Spring Branch Independent School District

Spring Woods Middle School

2018-2019 Campus Improvement Plan

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.

- Personal Responsibility
- Kindness and Mutual Respect
- Trustworthiness

Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Students: 949

Ethnic Distribution:

African American   60   6.3%

Hispanic   840   88.5%

White   30   3.2%

American Indian   4   0.4%

Asian   12   1.3%

Pacific Islander   1   0.1%

Two or More Races   2   0.2%

Economically Disadvantaged   823   86.7%

Non-Educationally Disadvantaged 126   13.3%

English Language Learners (ELL)   407   42.9% 3

At-Risk   742   78.2%

Demographics Strengths

Majority of students come from families who value education and have been in the school system since elementary school.

Families have a strong sense of family and unity due to the strong cultural awareness

- parents have a high regard for school and promote student attendance
- students are involved in extracurricular activities
- Teachers care about the students and their families
- Many teachers go above and beyond their duties.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of ELL students that have not exited is high and impedes students from gaining ground academically. **Root Cause**: Teachers do not have the skill set to work with students that are limited in the English language.

Student Academic Achievement

Student Academic Achievement Summary

Subject Masters	# Tested	Approaches		Meets		Masters	Approaches	Meets	Masters	Approaches	Meets	
						2018	2017			2017-2018 Comparison - +		
Reading	Total 871	406	47%	160 18%		63 7%	46%	16%	5%	1%	2%	2%
Math	Total 802	341	43%	124 15%		31 4%	47%	11%	3%	-4%	4%	1%
Writing	Total 286	99	35%	40 14%		10 3%	36%	13%	2%	-1%	1%	1%
Science	Total 306	109	36%	46 15%		19 6%	43%	13%	1%	-7%	2%	5%
Soc. Studies	Total 305	54	18%	6 2%		2 1%	21%	4%	1%	-3%	-2% 0	0 %

Student Academic Achievement Strengths

Students had postive gains in Reading in approaches, meet and masters.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The ELL students score significantly below their mainstream counterparts. **Root Cause**: Teachers do not have the skillsets to meet the needs of the ELL students academically with strategies that will help them academically.

School Processes & Programs

School Processes & Programs Summary

Processes: our school is divided into 6 clusters. There are 2 clusters per grade level (6-8). We have approximately 150 students per cluster with 6 teachers (2 ELA, 2 math, 1 science and 1 SS). Master schedule has double block for language arts and math. There is an early dismissal every Wednesday for Professional development to build capacity and skillsets for our teachers.

Every cluster has a cluster team leader. They meet as a cluster either once a week or sometimes 2 depending on the needs of the students. This time is used to discuss specific students and their behavior which ultimately affects their academics. At this time, the team starts the RTI process for behavior and academics.

Every grade level also has content PLC twice a week. These teams also have a leader that facilitates these meetings. These meetings are specifically intended to answer the 4 PLC questions.

Our student behavior management system is PBIS. We are also starting to use some of the practices from Restorative Justice.

School Processes & Programs Strengths

The leadership team has individual members that have many strengths for planning, coaching and instructional leadership.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The leadership team lacks the collective ability to implement systems, programs, policies, and procedures to affect student learning consistently and coherently school-wide. **Root Cause**: Leadership team lacks the collective ability to implement systems, programs, policies, and procedures to affect student learning consistently and coherently school-wide.

Perceptions

Perceptions Summary

We believe in educating every child regardless of race, home language, gender, religion, socioeconomic status, and previous educational history. Our mission is to guarantee exceptional academic and social learning for all students. When students leave SWMS in 8th grade, we want all of them to be an effective collaborator, self-determined learner, critical thinker, skilled communicator and a responsible decision maker: as a result of good first teaching practices, rigorous academic instruction, clear behavioral expectations, and intentional practices that develop and enhance social-emotional learning. Additionally, we aim to provide a variety of extracurricular activities for all students to be involved in afterschool to foster school connectedness such as clubs, sports, fine arts, and school-wide events for students and families to attend.

