



Instructional and Guidance Center
2018-2019

Campus Improvement Plan

"Providing Opportunities for Success"

We, the undersigned members of the Instructional and Guidance Center have assisted in the development of this plan. Also, we are committed to fully implementing this plan in the 2018-2019 academic year so that our students' learning is maximized.

Vision Statement

United with immense passion for students' success and self-discipline, we undertake multiple roles to ensure students are academically, socially, and behaviorally successful students and members of our community.

Mission Statement

Our mission at Roma ISD's Instructional and Guidance Center is to develop students' understanding of life's challenges whether academic, social, or behavioral. We challenge students with a rigorous delivery of academic content, establish high expectations, and enable them to learn from their mistakes and focus on the future. With sound leadership and unequivocal passion for students' success, we strive for students' achievement of self-discipline, becoming successful and productive citizens, and ultimately lifelong learners in this diverse and changing world.

Daniel Cantu, Teacher

Luis A. Cantu, Teacher

Narciso Garcia Jr., Teacher

Arnold Sáenz Jr., Teacher

Madelin Gutierrez, Teacher

Reuben Gonzalez, Teacher (Special Education)

Teresa Ramírez, Principal

Selma G. Cantu, Counselor

Roma Independent School District

Vision:

Roma ISD, a dynamic community committed to the achievement of student excellence.

Mission:

As a dynamic community committed to the achievement of student excellence,

Roma ISD will provide the necessary resources and services including facilities, personnel, finances, technology, and curriculum to ensure an equitable and quality education in a safe environment so that all students can achieve their greatest potential.

Table of Contents

Vision:.....	3
Mission:	3
I&G Needs Assessment	7
Strengths and Weaknesses of the CNA Indicators.....	12
Students' Performance Results and Projections.....	15
Long-Range Goals: 2018-2022	24
All Students.....	25
All Subjects	26
Character Education	27
Science.....	28
Social Studies	29
English and Language Arts.....	30
Mathematics	31
Attendance.....	32
Gifted and Talented Program.....	33
Gifted and Talented Program	34
Science.....	35
Social Studies	36
English and Language Arts.....	37
Mathematics	38
At-Risk/State Compensatory	39
Budget	40
Science.....	41
Social Studies	42
English and Language Arts.....	43

Mathematics	44
Attendance.....	45
Special Education Program.....	46
Special Education	47
Science.....	48
Social Studies	49
English and Language Arts.....	50
Mathematics	51
Attendance.....	52
ESL Program.....	53
ESL/Economically Disadvantaged Students	54
Science.....	55
Social Studies	56
English and Language Arts.....	57
Mathematics	58
Attendance.....	59
Career and Technology	60
Education	60
All Students	61
Career and Technology Education.....	61
At-Risk Students and Title I	62
Special Education	63
ESL/Economically Disadvantaged Students	64
Migrant Program.....	65
The Purpose of the Migrant Program.....	66
All Students	67
Migrant Program	68
Science.....	69

Social Studies	70
English and Language Arts.....	71
Mathematics	72
Career and Technology Education.....	73
Dropout Rate.....	74
All Students	75
At-Risk/State Compensatory	76
ESL/Economically Disadvantaged	77
Special Education	78
Career and Technology.....	79
Discipline Management	80
All Students	81
At-Risk Students and Title I Programs/Migrant Program	82
ESL/Economically Disadvantaged Students	83
Special Education	84
Career and Technology.....	85
School Safety	86
Family/Parent Engagement	88
Site-Based Decision Making.....	91
Physical Plant.....	93
Equipment.....	93
&	93
Supplies.....	93
Personnel.....	95
Technology Education.....	97
Budget.....	98

I&G Needs Assessment

The Instructional and Guidance Center is a Disciplinary Alternative Education Program (DAEP) committed to the improvement of our students, teachers, staff, work environment and the district, as we house students from different campuses. Every year, our teachers fill out a Comprehensive Needs Assessment (CNA) that rates different aspects of our campus and district to quantify them and improve upon those that rank lower in this spectrum. Our results shown below are rated from a 1 (lowest) to a 5 (highest):

Instructional and Guidance Center									
Campus Averages	4.79	4.75	4.83	3.86	4.90	4.87	4.60	4.47	4.66
Campus Totals	115	114	232	139	353	146	193	161	1453
Add Number of Surveys	6	6	6	6	6	6	6	6	6
Survey	I Demographi	II Stu. Achieve.	III Sch. Cult.	IV Staff Qual.	V Curr. & Instr.	VI Family	VII Sch. Context	VIII Technology	Total
1	15	14	38	21	57	19	34	23	221
2	20	20	40	27	60	23	35	30	255
3	20	20	40	30	60	29	35	28	262
4	20	20	36	21	56	25	31	28	237
5	20	20	40	10	60	25	23	22	220
6	20	20	38	30	60	25	35	30	258
	115	114	232	139	353	146	193	161	1453

The overall result for this year is 4.66, which means our educational program is rated as High. In addition, the Instructional and Guidance Center rates highest in Demographics and lowest in Professional Development.

Campus: _____

Date: _____

Roma ISD Comprehensive Needs Assessment

	Average
I. Demographics	_____
II. Student Achievement	_____
III. School Culture and Climate	_____
IV. Staff Quality/Professional Development	_____
V. Curriculum & Instruction and Assessment	_____
VI. Family and Community Involvement	_____
VII. School Context and Organization	_____
VIII. Technology	_____

Needs Assessment Survey Category

Category Average	School Rating
4.5 – 5.00	High
4.0 – 4.49	Above Average
3.0 – 3.99	Average
2.0 – 2.99	Below Average
1.0 – 1.99	Low

Last Revised: 1/6/14

Roma ISD Comprehensive Needs Assessment

Rate your current educational program by scoring each statement on the scale of 1 (not in place) to 5 (in place). **Please rate each item and total the scores for each category.**

	(1) Not in Place	(5) In Place
I. Demographics		
1. Student demographic information is analyzed.	1	2 3 4 5
2. Attendance information is analyzed.	1	2 3 4 5
3. Teachers know the demographic breakdown of their classroom.	1	2 3 4 5
4. Teachers are able to identify struggling students in their classroom.	1	2 3 4 5
TOTAL:	_____	

Comments: _____

	(1) Not in Place	(5) In Place
II. Student Achievement		
1. Test data is disaggregated and analyzed.	1	2 3 4 5
2. Teachers have access to assessment data on a timely basis to facilitate instructional planning.	1	2 3 4 5
3. Test data results are compared to local, regional, and state results to evaluate program effectiveness.	1	2 3 4 5
4. Promotion and Retention data, Completion rate, Graduation rate, and Dropout rate is analyzed.	1	2 3 4 5
TOTAL:	_____	

Comments: _____

Last Revised: 1/6/14

Page 1

III. School Culture and Climate

(1) Not in Place (5) In Place

1. Student and teacher interactions are positive and lead to student success.
2. Teachers effectively work and communicate with administrators.
3. Parental involvement is viewed as an important factor in school improvement.
4. High expectations and emphasizing academic achievement are communicated to staff members, students and parents/community.
5. Standards for learning for our students are rigorous, challenging, and attainable.
6. Students are expected to meet recognized standards of learning established jointly by special programs and regular teachers.
7. All school staff members believe that all students can and will learn, provided the necessary time / resources are in place.
8. PLC's are an integral part of the district.

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

TOTAL: _____

Comments: _____

IV. Staff Quality/Professional Development

(1) Not in Place (5) In Place

1. Emphasis is given to staff development training and staff members participate in planning of the training.
2. Staff development opportunities are relevant to the instructional program.
3. Staff development is supported with time and other necessary resources.
4. Staff development addresses instructional issues and priorities.
5. Staff development evaluation emphasizes improvement of instruction and increased student achievement.
6. Instruction is delivered by highly qualified professional staff.

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

TOTAL: _____

Comments: _____

Last Revised: 1/6/14

Page 2

V. Curriculum & Instruction and Assessment

(1) Not in Place (5) In Place

1. The necessary materials and resources are available to teachers for teaching skills and concepts.
2. Teachers effectively implement a variety of instructional methods and strategies.
3. Teachers and students make effective use of class time.
4. Teachers effectively implement strategies to keep students successfully engaged in appropriate learning levels.
5. Instructional programs for special populations effectively address the needs of the students at high academic standards.
6. All students have access to effective instructional strategies and challenging academic content.
7. Instructional leaders promote and carefully monitor practices (curriculum alignment, student assessment, professional training).
8. Teachers' instructional objectives, activities, materials, and assessments are aligned with Federal and State educational programs.
9. Methods of assessing special populations are reliable and valid and closely aligned with program goals and objectives.
10. Assessment data is reviewed periodically and results are used to make decisions regarding instructional changes.
11. Goals and desired outcomes are stated in measurable terms and communicated to teachers, students, and parents.
12. Multiple assessment measures are used.

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

TOTAL: _____

Comments: _____

Last Revised: 1/6/14

Page 3

VI. Family and Community Involvement

(1) Not in Place (5) In Place

1. Procedures for parental involvement are clearly communicated to parents and used consistently. 1 2 3 4 5
2. There is frequent communication between parents and staff. 1 2 3 4 5
3. Parents are informed of their responsibilities for the success of their children using various methods. (students' handbook, trainings, meetings, website, local media, etc) 1 2 3 4 5
4. Communication with the parents is done in the primary language of the parents. 1 2 3 4 5
5. Parent meetings are done at least three times a year. 1 2 3 4 5
6. Parents are encouraged to volunteer in school. 1 2 3 4 5

TOTAL: ____

Comments: _____

VII. School Context and Organization

(1) Not in Place (5) In Place

1. School facilities meet safety standards for all students and staff. 1 2 3 4 5
2. School facilities are developmentally appropriate for students in order to carry out our instructional goal. 1 2 3 4 5
3. School facilities promote a positive and active learning environment (classroom size, lighting, temperature, noise level, location, traffic, etc). 1 2 3 4 5
4. School facilities are well maintained. 1 2 3 4 5
5. The decision-making process utilizes data from various sources. 1 2 3 4 5
6. Site Based Decision Making is an integral part of the decision making process at the campus. 1 2 3 4 5
7. Instructional leaders recognize and celebrate the contributions of all stakeholders. 1 2 3 4 5
8. Administrators are viewed by teachers as having relevant instructional expertise as well as management skills. 1 2 3 4 5

TOTAL: ____

Comments: _____

Last Revised: 1/6/14

Page 4

VIII. Technology

(1) Not in Place (5) In Place

1. The delivery of instruction is enhanced through the integration of technology at the classroom level. 1 2 3 4 5
2. Various strategies are implemented to integrate technology into the instructional program. 1 2 3 4 5
3. Staff development sessions focus on improving the use of effective technology integrations in the classroom. 1 2 3 4 5
4. Teachers are proficient in the use of technology in the classroom. 1 2 3 4 5
5. Teachers make effective use of available hardware and software to enhance the delivery of instruction. 1 2 3 4 5
6. Technology infrastructure and networks are updated and upgraded as needed. 1 2 3 4 5

TOTAL: ____

Comments: _____

Last Revised: 1/6/14

Page 5

Comments:

Campus Strengths:

Campus Needs:

Strengths and Weaknesses of the CNA Indicators

The Comprehensive Needs Assessment identifies the following strengths and weaknesses for the following indicators: demographics, student achievement, school culture and climate, staff quality/professional development, curriculum & instruction and assessment, family and community involvement, school context and organization, and technology.

