next learning steps. Personalized Learning will require professional learning for teachers, supplies, food/refreshments ,materials, books, and digital and technology resources. Implementation of personalized learning may illuminate need for additional intervention or extension outside the normal school day.</p>	2.4, 2.5, 2.6	ILT, Adm, and Teachers				
<p>Funding Sources: 211 - Title I, Part A - 36321.00, 199 PIC 11 - Instructional Services - 13710.00, 199 PIC 23 - Special Education - 450.00, 199 PIC 99 - Undistributed - 11172.00</p>						

<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) 1:1: Teachers and students will utilize a 1:1 learning model wherein all students and teachers will receive a device (iPad) and monthly data plan that will allow them to engage in anytime anywhere learning. A 1:1 environment will allow students and teachers to collaborate more efficiently and effectively both in class and outside of traditional class time. The 1:1 learning environment will require professional learning for teachers, supplies and materials, books, digital/technology resources, technology equipment. Implementation of personalized learning may illuminate need for additional intervention or extension outside the normal school day.</p>	2.4, 2.5, 2.6	ILT, Adm, and Teachers				
<p>Funding Sources: 211 - Title I, Part A - 46195.00</p>						
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Instructional Framework: Instructional support and professional learning will primarily occur through content team professional learning communities (PLCs). PLCs will focus their work and learning in the following areas: (1) Targeted TEKS-aligned instruction, (2) formative and summative assessments and data analysis and action planning cycle, (3) development of instructional strategies and lessons that meet student needs and support concept development, (4) review of student products, (5) exploration of competency-based progression and other tenants of personalized learning, (6) student agency to promote self advocacy, tracking and owning their progress, embracing setbacks and successes. Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students.</p>	2.4, 2.5, 2.6	ILT, Adm, and Teachers				
<p>Funding Sources: 211 - Title I, Part A - 1000.00</p>						

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Personalized Professional Learning: Faculty will commit to be better every day by continuously engaging in professional development and professional learning that align to teacher and student needs and goals. Professional learning will be personalized and embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration (PLCs and other established touchpoints), weekly early dismissal on Wednesdays, and through external opportunities (Professional Development - registration, seminars, school visits, etc) based on team and individual learning goals. In addition teachers will earn professional development badges based around their professional learning aligned to design thinking, community engagement, giving and receiving feedback, leadership, meeting student needs (ELLs, SPED, advanced learners, GT etc.), responsive teaching, technology enhanced learning outcomes, and best teaching practices (content and classroom management). Professional learning will result in improvements in instructional practice that may require additional materials, supplies, attendance at conferences and/or PD seminars, and/or technology equipment and software for teachers and/or students. Professional learning may also result in additional intervention and/or extension outside normal school day for students.</p>	2.4, 2.5, 2.6	ILT, Adm, and Teachers				
	Funding Sources: 211 - Title I, Part A - 34491.00					
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>5) Reading intervention: Students will be scheduled into tiered reading intervention classes as a part of their course load. Courses will be taught by expert reading teachers who will provide targeted instruction focused on fluency and comprehension strategies in order to support students reading on grade level in core classes. Reading intervention courses will require professional learning for teachers, supplies and materials, books, and technology resources. Reading intervention courses may illuminate need for additional intervention or extension outside the normal school day.</p>	2.4, 2.5, 2.6	Leadership team and reading intervention teachers				
	Funding Sources: 211 - Title I, Part A - 1000.00					
<p align="center">  = Accomplished  = No Progress  = Discontinue </p>						

Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.




Performance Objective 1: By June 2019, at least 55% (top quartile of like schools nationally) of Northbrook MS students will respond favorably on School Safety and School Belonging on the Panorama survey.

Evaluation Data Source(s) 1: Panorama survey (baseline - 46% for each)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) RtI & Student Intervention: RtI coordinators in Literacy and Behavior hold full-time positions on the campus leadership team and serve to coordinate efforts for RtI systems. They work with teacher teams and the student support team to identify students in need, develop and implement intervention plans, and monitor progress in order to support student growth. This process will include the following: (1) Identify students in need of intervention, (2) gather data using insight surveys, student progress, student achievement, and student input, (3) determine the intervention, (4) work on the intervention, (5) monitor progress and stakeholders meet to check in, (6) Next steps: intervention is sufficient and continues, intervention is sufficient and no longer needed, intervention is not sufficient & need to repeat RtI cycle. The RtI process will require professional learning for teachers, supplies and materials, books, and digital and technology resources. Implementation of the RtI process may illuminate need for additional intervention or extension outside the normal school day.</p>	2.4, 2.5, 2.6	Principal, Leadership team, RTI/RJ Coordinators, and Student support team				
<p>Funding Sources: 211 - Title I, Part A - 17995.00</p>						