Perceptions Strengths

Spring Woods Middle is a inclusive and safe environment for learning. The staff intentionally plans to meet the needs of each student academically and socially.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The data and state assessment does not reflect the capacity of our students for learning. **Root Cause**: Teachers do not have the skill set to deliver engaging and meaningful content for student success academically.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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

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
- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

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 70% of Spring Woods Middle School students will meet or exceed growth expectations on MAP.

    Evaluation Data Source(s) 1: MAP

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Instructional Framework: School-wide, we are using the Gradual Release model (focused instruction, guided instruction, collaborative instruction, and independent instruction) as our instructional framework. This best practice allows for the release of responsibility for learning to students over a period of time for all learning. The implementation of this instructional framework will require professional learning for our teachers, which will be given during many of our Wednesday early dismissal PD days, books and materials, and technology resources.	2.4	Administration and leadership team, intervention specialist	An expected result is a consistent implementation of the Gradual Release framework as measured by weekly learning walks from instructional coaches and administrators.			
	Funding Sources: 211 - Title I, Part A - 69743.00					
2) Data-Driven Instruction: School-Wide, teachers will continually and consistently collect student data in order to drive instruction. Instructional leaders and teacher teams will meet to discuss and design assessments (unit, weekly, and 3-week) and plan instruction. Teams will adhere to the school-wide Data-Meeting and Assessment Calendar, and teams will utilize a school-wide protocol to desegregate and discuss student data. The implementation of this practice will require professional learning for our teachers, which will be given during many of our Wednesday early dismissal PD days, books and materials, and technology resources.	2.5, 2.6	Administration and leadership team, intervention specialist, teachers	Consistency in data analysis and actions driven by that analysis. Re-teaching and small group instruction as a result of data driven instructions. Teachers and administrators making decisions based on data			
	Funding Sources: 211 - Title I, Part A - 5000.00, 199 PIC 99 - Undistributed - 7023.32					

3) PLC journey: Instructional and professional support will primarily occur through content team's collaborative planning time. Teams will focus on the following items during collaborative planning time:	2.5, 2.6	Administration and leadership team, intervention specialist	An expected result of implementing a structured PLC is an increase in teacher capacity in regards to planning. Teams will design state aligned assessments and provide targeted- instruction based on data, which will improve the overall quality of instruction.			
(1) targeted TEKS-aligned instruction, (2)formative and summative assessments analysis and action planning cycle, (3) development of instructional strategies and lessons that meet students needs and support concept development, (4) review student products using a data protocol.(5) reflect and revise. Teams will use data to reflect on lesson outcomes, revise instructional strategies as needed, and designing interventions.		Funding Sources: 211 - Title I, Part A - 10000.00, 199 PIC 11 - Instructional Services - 16250.00				
4) Non evaluative observations and feedback: The admin team will perform weekly, non-evaluative observations focused on teachers' individual needs. Observations will focus on one or more areas of improvement and admin will give feedback within those areas. Calibration on observations and feedback will be done in order to achieve consistency.	2.4, 2.5	Administration leadership team, intervention specialist	walk-through data, observation feedback			
5) Support Instruction will be given to enhance engagement in the classroom. Content materials such as periodicals, books, resources will be used for integration of language arts into all of the content areas. Professional development will be provided to teachers in need of support.		Administration Team, Instructional Specialist, Teachers	Evaluative assessments, MAP, STAAR and Report Cards			
		Funding Sources: 211 - Title I, Part A - 84460.00, 199 PIC 11 - Instructional Services - 500.00				

100% = Accomplished   0% = No Progress   ✗ = Discontinue

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 75% of Spring Woods Middle School students will respond favorably on percentage of students participating in extracurricular activities and student perceptions of school safety on the Panorama survey.
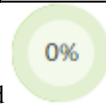
Evaluation Data Source(s) 1: Panorama Survey