I. Demographics 4.79

Strength: Student demographic information is analyzed because our teachers are equipped with the DMAC program and the online txGradebook system that provide them access to student profile information and test data.

Weakness: Identification of struggling students is difficult because of the high turnover rate.

II. Student Achievement 4.75

Strength: Test data is disaggregated and analyzed using DMAC.

Weakness: Transition procedures from home campuses and I&G Campus needs improvement.

III. School Culture and Climate 4.83

Strength: We are a small campus that works cooperatively and values communication between teachers, administration, and staff.

Weakness: We need to encourage parents to be more involved in the day-to-day activities of our students.

IV. Staff Quality/Professional Development 3.86

Strength: I&G Campus organizes PLC meetings on a weekly basis.

Weakness: We are working on improving our staff development sessions so that they coincide with issues and strategies related to our students' specific needs.

V. Curriculum & Instruction and Assessment 4.90

Strength: I&G Campus works cooperatively with home campuses and remains flexible to changes throughout the year. We realize that plans made early in the year are subject to change and will continue to work with home campuses to make those changes seamless.

Weakness: Limited resources.

VI. Family and Community Involvement 4.87

Strength: Parents are informed of their responsibilities during the registration process and throughout their student's term (i.e. the importance of attendance, grades, and general behavior on and off campus).

Weakness: Our campus lacks the extracurricular activities that other campuses foster (DAEP state regulations).

VII. School Context and Organization 4.60

Strength: The overall maintenance of our campus and general regard for our administration in keeping our facilities in order.

Weakness: Due to the high turnover of students throughout the year, we lack a budget that reflects the amount of students housed throughout the year.

VIII. Technology 4.47

Strength: Three teacher laptops were replaced this year.

Weakness: We need to work on incorporating and obtaining innovative software that correlates with home campuses and fits the needs of our students. Teacher laptops are almost 9 years old.

Students' Performance Results and Projections

Roma Independent School District
Roma Middle School
Annual Performance Objectives
All Students

Performance Indicators	Grade Level	Performance Data 2013-2014	Performance Data 2014-2015	Performance Data 2015-2016	Performance Data 2016-2017	Performance Data 2017-2018	Performance Projected 2018-2019	State Average
Reading	6 th	72%	69%	54%	61%	62%	68%	66%
Math	6 th	72%	N/A	75%	83%	81%	85%	76%
Reading	7 th	68%	75%	58%	69%	66%	70%	72%
Math	7 th	68%	N/A	69%	75%	80%	83%	71%
Writing	7 th	62%	82%	64%	74%	68%	70%	67%
Reading	8 th	81%	82%	85%	81%	73%	75%	76%
Math	8 th	84%	N/A	81%	82%	80%	83%	78%
Science	8 th	75%	64%	76%	67%	64%	70%	74%
Social Studies	8 th	67%	67%	74%	70%	71%	75%	64%
Reading (Combined)	6 th -8 th	74%	75%	66%	70%	66%	70%	
Math (Combined)	6 th -8 th	75%	N/A	75%	80%	80%	83%	
Attendance	6 th -8 th	97%	97%	97%			98%	
Dropout Rate	6 th -8 th	0%	0%	0%			0%	

Roma Middle School
Comparative Table

6th Grade Comparative Table		13-14 Report	14-15 Report	15-16 Report	16-17 Report	17-18 Report	18-19 Projection	State Average
STAAR All Students:	Reading	72%	69%	57%	61%	62%	65%	60%
	Math	72%	81%	80%	83%	81%	85%	76%
Economic Disadvantaged:	Reading	70%	67%	57%	59%	56%	60%	56%
	Math	70%	79%	80%	81%	79%	83%	69%
Hispanic Students:	Reading	72%	69%	58%	61%	62%	65%	60%
	Math	72%	81%	80%	83%	81%	85%	76%
LEP	Reading	59%	57%	47%	48%	51%	55%	40%
	Math	61%	77%	72%	78%	77%	80%	61%
Title I	Reading	72%	69%	57%	61%	62%	65%	60%
	Math	72%	81%	80%	83%	81%	85%	72%
Migrant	Reading	75%	63%	45%	33%	56%	60%	46%
	Math	75%	81%	73%	50%	89%	90%	61%
G/T	Reading	100%	100%	97%	95%	97%	98%	97%
	Math	96%	100%	97%	98%	100%	100%	98%
At Risk	Reading	60%	58%	47%	49%	52%	60%	44%
	Math	61%	77%	72%	77%	77%	80%	61%
Monitored 1&2	Reading	98%	100%	85%	85%	100%	100%	83%
	Math	95%	92%	100%	95%	100%	100%	89%

Roma Middle School
Comparative Table

7th Grade Comparative Table		13-14 Report	14-15 Report	15-16 Report	16-17 Report	17-18 Report	18-19 Projection	State Average
STAAR All Students:	Reading	68%	75%	63%	69%	66%	70%	72%
	Math	68%	77%	75%	75%	80%	83%	71%
	Writing	62%	82%	68%	74%	68%	70%	67%
Economic Disadvantaged:	Reading	66%	72%	59%	67%	64%	68%	63%
	Math	65%	76%	73%	74%	78%	80%	63%
	Writing	59%	81%	64%	73%	65%	68%	57%
Hispanic	Reading	68%	75%	63%	69%	67%	70%	66%
	Math	68%	77%	75%	75%	80%	83%	67%
	Writing	62%	82%	68%	74%	69%	75%	60%
LEP	Reading	56%	49%	39%	59%	54%	60%	42%
	Math	59%	56%	59%	66%	72%	75%	52%
	Writing	49%	63%	48%	65%	55%	60%	32%
Title I	Reading	68%	75%	63%	69%	66%	70%	66%
	Math	68%	77%	75%	75%	80%	85%	66%
	Writing	62%	82%	68%	74%	68%	72%	61%
Migrant	Reading	83%	50%	64%	58%	63%	68%	49%
	Math	75%	100%	71%	42%	75%	80%	55%
	Writing	58%	75%	67%	46%	75%	80%	46%
G/T	Reading	98%	100%	100%	100%	95%	100%	98%
	Math	98%	97%	100%	100%	98%	100%	98%
	Writing	98%	100%	100%	97%	95%	100%	97%
At Risk	Reading	59%	52%	41%	60%	54%	60%	52%
	Math	59%	56%	61%	68%	71%	75%	55%
	Writing	51%	66%	50%	67%	55%	60%	45%
Monitored 1&2	Reading	98%	93%	92%	100%	90%	95%	87%
	Math	90%	94%	97%	100%	97%	100%	84%
	Writing	99%	96%	96%	100%	97%	100%	80%

Roma Middle School
Comparative Table

8th Grade Comparative Table		13-14 Report	14-15 Report	15-16 Report	16-17 Report	17-18 Report	18-19 Projection	State Average
STAAR All Students:	Reading	88%	82%	88%	81%	72%	75%	76%
	Math	88%	76%	84%	82%	80%	85%	78%
	Science	75%	64%	82%	67%	64%	68%	74%
	Social Studies	67%	67%	81%	70%	71%	75%	64%
Economic Disadvantaged:	Reading	87%	81%	87%	79%	71%	75%	68%
	Math	87%	73%	82%	79%	80%	85%	72%
	Science	73%	60%	81%	62%	61%	65%	66%
	Social Studies	65%	63%	79%	66%	69%	75%	54%
Hispanic	Reading	88%	82%	88%	81%	72%	75%	71%
	Math	88%	76%	84%	82%	80%	85%	76%
	Science	75%	65%	82%	67%	64%	68%	69%
	Social Studies	67%	67%	81%	70%	71%	75%	57%
LEP	Reading	82%	65%	68%	67%	65%	70%	42%
	Math	83%	51%	62%	70%	74%	78%	62%
	Science	63%	36%	59%	46%	53%	57%	46%
	Social Studies	54%	41%	56%	53%	63%	65%	33%
Title I	Reading	81%	76%	82%	68%	72%	75%	71%
	Math	85%	76%	77%	74%	80%	85%	74%
	Science	75%	64%	82%	67%	64%	68%	69%
	Social Studies	67%	67%	81%	70%	71%	75%	57%
Migrant	Reading	100%	92%	50%	90%	63%	65%	57%
	Math	100%	69%	50%	90%	50%	55%	65%
	Science	63%	62%	25%	63%	38%	45%	56%
	Social Studies	63%	62%	50%	75%	38%	45%	45%
G/T	Reading	100%	98%	100%	100%	100%	100%	99%
	Math	100%	98%	100%	100%	97%	100%	98%
	Science	100%	95%	97%	96%	97%	100%	99%
	Social Studies	100%	98%	100%	96%	97%	100%	95%
At Risk	Reading	83%	67%	74%	70%	66%	70%	59%
	Math	82%	54%	67%	71%	76%	80%	67%
	Science	64%	38%	64%	48%	56%	60%	57%
	Social Studies	53%	42%	63%	55%	64%	70%	43%
Monitored 1&2	Reading	100%	98%	98%	100%	100%	100%	90%
	Math	100%	98%	94%	100%	100%	100%	91%
	Science	100%	88%	91%	95%	100%	100%	85%
	Social Studies	100%	90%	86%	84%	100%	100%	71%

**Ramiro Barrera Middle School
Comparative Table**

6th Grade Comparative Table		13-14 Report	14-15 Report	15-16 Report	16-17 Report	17-18 Report	18-19 Projection	State Average
STAAR All Students:	Reading	65%	57%	51%	53%	55%	85%	67%
	Math	76%	75%	71%	73%	71%	90%	75%
Economic Disadvantaged:	Reading	64%	56%	53%	52%	53%	85%	57%
	Math	75%	75%	68%	70%	71%	90%	67%
Hispanic Students:	Reading	65%	57%	51%	53%	55%	85%	60%
	Math	76%	75%	71%	73%	71%	90%	70%
LEP	Reading	60%	50%	34%	37%	40%	70%	37%
	Math	72%	69%	62%	63%	59%	85%	58%
Title I	Reading	65%	43%	51%	53%	55%	85%	61%
	Math	76%	76%	71%	73%	72%	90%	70%
Migrant	Reading	53%	46%	50%	29%	71%	90%	43%
	Math	67%	69%	75%	14%	71%	90%	56%
G/T	Reading	95%	100%	96%	92%	95%	100%	96%
	Math	100%	100%	96%	96%	100%	100%	98%
At Risk	Reading	63%	44%	40%	39%	40%	70%	44%
	Math	74%	69%	64%	62%	60%	85%	58%
Monitored 1&2	Reading	96%	94%	87%	77%	88%	100%	83%
	Math	100%	100%	91%	92%	100%	100%	88%