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Restorative Justice: Implementation of the research-based Restorative Justice framework on our campus will be led by the campus Restorative Justice Coordinator. The RJ coordinator will support, and train teachers and support staff to implement restorative practices in their classroom and curriculum, as well as support teammates to create a safe learning environment, build positive classroom culture, engage in restorative practices and conversations with students, and effectively execute Tier 1 strategies. Additionally, the RJ coordinator will directly support students, including researching and developing a Restorative Center on campus to assist with student social, emotional, and behavioral support. They will work with the leadership team to contribute to the development of a positive and productive student culture. The development of this framework will support the RtI process, allowing us to meet the needs of students by providing quality Tier I, Tier II, and Tier III supports and drive campus goals around student safety and connectedness. The implementation of RJ framework will require professional learning, supplies, and materials, and possible intervention/extension outside the normal school day.</p>	2.4, 2.5, 2.6	Principal, Leadership team, RTI/RJ Coordinators, and Student support team				
<p>Funding Sources: 211 - Title I, Part A - 6000.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) The student support team includes counselors, nurse, CIS, social worker, APs, RJ/RtI Coordinator and principal. Student support team will serve to support teacher teams with intervention around social/emotional and behavioral concerns that escalate beyond the skillset or capacity of teacher teams to intervene (i.e. Tier 3 student needs). The team also monitors student attendance on a weekly basis and identify students in danger of becoming chronically absent. Team will utilize research-based strategies to intervene with identified students and families.</p>	2.4, 2.5, 2.6	Counselors, nurse, CIS, social worker, APs, and principal	Reduced number of students chronically absent (>10%) and increased engagement due to increased attendance.			

<p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) Engage Families and Community Members in Student Learning Experiences: Families are included in our strategic plan to go 1-1 with iPads through the Verizon Innovative Learning Schools Initiative. We will host family information sessions prior to students receiving iPads.</p> <p>Parent Involvement: We will host information sessions for parents focused on how to best support our students in their academic success. These will include information nights regarding TELPAS and ESL programming, as well as sessions on how best to support students in preparing for STAAR. Our social worker will also host English language sessions for our parents. We will send home flyers publicizing these events specifically and will also feature these in the monthly calendar sent home to parents, weekly Monday focus. This meeting will include buying supplies and snacks.</p>	2.4, 2.5, 2.6, 3.1, 3.2				
<p>Funding Sources: 211 - Title I, Part A - 1844.00</p>					
<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>					

Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.




Performance Objective 1: By June 2019, at least 17% of Northbrook MS students will perform at post-secondary-ready levels on the PSAT (390 verbal & 430 math) and/or MAP (66-77th percentile reading, 70-84th percentile math) and/or STAAR (meets grade level).

Evaluation Data Source(s) 1: STAAR, MAP, PSAT (Baseline: 10% in 2017, 12% in 2018)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Personalized Learning: Teachers will be engaging in pushing instruction towards a personalized learning format aligning with the district vision of anywhere, anytime learning (access), individualized instruction (rigor), holistic , actionable data (4D), student voice and agency. Teachers will allow students voice and choice in timing and modality of learning by blending classes and utilizing technology to allow students many options in how they learn best. Teachers and students will regularly analyze data related to how they are progressing and next learning steps. Personalized Learning will require professional learning for teachers, supplies and materials, books, and digital and technology resources. Implementation of personalized learning may illuminate need for additional intervention or extension outside the normal school day.</p>	2.4, 2.5, 2.6	ILT, Adm, and Teachers				
<p>Funding Sources: 211 - Title I, Part A - 1000.00</p>						