Summative Evaluation 1:

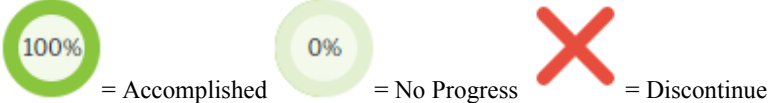| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 4 CSF 6 1) Teaching social emotional learning skills using research based curriculum during Hawk Huddle Time.	2.6	Administration Team, Behavior Intervention Specialist	Decrease of referrals for disruptive actions, insubordination, failure to follow instructions and fighting or verbal altercations Increase teacher knowledge of SEL skills and helping students demonstrate their learning. Foster relationships between students and peers and teachers and students Students will report that they feel safe and secure. Students will report self-awareness, self-management, and the ability to make responsible decisions.			
Critical Success Factors CSF 4 CSF 6 2) Weekly PLC meetings to look at data and discuss grade-level, school-wide, and/or student concerns and solutions to address needs. Social-emotional support team meets weekly and will intervene when students need tier II or tier III support. Kickboard is an online software that supports PBIS and MTSS by helping educators track, measure and adjust school-wide practices that help students stay engaged and act positively.	2.5, 2.6	Administration and Leadership team, Behavior intervention specialist, counselors, CIS	Discipline data, office referrals, report cards			
	Funding Sources: 211 - Title I, Part A - 9022.00					
Critical Success Factors CSF 6 3) Students will be provided with more opportunities to have leadership roles in the school setting. Student input will be gathered for engaging activities that serve the school and community.	2.5	Administration and Leadership team, Counselors, CIS	Participation in activities, surveys, sign-in sheets			

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

Performance Objective 1: By June 2019, at least 25% of Spring Woods Middle School 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, PSAT, MAP
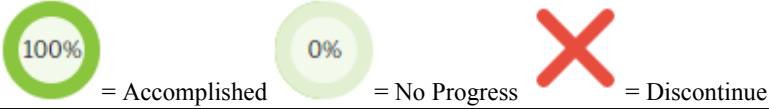
Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Instructional Framework: School-wide, we are using the Gradual Release model (focused instruction, guided instruction, collaborative instruction, and independent instruction) as our instructional framework. This best practice allows for the release of responsibility for learning to students over a period of time for all learning. The implementation of this instructional framework will require professional learning for our teachers, which will be given during many of our Wednesday early dismissal PD days, books and materials, and technology resources.	2.4, 2.5, 2.6	Administration and Leadership team, Teachers	state, campus and district assessments, report cards and progress measures			
	Funding Sources: 211 - Title I, Part A - 10000.00, 199 PIC 99 - Undistributed - 13658.00					
2) Data-Driven Instruction: School-Wide, teachers will continually and consistently collect student data in order to drive instruction. Instructional leaders and teacher teams will meet to discuss and design assessments (unit, weekly, and 3-week) and plan instruction. Teams will adhere to the school-wide Data-Meeting and Assessment Calendar, and teams will utilize a school-wide protocol to desegregate and discuss student data. The implementation of this practice will require professional learning for our teachers, which will be given during many of our Wednesday early dismissal PD days, books and materials, and technology resources.	2.4, 2.5, 2.6	Administration and Leadership Team	state, district and campus assessments, report cards and progress measures			
	Funding Sources: 211 - Title I, Part A - 8000.00					
100% = Accomplished		0% = No Progress		✕ = Discontinue		

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, Spring Woods Middle School will close existing achievement gaps by at least 15% of economically disadvantaged students while all performance improves.