**Ramiro Barrera Middle School
Comparative Table**

7th Grade Comparative Table		13-14 Report	14-15 Report	15-16 Report	16-17 Report	17-18 Report	18-19 Projection	State Average
STAAR All Students:	Reading	65%	53%	50%	55%	57%	85%	72%
	Math	74%	61%	64%	56%	72%	90%	68%
	Writing	58%	59%	62%	61%	60%	85%	68%
Economic Disadvantaged:	Reading	63%	50%	49%	55%	55%	85%	63%
	Math	73%	61%	65%	56%	71%	90%	59%
	Writing	55%	57%	62%	62%	59%	85%	58%
Hispanic	Reading	65%	53%	50%	55%	57%	85%	67%
	Math	74%	61%	64%	56%	72%	90%	63%
	Writing	58%	59%	62%	61%	60%	85%	62%
LEP	Reading	54%	27%	28%	37%	36%	70%	41%
	Math	68%	39%	49%	38%	59%	85%	46%
	Writing	47%	37%	45%	43%	42%	70%	37%
Title I	Reading	65%	53%	50%	55%	57%	85%	66%
	Math	74%	61%	64%	56%	72%	90%	62%
	Writing	58%	59%	62%	61%	60%	85%	62%
Migrant	Reading	48%	61%	53%	57%	57%	85%	53%
	Math	76%	61%	73%	71%	100%	100%	55%
	Writing	44%	50%	67%	71%	57%	85%	50%
G/T	Reading	94%	100%	100%	96%	91%	100%	98%
	Math	97%	100%	95%	100%	100%	100%	97%
	Writing	91%	100%	100%	96%	95%	100%	97%
At Risk	Reading	57%	30%	29%	41%	38%	70%	51%
	Math	67%	42%	50%	42%	60%	85%	49%
	Writing	49%	38%	46%	48%	43%	70%	46%
Monitored 1&2	Reading	97%	85%	90%	92%	90%	100%	87%
	Math	95%	88%	97%	83%	92%	100%	80%
	Writing	95%	92%	100%	92%	94%	100%	81%

Ramiro Barrera Middle School
Comparative Table

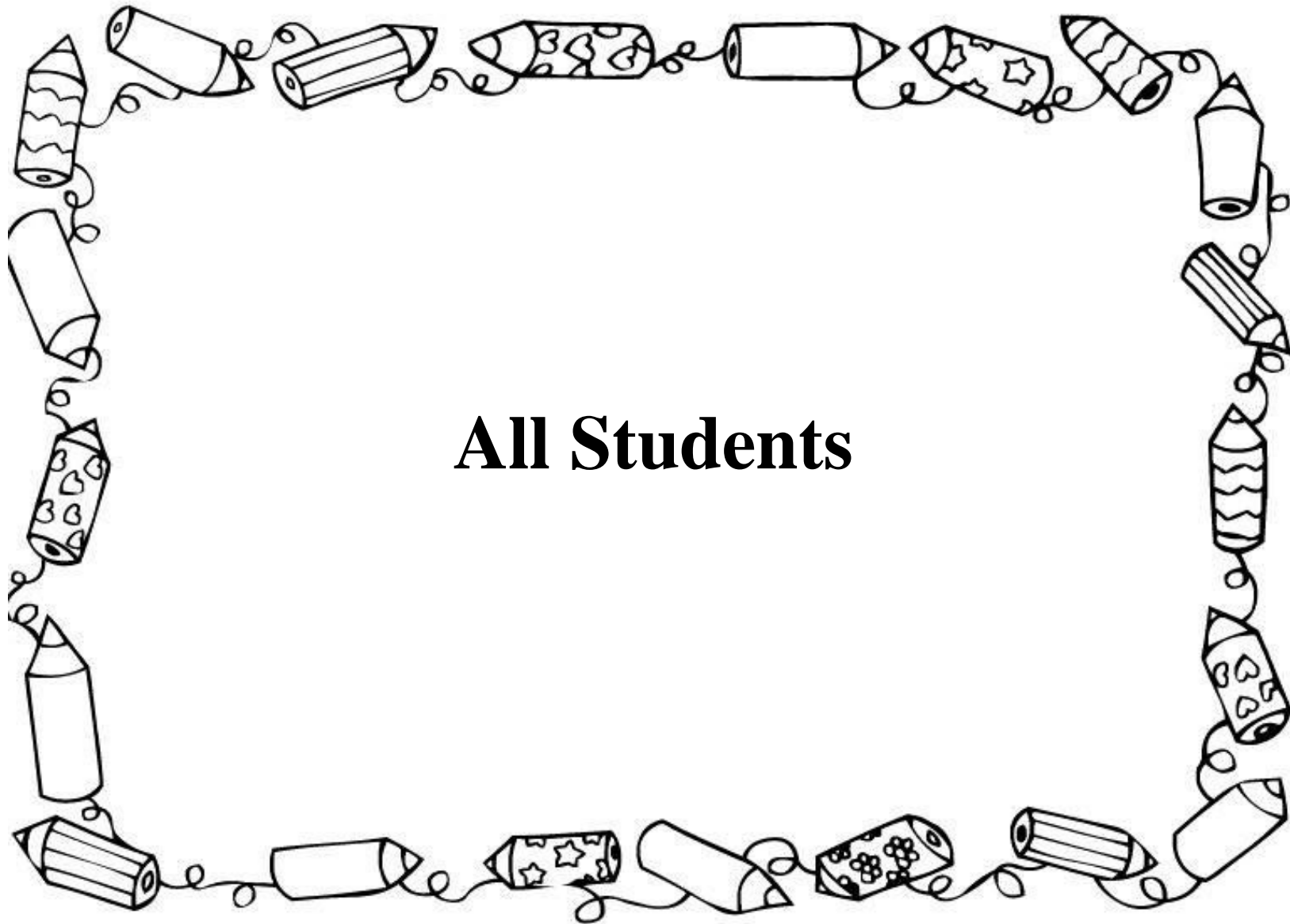
8th Grade Comparative Table		13-14 Report	14-15 Report	15-16 Report	16-17 Report	17-18 Report	18-19 Projection	State Average
All Students:	Reading	86%	71%	65%	72%	70%	90%	76%
	Math	94%	76%	64%	78%	91%	100%	74%
	Science	64%	63%	54%	57%	59%	85%	74%
	Social Studies	41%	58%	46%	50%	54%	85%	62%
Economic Disadvantaged:	Reading	85%	67%	62%	71%	66%	85%	67%
	Math	94%	72%	63%	77%	88%	100%	68%
	Science	62%	58%	51%	56%	55%	85%	65%
	Social Studies	40%	53%	40%	48%	52%	85%	50%
Hispanic	Reading	86%	71%	65%	72%	70%	90%	70%
	Math	94%	76%	64%	78%	90%	100%	71%
	Science	64%	63%	54%	57%	59%	85%	69%
	Social Studies	41%	58%	46%	50%	54%	85%	54%
LEP	Reading	79%	48%	37%	59%	52%	85%	74%
	Math	91%	65%	41%	67%	85%	100%	56%
	Science	50%	38%	27%	39%	41%	70%	44%
	Social Studies	27%	35%	17%	34%	35%	70%	28%
Title I	Reading	86%	71%	65%	72%	70%	90%	70%
	Math	94%	76%	64%	78%	90%	100%	70%
	Science	64%	63%	54%	57%	59%	85%	69%
	Social Studies	41%	58%	46%	50%	54%	85%	55%
Migrant	Reading	74%	45%	67%	67%	67%	85%	55%
	Math	100%	65%	67%	87%	89%	100%	63%
	Science	68%	40%	67%	60%	63%	85%	55%
	Social Studies	47%	35%	42%	53%	50%	85%	40%
G/T	Reading	100%	97%	100%	100%	100%	100%	99%
	Math	97%	100%	94%	100%	100%	100%	98%
	Science	100%	100%	100%	100%	100%	100%	98%
	Social Studies	78%	100%	94%	100%	95%	100%	94%
At Risk	Reading	80%	51%	45%	60%	56%	85%	58%
	Math	91%	64%	46%	68%	85%	100%	61%
	Science	52%	38%	30%	41%	44%	70%	56%
	Social Studies	29%	34%	19%	33%	37%	70%	40%
Monitored 1&2	Reading	100%	100%	98%	100%	100%	100%	87%
	Math	100%	88%	88%	100%	100%	100%	87%
	Science	100%	85%	84%	86%	94%	100%	84%
	Social Studies	75%	78%	72%	79%	84%	100%	67%

Roma Independent School District
Ramiro Barrera Middle School
 Annual Performance Objectives
 All Students

Performance Indicators	Grade Level	Performance Data 2013-2014	Performance Data 2014-2015	Performance Data 2015-2016	Performance Data 2016-2017	Performance Data 2017-2018	Performance Projected 2018-2019	State Average
Reading	6 th	65%	57%	52%	54%	56%	70%	67%
Math	6 th	76%	75%	73%	74%	71%	85%	75%
Reading	7 th	65%	53%	54%	55%	58%	85%	72%
Math	7 th	74%	61%	69%	56%	73%	90%	68%
Writing	7 th	58%	59%	68%	62%	61%	85%	68%
Reading	8 th	86%	71%	72%	72%	70%	85%	76%
Math	8 th	94%	76%	70%	78%	91%	100%	74%
Science	8 th	64%	63%	60%	56%	61%	85%	74%
Social Studies	8 th	41%	58%	51%	50%	56%	70%	62%
Reading (Combined)	6 th -8 th	72%	66%	59%	60%	61%	85%	72%
Math (Combined)	6 th -8 th	84%	78%	71%	69%	78%	90%	72%
Attendance	6 th -8 th	95%	94.8%	95%	95.6%	94.6%	100%	
Dropout Rate	6 th -8 th	0.4%	0.2%			0%	0%	

Long-Range Goals: 2018-2022

Indicator	Goal
Curriculum	By 2022, our campus will continue to improve its relationship with the Home Campuses in order to exchange information more efficiently. We will work together so that students' transitions do not hinder their learning in any way, but rather benefit them so that the students go back with a revitalized enthusiasm for learning.
Student Performance Data	By 2022, all students will meet or exceed the academic standards for Recognized District status set forth by the state's Academic Excellence Indicator System under the new STAAR Assessment standards.
Student Populations	By 2022, we will have raised the level of learning and will have met the standards set forth by the state's Academic Excellence Indicator System under the STAAR Assessments for all our special populations. We will have established a strong relationship with Home Campus Personnel regarding At-Risk, Special Education, ESL, Economically Disadvantaged, Gifted and Talented, and Migrant students and their respective District Level Administrators.
Support Structure	By 2022, we will have a support structure that contributes to an environment that promotes learning in a positive, safe, modern, technological, and hands-on way. We will ensure that our facilities are equipped with everything needed to meet these goals including continuous professional development and promoting the increase of parental involvement.
Technology	By 2022, our campus will have a technological infrastructure capable of supporting all the gadgets that will be used by our students and staff to improve our learning environment. The use of technology will be incorporated into our daily activities as to harness our students' current use of it and incorporate it to their academic success.