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) 1:1: Teachers and students will utilize a 1:1 learning model wherein all students and teachers will receive a device (iPad) and monthly data plan that will allow them to engage in anytime anywhere learning. A 1:1 environment will allow students and teachers to collaborate more efficiently and effectively both in class and outside of traditional class time. The 1:1 learning environment will require professional learning for teachers, supplies and materials, books, digital/technology resources, technology equipment. Implementation of personalized learning may illuminate need for additional intervention or extension outside the normal school day.</p>	<p>2.4, 2.5, 2.6</p>	<p>ILT, Adm, and Teachers</p>				
<p style="text-align: center;">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Instructional Framework: Instructional support and professional learning will primarily occur through content team professional learning communities (PLCs). PLCs will focus their work and learning in the following areas: (1) Targeted TEKS-aligned instruction, (2) formative and summative assessments and data analysis and action planning cycle, (3) development of instructional strategies and lessons that meet student needs and support concept development, (4) review of student products, (5) exploration of competency-based progression and other tenants of personalized learning, (6) student agency to promote self advocacy, tracking and owning their progress, embracing setbacks and successes Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students.</p>	<p>2.4, 2.5, 2.6</p>					

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Personalized Professional Learning: Faculty will commit to be better every day by continuously engaging in professional development and professional learning that align to teacher and student needs and goals. Professional learning will be personalized and embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration (PLCs and other established touchpoints), weekly early dismissal on Wednesdays, and through external opportunities (Professional Development - registration, seminars, school visits, etc) based on team and individual learning goals. In addition teachers will earn professional development badges based around their professional learning aligned to design thinking, community engagement, giving and receiving feedback, leadership, meeting student needs (ELLs, SPED, advanced learners, GT etc.), responsive teaching, technology enhanced learning outcomes, and best teaching practices (content and classroom management). Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology equipment and software for teachers and/or students. Professional learning may also result in additional intervention and/or extension outside normal school day for students.</p>	2.4, 2.5, 2.6	ILT, Adm, and Teachers				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>5) Reading intervention: Students will be scheduled into tiered reading intervention classes as a part of their course load. Courses will be taught by expert reading teachers who will provide targeted instruction focused on fluency and comprehension strategies in order to support students reading on grade level in core classes. Reading intervention courses will require professional learning for teachers, supplies and materials, books, and technology resources. Reading intervention courses may illuminate need for additional intervention or extension outside the normal school day.</p>	2.4, 2.5, 2.6	ILT, Adm, and Teachers				
<p align="center">  = Accomplished  = No Progress  = Discontinue </p>						

Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.




Performance Objective 1: By June 2019, Northbrook MS will close existing achievement gaps by at least 5% between ELL/Non-ELL while all performance improves.

Evaluation Data Source(s) 1: STAAR
MAP
Benchmark assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Personalized Learning: Teachers will be engaging in pushing instruction towards a personalized learning format aligning with the district vision of anywhere, anytime learning (access), individualized instruction (rigor), holistic , actionable data (4D), student voice and agency. Teachers will allow students voice and choice in timing and modality of learning by blending classes and utilizing technology to allow students many options in how they learn best. Teachers and students will regularly analyze data related to how they are progressing and next learning steps. Personalized Learning will require professional learning for teachers, supplies and materials, books, and digital and technology resources. Implementation of personalized learning may illuminate need for additional intervention or extension outside the normal school day.</p>	2.4, 2.5, 2.6	ILT, Adm, and Teachers				
<p>Funding Sources: 211 - Title I, Part A - 3760.00, 199 PIC 25 - ESL/Bilingual - 1270.00</p>						

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) 1:1: Teachers and students will utilize a 1:1 learning model wherein all students and teachers will receive a device (iPad) and monthly data plan that will allow them to engage in anytime anywhere learning. A 1:1 environment will allow students and teachers to collaborate more efficiently and effectively both in class and outside of traditional class time. The 1:1 learning environment will require professional learning for teachers, supplies and materials, books, digital/technology resources, technology equipment. Implementation of personalized learning may illuminate need for additional intervention or extension outside the normal school day.</p>	<p>2.4, 2.5, 2.6</p>	<p>ILT, Adm, and Teachers</p>				
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Instructional Framework: Instructional support and professional learning will primarily occur through content team professional learning communities (PLCs). PLCs will focus their work and learning in the following areas: (1) Targeted TEKS-aligned instruction, (2) formative and summative assessments and data analysis and action planning cycle, (3) development of instructional strategies and lessons that meet student needs and support concept development, (4) review of student products, (5) exploration of competency-based progression and other tenants of personalized learning, (6) student agency to promote self advocacy, tracking and owning their progress, embracing setbacks and successes Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students.</p>	<p>2.4, 2.5, 2.6</p>	<p>ILT, Adm, and Teachers</p>				