Evaluation Data Source(s) 1: STAAR, MAP

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Professional Development opportunities will be offered to novice, experienced and leaders at Spring Woods 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.	2.5	Administration and Leadership Team	sign in sheets, classroom walk through feedback, growth measures.			
	Funding Sources: 211 - Title I, Part A - 7209.00					
2) Interventions and tutorials will be offered to students identified as needed extra help in academic areas based on data from assessments.	2.6	Administration and Leadership Team, Teachers	state, district and campus assessments, progress measures, sign-in sheets			
	Funding Sources: 211 - Title I, Part A - 27256.27					
3) Resource materials as well as manipulatives will be purchased to be used in instructional and tutorial settings that will enhance the learning and engagement in the classroom.	2.6	Administration and Leadership Team	increased time on task, campus, district and state assessments, progress measures			
	Funding Sources: 211 - Title I, Part A - 15943.73					
100% = Accomplished 0% = No Progress ✗ = Discontinue						

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

Performance Objective 1: To remain in compliance with Federal and State law.

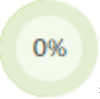**Evaluation Data Source(s) 1:** STAAR, Panorama Survey, MAP

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 5 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: The follow events will be sponsored by the school: 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. 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 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.	3.2	Administration & Leadership Team, CIS, Teachers and Counselors	Increase the number of parents and community members involved in campus programs and activities (sign-in sheets to document attendance).			
		Funding Sources: 211 - Title I, Part A - 1648.00, 199 PIC 30 - At Risk School Wide SCE - 7430.00, 199 PIC 11 - Instructional Services - 10115.00				

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. Administration team will attend job fairs to assist in the recruitment of highly qualified staff.	2.4	Administration and Leadership Team	Teacher survey will indicate teachers satisfaction. Teachers will be our best advertisement and attract other teachers
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 ofTexas 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	2.5	Administration & Leadership Team, Lead Mentor, Librarian	Increase teacher capacity in regards to integrating and utilizing technology.
	Funding Sources: 211 - Title I, Part A - 79670.00, 199 PIC 11 - Instructional Services - 0.00, 199 PIC 99 - Undistributed - 2600.00		
4) TITLE II, A - Provide professional development that increases knowledge and skills related to: * 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. *After school Tutorials * 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.	2.4	Administration and Leadership Team, Teachers	Teachers will gain the skillset to teach students content. Increase on states, district and campus assessments.
	Funding Sources: 199 PIC 11 - Instructional Services - 3441.00		

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.	2.4	Administration and Leadership Team, Teachers	Teachers will gain the skillset to teach students content. Increase on states, district and campus assessments.			
		Funding Sources: 199 PIC 11 - Instructional Services - 3136.00				
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. Meetings will be advertised and communication will be given by fliers, call-outs and marquee.	3.2	Administration & Leadership Team, Counselors, CIS	Sign-in Sheets Volunteer Hours, Parent participation			
		Funding Sources: 211 - Title I, Part A - 1648.00				
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 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.	3.1, 3.2	Administration and Leadership Team, Counselors, CIS	Sign in Sheet Parent participation			
8) COORDINATED SCHOOL HEALTH (CSH) and CIP: Steps to incorporate CSH - 1.Review the School Health Index completed by the CSHAC 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		Administration and Leadership Team, CSHAC committee	Health focus activities, events, parent and staff participation			

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. The following meetings will be scheduled for parents and staff: Open House CIT Literacy Night Parent Involvement meetings Title I meetings	3.1, 3.2	Administration and Leadership Team, Teachers, CIT	Sign in sheets, activities, CIP			
10) GIFTED AND TALENTED - Conduct annual G/T evaluationby 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. Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements. 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.	2.5	Leadership and Administration Team, Counselors	Evaluations and assessments,			
11) 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.	2.5	Administration and Leadership Team, Special Team	Maintain LRE ratio and teacher capacity that supports inclusive programming for students with disabilities.			
	Funding Sources: 199 PIC 23 - Special Education - 525.00					