All Students

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population

All Students

Indicator

All Subjects

Objective

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug. — May	1	Provide staff development sessions through weekly PLC meetings to properly align the TEKS, STAAR and End of Course objectives to the curriculum.	2.4	All Teachers	\$150 Title I Part A	Improvement in students' STAAR Exams.
Aug/Sept.	2	Diagnose students' strengths and weaknesses in core areas and assign specific accelerated instruction strategies to bring students up to grade level.	2.2	Counselor and Teachers	\$0	Improvement in students' STAAR Exams.
Aug. — May	3	Emphasize TEKS in all areas.	2.2	All Teachers	\$0	Improvement in students' STAAR Exams.
Aug. — May	4	Provide necessary materials to assist students with mastery of TEKS and End of Course Exams.	2.4	All Teachers	\$139 Title III Part A	Improvement in students' STAAR Exams.
Aug. — May	5	Data analysis will target areas of greatest instructional needs to modify instruction accordingly in the classroom.	2.2	All Teachers	\$0	Improvement in students' STAAR Exams.
Aug. — May	6	Utilize differentiated instruction for all ESL (LEP) students.	2.4	All Teachers	\$0	Improvement in students' STAAR Exams.
Aug. — May	7	Use the Response to Intervention (RtI) Process when needed.	2.4	All Teachers	\$0	Improvement in students' STAAR Exams.
At all times	8	Teachers will set classroom goals, monitor actively and engage students in question and answer sessions to assess students formatively. Teachers will also quiz/test the students on a weekly basis to check for understanding.	2.2	All Teachers	\$0	Improvement in students' STAAR Exams.
Aug. — May	9	Counseling services will be available and provided for all students.	2.4	Counselor	\$0	Improvement in students' morale/behavior.
At all times	10	All staff will be cognizant of the importance of the prevention of bullying and how to deal with such cases.	2.4	All Staff	\$0	Improvement in students' morale/behavior.
Jan.	11	Conduct a comprehensive needs assessment of the campus on demographics, student achievement, school culture, staff quality, curriculum, instruction, family, school context, and technology.	1.1	All Teachers	\$0	Improvement in learning environment.
Aug. — May	12	Implement Professional Learning Communities to build teacher capacity and enhance student learning	2.2	Principal and Counselor	\$0	Improvement in learning environment.
August	13	Analyze STAAR/EOC Released exams during curriculum workshops.	2.2	All Teachers	\$0	Improvement in learning environment.
Sept.—Apr.	14	Roma High School is a Texas Success Initiative (TSI) and American College Testing (ACT) testing site and provides ACT and SAT vouchers for students.	2.4	Home Campus	\$0	College Preparedness

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population
Indicator
Objective

All Students
Character Education
To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Upon Entry	1	Meet with the student and parent(s) to clarify program implemented for Character Building—"Wisdom for Life", "Building Good Citizens for Texas"	3.3	Principal Counselor All Teachers	\$0	Improvement in students' discipline, values, and attendance. Sign-in logs.
Aug.—May	2	Implement Comprehensive Developmental and Guidance Program to maximize positive student behavior monthly. Post Character Traits in each classroom.	2.2	Counselor	\$0	Improvement in students' discipline and better transition to home campus. Counselor logs.
Aug.—May	3	Implement "The Character Revolution" Daily Character Boost lessons.	2.4	Principal Counselor All Teachers	\$0	Improvement in students' discipline leading to a safe learning environment. Student surveys.
Aug.—May	4	Provide counseling services and training on "Values for Life" with individual assessments and surveys (individual/group) counseling.	2.2	Counselor	\$0	Improvement in students' discipline leading to enhancement of students' self-awareness. Student surveys. Counselor logs.

Instructional and Guidance Center

Campus Improvement Plan 2018-2019

Student Population
Indicator
Objective

All Students

Science

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
All Year	1	Provide staff development sessions to properly align the TEKS, STAAR and End of Course objectives to our Science curriculum.	2.4	Science Teacher	\$30 Title 2 Part A	Improvement in students' STAAR and End of Course Exams.
Aug.—May	2	Diagnose students' strengths and weaknesses in Science and assign specific accelerated instruction strategies to bring students up to grade level.	2.2	Counselor and Science Teacher	\$0	Improvement in students' STAAR and End of Course Exams.
All Yer	3	Emphasize Science TEKS in all areas.	2.2	All Teachers	\$0	Improvement in students' Science Scores.
Aug. — May	4	Provide necessary materials to assist students with mastery of TEKS and End of Course Exams.	2.4	Science Teacher	\$25 Title 3 Part A.	Improvement in students' Science Scores.
Aug. — May	5	Utilize data analysis that will target areas of greatest instructional needs.	2.2	Science Teacher	\$0	Improvement in students' STAAR and End of Course Exams.
Aug. — May	6	Use differentiated instruction for all ESL (LEP) students.	2.4	Science Teacher	\$0	Improvement in students' Science Scores.
Aug. — May	7	Use the Response to Intervention (RtI) Process when needed.	2.4	Science Teacher	\$0	Improvement in students' Science Scores.
Aug. — May	8	Provide one-to-one instruction as needed.	2.4	Science Teacher	\$0	Improvement in students' Science Scores.
At all times	9	Teachers will set classroom goals, monitor actively and engage students in question and answer sessions to assess students formatively. Teachers will also quiz/test the students on a weekly basis to check for understanding.	2.2	Science Teacher	\$0	Improvement in students' STAAR and End of Course Exams.
At all times	10	All staff will be cognizant of the importance of the prevention of bullying and how to deal with such cases.	2.4	All Staff	\$0	Improvement in students' morale/behavior.
Aug.—May	11	Implement the Professional Learning Community to enhance student learning.	2.2	Principal and Counselor	\$0	Improvement in learning environment.
August	12	Analyze STAAR/EOC Released exams during curriculum workshops.	2.2	All Teachers	\$0	Improvement in learning environment.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population
Indicator
Objective

All Students
Social Studies
To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug./Jan.	1	Provide staff development to properly align the TEKS, STAAR and End of Course objectives to our Social Studies curriculum.	2.4	Social Studies Teacher	\$65 Title 2 Part A	Improvement in students' STAAR and End of Course Exams.
Aug/Sept.	2	Teacher will make a data analysis of the STAAR/STAAR test to target areas of greatest instructional needs.	2.2	Social Studies Teacher and Counselor	\$0	Improvement in students' STAAR and End of Course Exams.
Aug.	3	Conduct vocabulary analysis of the Social Studies STAAR/STAAR exams.	2.2	Social Studies Teacher	\$0	Improvement in students' Social Studies Scores.
Aug. — May	4	Provide one-to-one instruction as needed.	2.4	Social Studies Teacher	\$0	Improvement in students' STAAR and End of Course Exams.
At all times	5	Teachers will set classroom goals, monitor actively and engage students in question and answer sessions to assess students formatively. Teachers will also quiz/test the students on a weekly basis to check for understanding.	2.2	Social Studies Teacher	\$0	Improvement in students' STAAR and End of Course Exams.
At all times	6	All staff will be cognizant of the importance of the prevention of bullying and how to deal with such cases.	2.4	All Staff	\$0	Improvement in students' morale/behavior.
Aug.— May	7	Implement the Professional Learning Community to enhance student learning.	2.2	Principal and Counselor	\$0	Improvement in learning environment.
August	8	Analyze STAAR/EOC Released exams during curriculum workshops.	2.2	All Teachers	\$0	Improvement in learning environment.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population

Indicator

Objective

All Students

English and Language Arts

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug./Jan.	1	Provide staff development to properly align the TEKS, STAAR and End of Course objectives to our ELA curriculum.	2.4	ELA Teacher	\$30 Title 2 Part A	Improvement in students' STAAR Exams.
Aug. — May	2	Provide ESL instruction for all LEP students.	2.4	ELA Teacher	\$0	Improvement in students' STAAR Exams.
Aug. / Jan.	3	Teacher will make a data analysis of the STAAR test to target areas of greatest instructional needs.	2.2	ELA Teacher	\$0	Improvement in students' ELA Scores.
Aug./Sept.	4	Diagnose students' strengths and weaknesses in writing and assign specific accelerated instructional strategies to bring students up to grade level.	2.2	ELA Teacher and Counselor	\$0	Improvement in students' Writing and ELA Scores.
Aug.	5	Conduct vocabulary analysis of the ELA STAAR/STAAR exams.	2.2	ELA Teacher	\$0	Improvement in students' ELA Scores.
Aug — May.	6	Use word walls for vocabulary enrichment.	2.4	All Teachers	\$0	Improvement in students' ELA Scores.
Aug — May.	7	Provide differentiated instruction for students, materials and supplies for mastery of TEKS.	2.4	ELA Teacher	\$25 Title 3 Part A	Improvement in students' ELA Scores.
Aug.— May.	8	Provide one-to-one instruction for students as needed.	2.4	ELA Teacher	\$0	Improvement in students' ELA Scores.
At all times	9	Teachers will set classroom goals, monitor actively and engage students in question and answer sessions to assess students formatively. Teachers will also quiz/test the students on a weekly basis to check for understanding.	2.4	ELA Teacher	\$0	Improvement in students' STAAR Exams.
Aug —May	10	Students will respond to short answer questions, write essays, and revise/edit them to improve on their writing skills.	2.4	ELA Teacher	\$0	Improvement in students' STAAR Exams.
At all times	11	All staff will be cognizant of the importance of the prevention of bullying and how to deal with such cases.	2.4	All Staff	\$0	Improvement in students' morale/behavior.
Aug.—May	12	Implement the Professional Learning Community to enhance student learning.	2.2	Principal and Counselor	\$0	Improvement in learning environment.
August	13	Analyze STAAR/EOC Released exams during curriculum workshops.	2.4	All Teachers	\$0	Improvement in learning environment.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population
Indicator
Objective