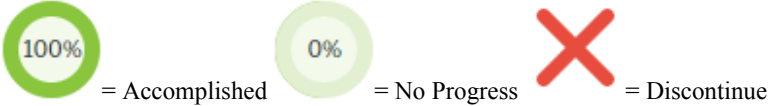
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Personalized Professional Learning: Faculty will commit to be better every day by continuously engaging in professional development and professional learning that align to teacher and student needs and goals. Professional learning will be personalized and embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration (PLCs and other established touchpoints), weekly early dismissal on Wednesdays, and through external opportunities (Professional Development - registration, seminars, school visits, etc) based on team and individual learning goals. In addition teachers will earn professional development badges based around their professional learning aligned to design thinking, community engagement, giving and receiving feedback, leadership, meeting student needs (ELLs, SPED, advanced learners, GT etc.), responsive teaching, technology enhanced learning outcomes, and best teaching practices (content and classroom management). Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology equipment and software for teachers and/or students. Professional learning may also result in additional intervention and/or extension outside normal school day for students.</p>	2.4, 2.5, 2.6	ILT, Adm, and Teachers				
<p>Funding Sources: 211 - Title I, Part A - 17499.00</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

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

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) 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, and bilingual material. Computer assisted instruction includes: ESL Reading Smart, TTM, Newsela, etc</p>	2.4, 2.5, 2.6					
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>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.</p>	2.4, 2.5, 2.6					
						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
3	1	3	<p>Instructional Framework: Instructional support and professional learning will primarily occur through content team professional learning communities (PLCs). PLCs will focus their work and learning in the following areas: (1) Targeted TEKS-aligned instruction, (2) formative and summative assessments and data analysis and action planning cycle, (3) development of instructional strategies and lessons that meet student needs and support concept development, (4) review of student products, (5) exploration of competency-based progression and other tenants of personalized learning, (6) student agency to promote self advocacy, tracking and owning their progress, embracing setbacks and successes Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students.</p>

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies & Materials	11 6399	\$5,460.00
1	1	1	Copier Maint	11 6269	\$6,800.00
1	1	1	Sub/Hr Sup Person	11 6126	\$350.00
1	1	1	Medicare	11 6141	\$20.00
1	1	1	Workers Comp	11 5143	\$10.00
1	1	1	Teacher Retirement	11 6146	\$70.00
1	1	1	Students Transportation	11 6494	\$1,000.00
Sub-Total					\$13,710.00
Budgeted Fund Source Amount					\$13,710.00
+/- Difference					\$0
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supply\Matl Sp Ed	11.6399	\$450.00
Sub-Total					\$450.00
Budgeted Fund Source Amount					\$450.00
+/- Difference					\$0
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Oth Reading Material	11.6329	\$1,270.00
Sub-Total					\$1,270.00
Budgeted Fund Source Amount					\$1,270.00
+/- Difference					\$0
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

5	1	1	Oth read Matl-A-Risk	11.6329	\$4,370.00
Sub-Total					\$4,370.00
Budgeted Fund Source Amount					\$4,370.00
+/- Difference					\$0
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Oth Read Matl-Lib	12.6329	\$1,600.00
1	1	1	Oth Supplies	12.6399	\$572.00
1	1	1	Travel Employee	13.6411	\$1,500.00
1	1	1	Supply-office	23.6399	\$500.00
1	1	1	Travel Employee adm	23.6411	\$1,000.00
1	1	1	Misc Operations Expence	23.6499	\$1,000.00
1	1	1	Supply-Clinic	33.6399	\$1,500.00
1	1	1	Stdnt Trans	36.6494	\$3,000.00
1	1	1	Supply-Material	52.6399	\$500.00
Sub-Total					\$11,172.00
Budgeted Fund Source Amount					\$11,172.00
+/- Difference					\$0
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Region IV (Principal)	23 6239	\$1,000.00
1	1	1	Magazines and Periodicals	11 6325	\$1,000.00
1	1	1	Other Reading Materials	11 6329	\$5,000.00
1	1	1	Supplies & Materials	11 6399	\$11,871.00
1	1	1	Other Reading Materials (Teacher)	13 6329	\$1,500.00
1	1	1	Other Reading Materials (Principal)	23 6329	\$500.00
1	1	1	Student Travel	11 6412	\$1,000.00
1	1	1	Transportation	11 6494	\$3,000.00