12) 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: The follow events will be sponsored by the school: 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. 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 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.	3.1, 3.2	Administration and Leadership Team, Counselors, CIS	participation, sign-in sheets, activities			
13) 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. Administration team will attend job fairs to assist in the recruitment of highly qualified staff.	2.4	Administration and Leadership Team	surveys, retention rate, students academic performance			

14) 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 ofTexas 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.	2.5	Administration and Leadership Team, Librarian	lessons, activities, project, products			
15) TITLE II, A - Provide professional development that increases knowledge and skills related to: * vertical alignment		Administration and Leadership Team, Librarian	skill sets learned, assessments, progress measured			
* 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.	Funding Sources: 199 PIC 25 - ESL/Bilingual - 1910.00					

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Title I Schoolwide Element Personnel

Name	Position	Program	FTE
Christina hidalgo	parent/ community liason		1
Ms. Carvajal	Reading coach		.03
Ms. Contreras	Math teacher		1
Ms. White	Behavioral specialist		.08

Campus Funding Summary

199 PIC 11 - Instructional Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional Materials and resources		$16,250.00
1	1	5	Region IV		$500.00
5	1	1			$10,115.00
5	1	3	Technology Supplies and Devices	7,000.00	$0.00
5	1	4	Region IV Professional Development		$500.00
5	1	4	Trainings, Travel and Supplies		$2,941.00
5	1	5	Substitutes for Professional Development		$3,136.00
				Sub-Total	$33,442.00
				Budgeted Fund Source Amount	$33,442.00
				+/- Difference	$0

199 PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	11	Resources and Materials		$525.00
				Sub-Total	$525.00
				Budgeted Fund Source Amount	$525.00
				+/- Difference	$0

199 PIC 25 - ESL/Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	15	Resources and Materials for ELL		$1,910.00
				Sub-Total	$1,910.00
				Budgeted Fund Source Amount	$1,910.00
				+/- Difference	$0

199 PIC 30 - At Risk School Wide SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount

5	1	1	State Comp Ed. Supplies & Tutoring		$7,430.00
				Sub-Total	$7,430.00
				Budgeted Fund Source Amount	$7,430.00
				+/- Difference	$0

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Materials and Resources		$7,023.32
3	1	1	Materials and Supplies		$13,658.00
5	1	3	Miscellaneous Supplies and Materials		$2,600.00
				Sub-Total	$23,281.32
				Budgeted Fund Source Amount	$23,281.32
				+/- Difference	$0

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Intervention Specialist		$69,743.00
1	1	2	Substitutes for Staff Development		$5,000.00
1	1	3	Instructional Materials and resources.		$10,000.00
1	1	5	Periodicals and Reading Materials		$20,000.00
1	1	5	Support Teacher		$59,454.00
1	1	5	Profesionnal Development		$5,006.00
2	1	2	Behavior Intervention Specialist		$8,022.00
2	1	2	Professional Development Materials for Academic & Social and Emotional Lessons		$1,000.00
3	1	1	Materials and Resources		$10,000.00
3	1	2	Software & Technology		$8,000.00
4	1	1	Substitutes for Professional Development		$5,209.00
4	1	1	Professional Development		$2,000.00
4	1	2	After School Activity		$3,100.00

4	1	2	After School Transportation		$6,000.00
4	1	2	LEP Paraprofessional		$18,156.27
4	1	3	Materials, resources and manipulatives		$15,943.73
5	1	1	Parent Resources and Materials for Meetings and Classes		$1,648.00
5	1	3	Technology Instructional Specialist - VILS Coordinator		$56,670.00
5	1	3	Instructional and Social and Emotional Software		$23,000.00
5	1	6	Parent Meetings resources and supplies		$1,648.00
				Sub-Total	$329,600.00
				Budgeted Fund Source Amount	$329,600.00
				+/- Difference	$0

211 - School Improvement Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$143,600.00
				+/- Difference	$143,600.00
				Grand Total	$396,188.32