All Students
Mathematics
To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug./Jan.	1	Provide staff development to properly align the TEKS, STAAR and End of Course objectives to the home campus' Mathematics curriculum.	2.4	Math Teacher	\$30 Title 2 Part A	Improvement in students' STAAR and End of Course Exams.
Aug./Jan.	2	Teacher will make a data analysis of the STAAR/STAAR test to target areas of greatest instructional needs.	2.2	Math Teacher	\$0	Improvement in students' Math Scores in STAAR.
Aug./Sept.	3	Diagnose students' strengths and weaknesses in Math and assign specific accelerated instructional strategies to bring students up to grade level.	2.2	Math Teacher and Counselor	\$0	Improvement in students' Math Scores.
Aug.	4	Conduct Vocabulary analysis of the Math STAAR/EOC exams.	2.2	Math Teacher	\$0	Improvement in students' Math Scores.
Aug. — May	5	Provide necessary materials to assist students with mastery of TEKS and End of Course Exams.	2.4	Math Teacher	\$100 Title 4 Part A	Improvement in students' STAAR and End of Course Exams.
Aug. — May	6	Integrate Math objectives into all content areas.	2.4	All Teachers	\$0	Improvement in students' STAAR and End of Course Exams.
Aug. — May	7	Provide differentiated instruction, sheltered instruction, and one-to-one for students as needed.	2.4	Math Teacher	\$0	Improvement in students' Math Scores.
At all times	8	Teachers will set classroom goals, monitor actively and engage students in question and answer sessions to assess students formatively. Teachers will also quiz/test the students on a weekly basis to check for understanding.	2.4	Math Teacher	\$0	Improvement in students' STAAR and End of Course Exams.
At all times	9	All staff will be cognizant of the importance of the prevention of bullying and how to deal with such cases.	2.4	All Staff	\$0	Improvement in students' morale/behavior.
Aug.—May	10	Implement the Professional Learning Community to enhance student learning.	2.4	Principal and Counselor	\$0	Improvement in learning environment.
August	11	Analyze STAAR/EOC Released exams during curriculum workshops.	2.4	All Teachers	\$0	Improvement in learning environment.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

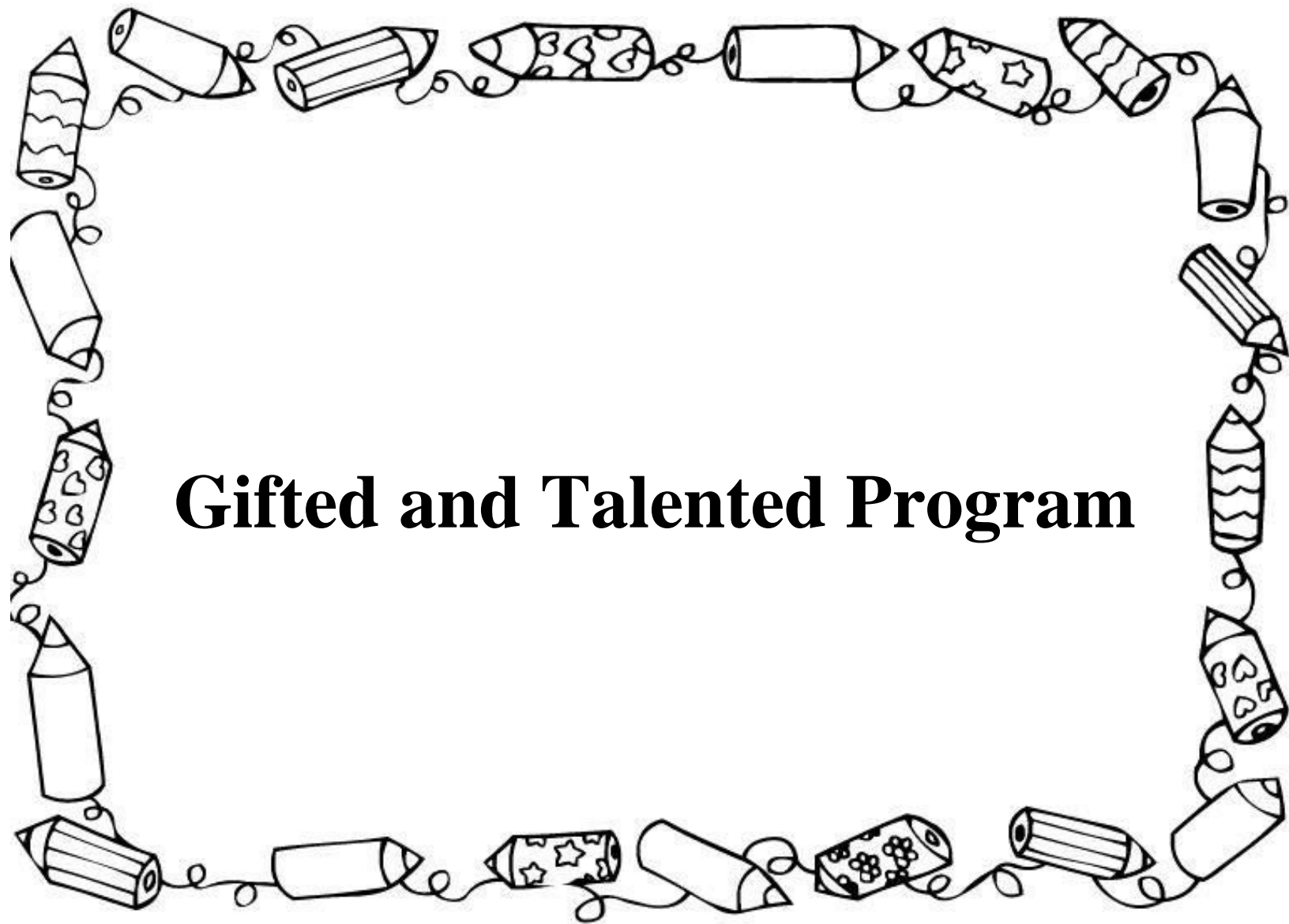
Student Population
Indicator
Objective

All Students

Attendance

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug./Jan.	1	Review the Texas Education Code and local policies in regards to Compulsory School Attendance with all students.	2.4	Truancy Prevention Coordinator, Counselor Principal	\$0	Improve daily attendance rates.
Aug. — May	2	Monitor student absences and communicate these with parents. Increase visits to parents of students with attendance concerns	3.3	Counselor, Principal	\$0	Improve daily attendance rates.
Aug. — May	3	Continue developing the guidance program to target issues involving school attitudes and behaviors, peer relationships, study skill, career planning, school safety, harassment issues, gang pressures, conflict resolution, divorce, abuse, college choices, death of family members or friends, scholarships and financial aid.	2.4	Counselor, Principal	\$0	Improve school culture and learning environment.
Aug. — May	4	Provide counseling and support services for students with attendance problems.	2.4	Counselor, Principal	\$0	Improve daily attendance rates.
Aug.	5	Provide staff development on the latest research to keep students motivated to stay in school.	2.4	Region 1, Administration, Truancy Prevention Coordinator, Counselor	\$28 Title 3 Part A	Improve daily attendance rates and graduation rates.
Aug. — May	6	Develop incentives to foster regular attendance.	2.4	Truancy Prevention Coordinator, Principal, Counselor	\$0	Improve daily attendance rates.
By Semester	7	Provide parent training on the importance of student attendance and attendance policies.	3.3	Truancy Prevention Coordinator, Counselor, Principal	\$0	Improve daily attendance rates.



Gifted and Talented Program

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population

Indicator

Objective

All Students

Gifted and Talented Program

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug. — May	1	Work with students' home campus on the Texas Performance Standards (Project TPSP)	2.4	All Teachers	\$0	Project evaluated at home campus
Aug.	2	Ensure that all new teachers complete the 30 hour G/T training	2.4	All Teachers G/T Coordinator And Campus Administration	\$0	Students will reach Masters level in STAAR and End of Course Exams.
Aug.	3	Teachers will attend a six hour training on G/T students on a yearly basis.	2.4	Central Office Admin. Region One	\$0	Improvement in students' STAAR and End of Course Exams.
Aug. — May	4	Pass out G/T brochures in English/Spanish to staff and parents.	2.1	Counselor	\$0	Increase awareness of G/T Program.
Aug. — May	5	Provide an overview of the G/T program to staff.	3.3	Counselor	\$0	Increase awareness of G/T Program.
Aug. — May	6	Pass out surveys to staff, administration, parents, and students and gather results to improve the program.	2.2	Counselor	\$0	Increase awareness of G/T Program.
At all times	7	All staff will be cognizant of the importance of the prevention of bullying and how to deal with such cases.	2.4	All Staff	\$0	Improvement in students' morale/behavior.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population
Indicator
Objective

Gifted and Talented Students

Science

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug. — May	1	Work on a project in the field of Science related to and supporting courses the student is taking.	2.4	Science Teacher	\$0	Improvement and mastery of related TEKS
Aug. — May	2	Work with students' Home Campus on the Texas Performance Standards Project (TPSP).	2.2	Counselor and Science Teacher	\$0	Completion of students' G/T projects.
Aug. — May	3	Provide activities for higher order thinking skills to students (including projects and research papers in accordance to lesson plans and timelines provided by home campuses).	2.4	Science Teacher	\$0	Improvement and mastery of Science TEKS
Aug. — May	4	Use of manipulatives and technology devices (i.e. CDs, DVDs, and interactive websites) along with the SmartBoard to attain a higher level of learning.	2.4	Science Teacher	\$0	Improvement in students' Science scores.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population
Indicator
Objective

Gifted and Talented Students

Social Studies

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug. — May	1	Teachers will advise students on research projects related to the students' current subject matter.	2.4	Counselor and Social Studies Teacher	\$0	Improvement in students' STAAR and End of Course Exams.
Aug. — May	2	Work with students' Home Campus on the Texas Performance Standards Project (TPSP).	2.2	Counselor and Social Studies Teacher	\$0	Completion of students' G/T projects.
Aug. — May	3	Provide activities for higher order thinking skills to students (including projects and research papers in accordance to lesson plans and timelines provided by home campuses).	2.4	Social Studies Teacher	\$0	Improvement and mastery of Social Studies TEKS
Aug. — May	4	Use of manipulatives and technology devices (i.e. CDs, DVDs, and interactive websites) along with the SmartBoard to attain a higher level of learning.	2.4	Social Studies Teacher	\$0	Improvement in students' Social Studies scores.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population
Indicator
Objective

Gifted and Talented Students

English and Language Arts

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug. — May	1	Teachers will work with students on a research paper related to the students' current subject matter.	2.4	Counselor and ELA Teacher	\$0	Improvement in students' STAAR and End of Course Exams.
Aug. — May	2	Work with students' Home Campus on the Texas Performance Standards Project (TPSP).	2.2	Counselor and ELA Teacher	\$0	Completion of students' G/T projects.
Aug. — May	3	Provide activities for higher order thinking skills to students (including projects and research papers in accordance to lesson plans and timelines provided by home campuses).	2.4	ELA teacher	\$0	Improvement and mastery of ELA TEKS
Aug. — May	4	Use of manipulatives and technology devices (i.e. CDs, DVDs, and interactive websites) along with the SmartBoard to attain a higher level of learning.	2.4	ELA Teacher	\$0	Improvement in students' ELA scores.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population
Indicator
Objective

Gifted and Talented Students

Mathematics

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug. — May	1	Teachers will work with students on a project that relates to their current subject matter.	2.4	Counselor and Math Teacher	\$0	Improvement in students' STAAR and End of Course Exams.
Aug. — May	2	Work with students' Home Campus on the Texas Performance Standards Project (TPSP).	2.2	Counselor and Math Teacher	\$0	Completion of students' G/T projects.
Aug. — May	3	Provide activities for higher order thinking skills to students (including projects and research papers in accordance to lesson plans and timelines provided by home campuses).	2.4	Math Teacher	\$0	Improvement and mastery of Math TEKS
Aug. — May	4	Use of manipulatives and technology devices (i.e. CDs, DVDs, and interactive websites) along with the SmartBoard to attain a higher level of learning.	2.4	Math Teacher	\$0	Improvement in students' Math scores.