1	1	1	Travel employee	13.6411	\$3,050.00
1	1	1	Contracted Serives	13.6299	\$2,500.00
1	1	1	Travel Emplyee	23.6411	\$2,800.00
1	1	1	Misc. Operations Expenses	13.6499	\$3,100.00
1	1	2	Software	11 6397	\$16,900.00
1	1	2	Technology	11 6398	\$29,295.00
1	1	3	Employee Travel (Principal)	23 6411	\$1,000.00
1	1	4	Extra Duty Professional	11 6116	\$4,400.00
1	1	4	Professional Salary	11 6119	\$18,738.00
1	1	4	Extra Duty Paraprofessional	11 6125	\$1,743.00
1	1	4	Support Personnel	11 6129	\$0.00
1	1	4	Medicare	11 6141	\$592.00
1	1	4	Employer Contribution	11 6142	\$1,600.00
1	1	4	Workers Comp	11 6143	\$261.00
1	1	4	Teacher Retirement	11 6146	\$4,207.00
1	1	4	Substitutes	13 6112	\$2,400.00
1	1	4	Medicare	13 6141	\$35.00
1	1	4	Workers Comp	13 6143	\$15.00
1	1	4	Region IV (Teacher)	13 6239	\$500.00
1	1	5	Magazines and Periodicals	11 6325	\$1,000.00
2	1	1	Extra Duty Professional	11 6116	\$2,200.00
2	1	1	Professional Salary	11 6119	\$9,370.00
2	1	1	Extra Duty Paraprofessional	11 6125	\$871.00
2	1	1	Support Personnel	11 6129	\$0.00
2	1	1	Medicare	11 6141	\$296.00
2	1	1	Employer Contribution	11 6142	\$800.00
2	1	1	Workers Comp	11 6143	\$130.00
2	1	1	Teacher Retirement	11 6146	\$2,103.00

2	1	1	Substitutes	13 6112	\$1,200.00
2	1	1	Medicare	13 6141	\$17.00
2	1	1	Workers Comp	13 6143	\$8.00
2	1	1	Supplies & Materials	11 6399	\$1,000.00
2	1	2	Employee Travel	13 6411	\$6,000.00
2	1	4	Supplies & Materials	61 6399	\$1,000.00
2	1	4	Misc. Contracted Services	61 6499	\$844.00
3	1	1	Supplies & Materials	11 6399	\$1,000.00
3	1	4	Extra Duty Professional	11 6116	\$2,200.00
3	1	4	Professional Salary	11 6119	\$9,370.00
3	1	4	Extra Duty Paraprofessional	11 6125	\$871.00
3	1	4	Support Personnel	11 6129	\$50.00
3	1	4	Medicare	11 6141	\$296.00
3	1	4	Employer Contribution	11 6142	\$800.00
3	1	4	Workers Comp	11 6143	\$130.00
3	1	4	Teacher Retirement	11 6146	\$2,103.00
3	1	4	Substitutes	13 6112	\$1,200.00
3	1	4	Medicare	13 6141	\$17.00
3	1	4	Workers Comp	13 6143	\$8.00
3	1	4	Region IV (Teacher)	13 6239	\$250.00
4	1	1	Magazines and Periodicals	11 6325	\$310.00
4	1	1	Software	11 6397	\$1,500.00
4	1	1	Supplies & Materials	11 6399	\$1,950.00
4	1	4	Extra Duty Professional	11 6116	\$2,200.00
4	1	4	Professional Salary	11 6119	\$9,370.00
4	1	4	Extra Duty Paraprofessional	11 6125	\$871.00
4	1	4	Support Personnel	11 6129	\$250.00
4	1	4	Medicare	11 6141	\$296.00

4	1	4	Employer Contribution	11 6142	\$800.00
4	1	4	Workers Comp	11 6143	\$130.00
4	1	4	Teacher Retirement	11 6146	\$2,103.00
4	1	4	Substitutes	13 6112	\$1,200.00
4	1	4	Medicare	13 6141	\$17.00
4	1	4	Workers Comp	13 6143	\$8.00
4	1	4	Region IV (Teacher)	13 6239	\$254.00
Sub-Total					\$184,400.00
Budgeted Fund Source Amount					\$184,400.00
+/- Difference					\$0
Grand Total					\$215,372.00