At-Risk/State Compensatory

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

**Student Population
Indicator
Objective**

At-Risk/State Compensatory

Budget

To improve student performance as per home campus' projections.

2018-2019 I & G Center State Compensatory Education			
6100 Payroll			\$187.00
Object Code	Function Code	Description	
6114	11	Stipends for Trainings	\$0.00
6118	11	Stipends for Tutorials	\$187.00
6200 Contracted Services			\$71.00
6291	11	Contracted Services (Professional Development)	\$71.00
6300 Materials & Supplies			\$222.00
6399	11	Instructional Materials & Supplies	\$222.00
6400 Travel & Per Diem			\$53.00
6411	11	Travel for staff (meals, mileage, lodging)	\$53.00
Total Campus Allocation			\$533.00

***All 5 regular education teachers are paid out of State Compensatory Education (SCE) funds.**

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

**Student Population
Indicator
Objective**

At-Risk/State Compensatory

Science

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug. — May	1	Provide instruction on vocabulary and comprehension skills at the basic and intermediate levels.	2.4	Science Teacher	\$0	Improvement in students' STAAR and End of Course Exams.
Aug. — May	2	Students will speak English at all times.	2.4	All Teachers	\$0	Improvement in students' STAAR and End of Course Exams.
Aug. — May	3	Vocabulary analysis of STAAR Science Tests and STAAR Exams.	2.2	Science Teacher	\$0	Improvement in students' Science Scores.
Aug. — May	4	Provide one-to-one tutoring for students.	2.4	Science Teacher	\$0	Improvement in students' Science Scores.
Aug. — May	5	Use of manipulatives and technology devices (i.e. CDs, DVDs, and interactive websites) along with the SmartBoard.	2.4	Science Teacher	\$29 State Comp.	Improvement in students' Science scores.
Aug. — May	6	Create Science Camps that will reinforce materials studied throughout the year in preparation for End of Course Exams.	2.4	Science Teacher Counselor	\$0	Improvement in students' EOC Exams.
Aug.— May	7	Evaluate the effectiveness of strategies through formal and informal testing throughout the year (i.e. Access4).	2.2	Science Teacher	\$0	Improvement in students' Science scores.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population
Indicator
Objective

At-Risk/State Compensatory

Social Studies

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
One month prior to testing.	1	Establish a STAAR and End of Course Exam Mode schedule that will enable all students to attend at least one Social Studies class a day.	2.4	Social Studies Teacher Counselor	\$0	Improvement in students' STAAR and End of Course Exams.
Aug. — May	2	Students will speak English at all times.	2.4	All Staff	\$0	Improvement in students' STAAR and End of Course Exams.
Aug. — May	3	Ensure integration of higher-level thinking skills into daily Social Studies instruction.	2.4	Social Studies Teacher	\$0	Improvement in students' STAAR and End of Course Exams through the use of Blooms Taxonomy.
Aug. — May	4	Provide one-on-one instruction.	2.4	Social Studies Teacher	\$0	Improvement in students' STAAR and End of Course Exams.
Aug. — May	6	Use of manipulatives and technology devices (i.e. CDs, DVDs, and interactive websites) along with the SmartBoard.	2.4	Social Studies Teacher	\$29 State Comp.	Improvement in students' Social Studies scores.
Aug. — May	7	Create Social Studies Camps that will reinforce materials studied throughout the year in preparation for End of Course Exams.	2.4	Social Studies Teacher	\$0	Improvement in students' EOC Exams.
Aug.— May	7	Evaluate the effectiveness of strategies through formal and informal testing throughout the year (i.e. Access4, ConnectEd).	2.2	Social Studies Teacher	\$0	Improvement in students' Social Studies scores.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population
Indicator
Objective

At-Risk/State Compensatory
English and Language Arts
To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
One month prior to testing.	1	Establish a STAAR and End of Course Exam Mode schedule that will enable all students to attend Writing class once a day.	2.4	ELA Teacher Counselor	\$0	Improvement in students' STAAR and End of Course Exams.
Aug. — May	2	Ensure integration of higher-level thinking skills into daily ELA instruction.	2.4	ELA Teacher	\$0	Improvement in students' STAAR and End of Course Exams through the use of Blooms Taxonomy.
Aug. — May	3	Provide reading and writing lessons with the use of programs at the appropriate skills level. (i.e. Prentice Hall Literature: Texas Intervention Resources, Better Test Scores, ELA STAAR Coach and Constructing Responses to Better Writing)	2.4	ELA Teacher Counselor	\$0	Improvement in students' STAAR and End of Course Exams/ Lesson Plans
Aug. — May	4	Provide one-on-one instruction.	2.4	ELA Teacher	\$0	Improvement in students' STAAR and End of Course Exams.
Aug. — May	5	Incorporate hands-on activities and read along illustrated books to enhance understanding.	2.4	ELA Teacher	\$0	Improvement in students' STAAR and End of Course Exams.
Aug. — May	6	Uses manipulatives and technology devices (i.e. CDs, DVDs, and interactive websites) along with the SmartBoard.	2.4	ELA Teacher	\$29 State Comp.	Improvement in students' ELA scores.
Aug. — May	7	Create ELA Camps that will reinforce materials studied throughout the year in preparation for End of Course Exams.	2.4	ELA Teacher	\$0	Improvement in students' EOC Exams.
Aug.— May	8	Evaluate the effectiveness of strategies through formal and informal testing throughout the year.	2.2	ELA Teacher	\$0	Improvement in students' ELA scores.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population
Indicator
Objective

At-Risk/State Compensatory

Mathematics

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug. — May	1	Provide writing lessons with the use of programs at the appropriate skills level. (i.e. Prentice Hall Literature: Texas Intervention Resources, Math Advantage STAAR Practice Workbook, Mathematics in the Classroom and Math Counts)	2.4	Math Teacher	\$0	Improvement in students' STAAR and End of Course Exams.
Aug. — May	2	Ensure integration of technology into the Math Curriculum.	2.4	Math Teacher Computer Teacher	\$0	Improvement in students' STAAR and End of Course Exams
Aug. — May	3	Provide one-on-one instruction.	2.4	Math Teacher	\$0	Improvement in students' STAAR and End of Course Exams.
Aug. — May	4	Use of manipulatives and technology devices (i.e. CDs, DVDs, and interactive websites) along with the SmartBoard.	2.4	Math Teacher	\$29 State Comp.	Improvement in students' Math scores.
Aug. — May	5	Create Math Camps that will reinforce materials studied throughout the year in preparation for End of Course Exams.	2.4	Math Teacher	\$0	Improvement in students' EOC Exams.
Aug.— May	6	Evaluate the effectiveness of strategies through formal and informal testing throughout the year.	2.2	Math Teacher	\$0	Improvement in students' Math scores.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

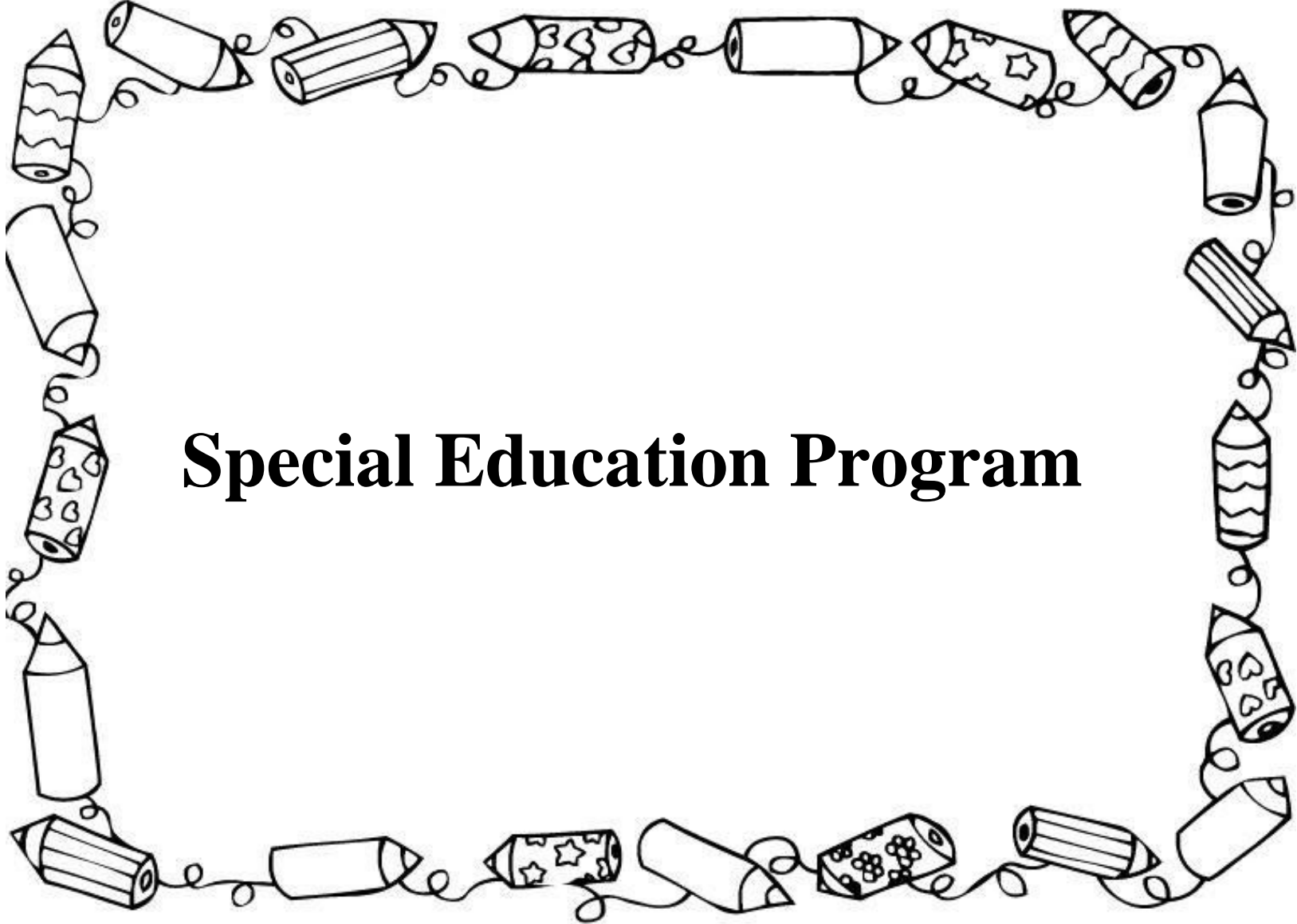
**Student Population
Indicator
Objective**

At-Risk/State Compensatory

Attendance

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Weekly	1	Provide motivational and self-esteem sessions through the counseling department for all students.	2.4	Counselor	\$0	Improve daily attendance rates. Counselor's activities logs.
Aug. — May	2	Integrate Character Education and Social Skills Curriculum through the Guidance and Counseling Program for all students.	2.4	Counselor All Teachers	\$0	Improve daily attendance rates.
Aug. — May	3	Establish an incentive program to reward perfect attendance to students after a six weeks period.	2.4	Counselor Principal	\$0	Improve daily attendance rates.
By Semester	4	Provide parent training on the importance of student attendance and attendance policies.	3.3	Counselor Principal	\$0	Improve daily attendance rates.
Every Six Week Period	5	Recognize students for perfect attendance, honor roll, and other student accomplishments.	2.4	Counselor Principal and Teachers	\$0	Improve student self-esteem and create a positive school environment.



Special Education Program

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population

All Students

Indicator

Special Education

Objective

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug. — May	1	Provide manipulatives to enhance students' understanding of basic and critical thinking skills for Special Education students.	2.4	Sp. Ed. Teacher	Sp. Ed Funds	Improvement in students' STAAR and End of Course Exams.
Aug. — May	2	Identify entry level of academic skills with IEP and prepare activities based on students' needs.	2.2	Sp. Ed. Teacher	Sp. Ed. Funds	Improvement in students' STAAR and End of Course Exams.
Aug. — May	3	Provide instructional accommodations and/or modifications as per students' IEPs.	2.4	Sp. Ed. Teacher	Sp. Ed Funds	Improvement in students' STAAR and End of Course Exams.
Aug. — May	4	Provide one-to-one instruction and provide materials and supplies	2.4	Sp. Ed Teacher	Sp. Ed. Funds	Improvement in students' grades.
Aug. — May	5	Provide staff development on developing and implementing students' Instructional Education Plans (IEPs) to address individual student needs.	2.4	Sp. Ed. Teacher Sp. Ed. Staff	Sp. Ed. Funds	Evaluation Forms Agendas/Sign-ins
Aug. — May	6	Use of manipulatives and technology devices (i.e. CDs, DVDs, and interactive websites) along with the SmartBoard.	2.4	Sp. Ed. Teacher	Sp. Ed Funds	Improvement in students' grades.
Aug.— May	7	Provide direct/group related services (therapies, counseling, and school health) as per student IEPs.	2.4	Counselors LPCs Speech Therapist LSSP Assigned Nurse	Sp. Ed. Funds	Improvement in behavior and overall school-based performance.
Aug.— May	8	Implement and monitor Behavior Intervention Plans (BIP) as per student IEPs.	2.2	Sp. Ed. Teacher Principal Counselor Teacher	Sp. Ed. Funds	Improvement in behavior and overall school-based performance.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population

Special Education

Indicator

Science

Objective

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug. — May	1	Provide manipulatives to enhance students' understanding of basic and critical thinking skills in Science.	2.4	Science Teacher Sp. Ed. Teacher	Sp. Ed Funds	Improvement in students' STAAR and End of Course Exams.
Aug. — May	2	Identify entry level of Science academic skills with IEP and prepare activities based on students' needs.	2.2	Science Teacher Sp. Ed. Teacher	Sp. Ed. Funds	Improvement in students' STAAR and End of Course Exams.
Aug. — May	3	Provide instructional accommodations and/or modifications as per students' IEPs.	2.4	Science Teacher Sp. Ed. Teacher	Sp. Ed Funds	Improvement in students' STAAR and End of Course Exams.
Aug. — May	4	Provide one-to-one instruction and provide materials and supplies	2.4	Science Teacher Sp. Ed Teacher	Sp. Ed. Funds	Improvement in students' Science Scores.
Aug. — May	5	Provide staff development on developing and implementing students' Instructional Education Plans (IEPs) to address individual student needs.	2.4	Sp. Ed. Teacher Sp. Ed. Staff	Sp. Ed. Funds	Evaluation Forms Agendas/Sign-ins
Aug. — May	6	Use of manipulatives and technology devices (i.e. CDs, DVDs, and interactive websites) along with the SmartBoard.	2.4	Science Teacher	Sp. Ed Funds	Improvement in students' Science scores.
Aug. — May	7	Create Science Camps that will reinforce materials studied throughout the year in preparation for End of Course Exams.	2.4	Science Teacher	Sp. Ed Funds	Improvement in students' EOC Exams.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population
Indicator
Objective

Special Education
Social Studies
To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug. — May	1	Provide materials and supplies to enhance students' understanding of basic and critical thinking skills in Social Studies.	2.4	Social Studies Teacher Sp. Ed. Teacher	Sp. Ed Funds	Improvement in students' STAAR and End of Course Exams.
Aug. — May	2	Identify entry level of Social Studies academic skills with IEP and prepare activities based on students' needs.	2.2	Social Studies Teacher Sp. Ed. Teacher	Sp. Ed. Funds	Improvement in students' STAAR and End of Course Exams.
Aug. — May	3	Provide instructional accommodations and/or modifications as per students' IEP	2.4	Science Teacher Sp. Ed. Teacher	Sp. Ed Funds	Improvement in students' STAAR and End of Course Exams.
Aug. — May	4	Provide one-to-one instruction.	2.4	Science Teacher Sp. Ed Teacher	Sp. Ed. Funds	Improvement in students' Science Scores.
Aug. — May	5	Provide staff development on developing and implementing students' Instructional Education Plans (IEPs) to address individual student needs.	2.4	Sp. Ed. Teacher Sp. Ed. Staff	Sp. Ed. Funds	Evaluation Forms Agendas/Sign-ins
Aug. — May	6	Use of manipulatives and technology devices (i.e. CDs, DVDs, and interactive websites) along with the SmartBoard.	2.4	Social Studies Teacher	Sp. Ed Funds	Improvement in students' Social Studies scores.
Aug. — May	7	Create Social Studies Camps that will reinforce materials studied throughout the year in preparation for End of Course Exams.	2.4	Social Studies Teacher	Sp. Ed Funds	Improvement in students' EOC Exams.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population

Indicator

Objective

Special Education

English and Language Arts

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug. — May	1	Provide writing lessons with the use of programs at the appropriate skills level. (i.e. Measuring UP, Better Test Scores, ELA STAAR Coach and Constructing Responses to Better Writing)	2.4	ELA Teacher Sp. Ed. Teacher	Sp. Ed Funds	Improvement in students' STAAR and End of Course Exams.
Aug. — May	2	Identify entry level of ELA academic skills with IEP and prepare activities based on students' needs.	2.2	ELA Teacher Sp. Ed. Teacher	Sp. Ed. Funds	Improvement in students' STAAR and End of Course Exams.
Aug. — May	3	Provide instructional accommodations and/or modifications as per students' IEP	2.4	ELA Teacher Sp. Ed. Teacher	Sp. Ed Funds	Improvement in students' STAAR and End of Course Exams.
Aug. — May	4	Provide one-to-one instruction.	2.4	Science Teacher Sp. Ed Teacher	Sp. Ed. Funds	Improvement in students' ELA Scores.
Aug. — May	5	Provide staff development on developing and implementing students' Instructional Education Plans (IEPs) to address individual student needs.	2.4	Sp. Ed. Teacher Sp. Ed. Staff	Sp. Ed. Funds	Evaluation Forms Agendas/Sign-ins
Upon Enrollmen t	6	Use individual state data (STAAR/EOC/TELPAS) and local benchmark data to provide appropriate instruction to students	2.2	ELA Teacher Sp. Ed. Teacher	Sp. Ed Funds	Measured improvement in students' STAAR and End of Course Exams.
Aug. — May	7	Incorporate hands-on activities and use read along illustrated books to enhance understanding.	2.4	ELA Teacher	Sp. Ed Funds	Improvement in students' STAAR and End of Course Exams.
Aug. — May	8	Uses manipulatives and technology devices (i.e. CDs, DVDs, and interactive websites) along with the SmartBoard.	2.4	ELA Teacher	Sp. Ed Funds	Improvement in students' ELA scores.
Aug. — May	9	Create ELA Camps that will reinforce materials studied throughout the year in preparation for End of Course Exams.	2.4	ELA Teacher	Sp. Ed Funds	Improvement in students' EOC Exams.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population
Indicator
Objective

Special Education

Mathematics

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug. — May	1	Provide manipulatives to enhance students' understanding of basic and critical thinking skills in Math.	2.4	Math Teacher Sp. Ed. Teacher	Sp. Ed Funds	Improvement in students' STAAR and End of Course Exams.
Aug. — May	2	Identify entry level of Math academic skills with IEP and prepare activities based on students' needs.	2.2	Math Teacher Sp. Ed. Teacher	Sp. Ed. Funds	Improvement in students' STAAR and End of Course Exams.
Aug. — May	3	Provide instructional accommodations and/or modifications as per students' IEP	2.4	Math Teacher Sp. Ed. Teacher	Sp. Ed Funds	Improvement in students' STAAR and End of Course Exams.
Aug. — May	4	Provide one-to-one instruction.	2.4	Math Teacher Sp. Ed Teacher	Sp. Ed. Funds	Improvement in students' Math Scores.
Aug. — May	5	Incorporate the use of scientifically research-based math manipulatives as a daily instructional strategy.	2.4	Math Teacher Sp. Ed. Teacher	Sp. Ed. Funds	Improvement in students' Math Scores
Aug. — May	6	Use of manipulatives and technology devices (i.e. CDs, DVDs, and interactive websites) along with the SmartBoard.	2.4	Math Teacher	Sp. Ed Funds	Improvement in students' Math scores.
Aug. — May	7	Create Math Camps that will reinforce materials studied throughout the year in preparation for End of Course Exams.	2.4	Math Teacher	Sp. Ed Funds	Improvement in students' EOC Exams.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

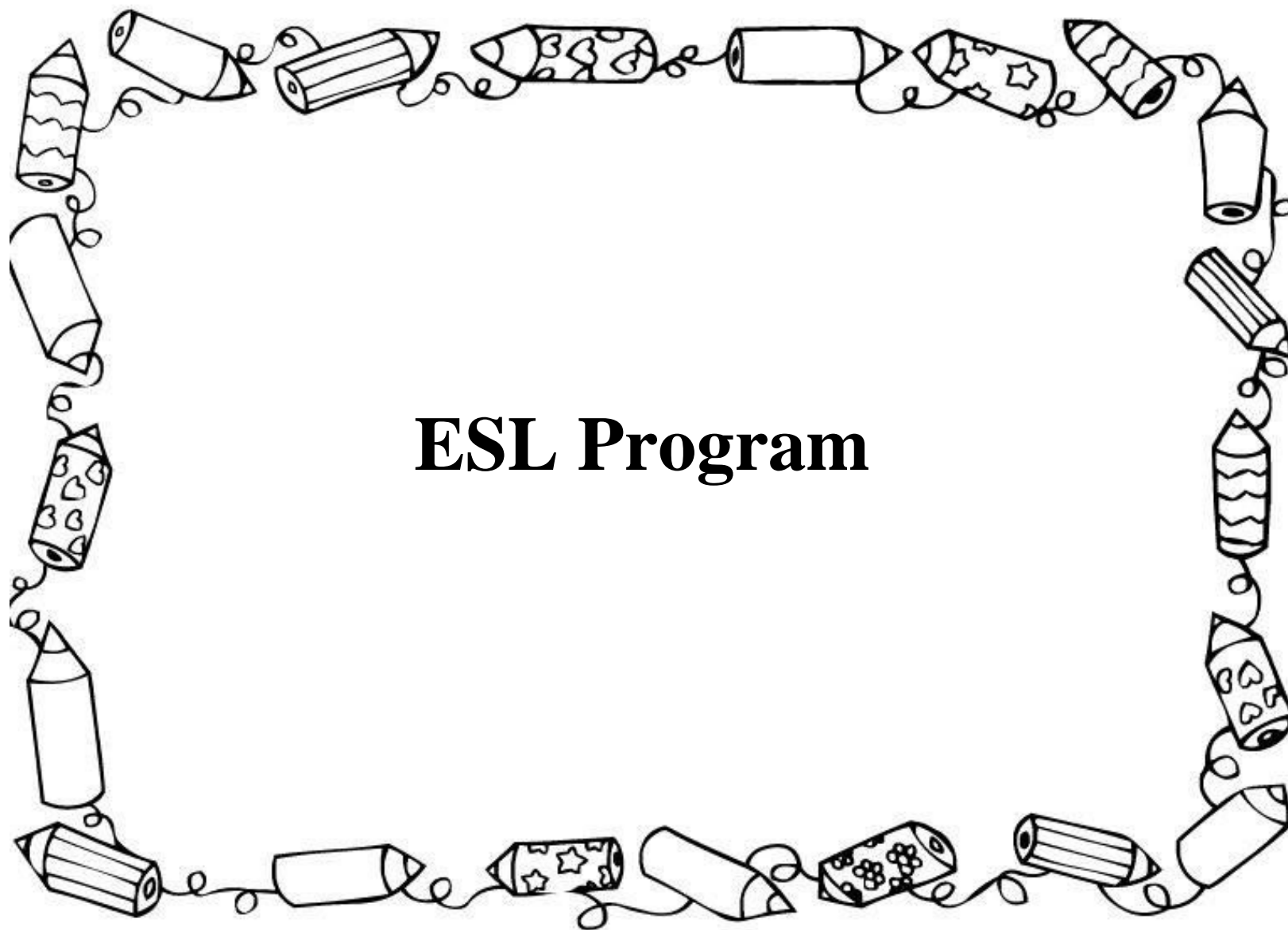
Student Population
Indicator
Objective

Special Education

Attendance

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Weekly	1	Provide motivational and self-esteem sessions through the counseling department for all students.	2.4	Counselor	\$0	Improve daily attendance rates. Counselor's activities logs.
Every Six Week Period	2	Recognize students for perfect attendance, honor roll, and other student accomplishments.	2.4	Counselor Principal and Teachers	\$0	Improve student self-esteem and create a positive school environment.
Aug. — May	3	Begin early identification of students with attendance concerns and establish forms of intervention.	2.2	Counselor Principal	\$0	Improve daily attendance rates.
Aug. — May	4	Establish an incentive program to reward perfect attendance to students after a six weeks period.	2.4	Counselor Principal	\$0	Improve daily attendance rates.
Aug. — May	5	Monitor student absences and communicate these with parents; increase home visits to parents of students with attendance concerns.	3.3	Counselor Principal	\$0	Improve daily attendance rates.
By Semester	6	Provide parent training on the importance of student attendance and attendance policies.	3.3	Counselor Principal	\$0	Improve daily attendance rates.



ESL Program

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population

Indicator

Objective

All Students

ESL/Economically Disadvantaged Students

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug. — May	1	Establish a Reading Class for all students on a daily basis.	2.4	All Teachers Counselor	\$0	Improvement in students' STAAR Exams.
Aug. — May	2	Establish a Writing Class for all students to attend on a daily basis.	2.4	All Teachers Counselor	\$0	Improvement in students' STAAR Exams.
Aug. — May	3	Provide enriching academic experiences through the inclusion of literature targeted to different student populations.	2.4	ELA Teacher Counselor	\$0	Improvement in students' STAAR Exams.
Aug. — May	4	Attend staff development sessions for ESL as needed and share what is learned with the rest of the staff.	2.4	Bil/ESL Dir. Region 1 Staff ELA Teacher	\$20 State B/L Program	Improvement in students' ELA Scores.
Aug. — May	5	Provide ELPs Training/ELPs Flip Chart on ESL students (Bilingual/ESL, ELPs) and other resources.	2.4	Bil/ESL Dir. Region 1 Staff	\$20 State B/L Program	Improvement in students' ELA Scores.
Aug. — May	6	Students will speak English at all times.	2.4	All Staff	\$0	Improvement in students' ELA Scores.
Aug. — May	7	Create ELA Camps that will reinforce materials studied throughout the year in preparation for End of Course Exams.	2.4	ELA Teacher Counselor	\$0	Improvement in students' EOC Exams.
Aug. — May	8	Pass out ESL brochures to parents as a resource for ESL services in English and Spanish.	3.3	Counselor	\$0	Improvement in students' STAAR Exams and parent involvement.
Aug. — May	9	Use a LEP student plan to monitor student progress and modify instructional approach.	2.2	All Teachers	\$0	Improvement in students' classroom assignments and involvement.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population
Indicator
Objective

ESL/Economically Disadvantaged Students

Science

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug. — May	1	Provide materials/resources to facilitate the transition into the English language. (i.e. word walls, dictionaries, Spanish/English dictionaries, etc.)	2.4	Science Teacher	\$20 State B/L Program	Improvement in students' STAAR and End of Course Exams.
Aug. — May	2	Provide instructional support for all ESL students as needed (ELP's Linguistic Instructional Alignment Guide and ELP's Instructional Tool).	2.4	Science Teacher	\$20 State B/L Program	Improvement in students' STAAR and End of Course Exams.
Aug. — May	3	Provide ELPs Training/ELPs Flip Chart on ESL students (Bilingual/ESL, ELPs)	2.4	Bil/ESL Dir. Region 1 Staff	\$20 State B/L Program	Improvement in students' Science Scores.
Aug. — May	4	Use LEP Student Plans and provide Sheltered Instruction methods such as differentiated instruction.	2.4	Science Teacher	\$0 State B/L Program	Improvement in students' Science Scores.
Aug. — May	5	Use of manipulatives and technology devices (i.e. CDs, DVDs, and interactive websites) along with the SmartBoard.	2.4	Science Teacher	\$0 State B/L Program	Improvement in students' Science scores.
Aug. — May	6	Create Science Camps that will reinforce materials studied throughout the year in preparation for End of Course Exams.	2.4	Science Teacher	\$0 State B/L Program	Improvement in students' EOC Exams.
Aug. — May	7	Use a LEP student plan to monitor student progress and modify instructional approach.	2.2	Science Teacher	\$0	Improvement in students' classroom assignments and involvement.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population
Indicator
Objective

ESL/Economically Disadvantaged Students

Social Studies

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug. — May	1	Provide materials/resources to facilitate the transition into the English language. (i.e. word walls, dictionaries, Spanish/English dictionaries, etc.)	2.4	Social Studies Teacher	\$20 State B/L Program	Improvement in students' STAAR and End of Course Exams.
Aug. — May	2	Provide instructional support for all ESL students as needed (ELP's Linguistic Instructional Alignment Guide and ELP's Instructional Tool).	2.4	Social Studies Teacher	\$20 State B/L Program	Improvement in students' STAAR and End of Course Exams.
Aug. — May	3	Provide ELPs Training/ELPs Flip Chart on ESL students (Bilingual/ESL, ELPs)	2.4	Bil/ESL Dir. Region 1 Staff	\$20 State B/L Program	Improvement in students' Math Scores.
Aug. — May	4	Use LEP Student Plans and provide Sheltered Instruction methods such as differentiated instruction.	2.4	Social Studies Teacher	\$0	Improvement in students' Math Scores.
Aug. — May	5	Use a LEP student plan to monitor student progress and modify instructional approach.	2.2	Social Studies Teacher	\$0	Improvement in students' classroom assignments and involvement.
Aug. — May	6	Use of manipulatives and technology devices (i.e. CDs, DVDs, and interactive websites) along with the SmartBoard.	2.4	Social Studies Teacher	\$20 State B/L Program	Improvement in students' Social Studies scores.
Aug. — May	7	Create Social Studies Camps that will reinforce materials studied throughout the year in preparation for End of Course Exams.	2.4	Social Studies Teacher	\$0	Improvement in students' EOC Exams.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population

Indicator

Objective

ESL/Economically Disadvantaged Students

English and Language Arts

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug. — May	1	Establish a Reading Class for all students on a daily basis.	2.4	All Teachers Counselor	\$0	Improvement in students' STAAR Exams.
Aug. — May	2	Establish a Writing Class for all students to attend on a daily basis.	2.4	All Teachers Counselor	\$0	Improvement in students' STAAR Exams.
Aug. — May	3	Provide enriching academic experiences through the inclusion of literature targeted to different student populations.	2.4	ELA Teacher Counselor	\$0	Improvement in students' STAAR Exams.
Aug. — May	4	Provide ELPs Training and use ELPs Flip Chart to help ESL students (Bilingual/ESL, ELPs) and other resources.	2.4	Bil/ESL Dir. Region 1 Staff	\$20 State B/L Program	Improvement in students' ELA Scores.
Aug. — May	5	Use LEP Student Plans and provide Sheltered Instruction methods such as differentiated instruction.	2.4	ESL Teacher	\$0	Improvement in students' ELA Scores.
Aug. — May	6	Students will speak English at all times.	2.4	All Staff	\$0	Improvement in students' ELA Scores.
Aug. — May	7	Use of manipulatives and technology devices (i.e. CDs, DVDs, and interactive websites) along with the SmartBoard.	2.4	ELA Teacher	\$50 State B/L Program	Improvement in students' ELA scores.
Aug. — May	8	Create ELA Camps that will reinforce materials studied throughout the year in preparation for End of Course Exams.	2.4	ELA Teacher	\$0	Improvement in students' EOC Exams.
Aug. — May	9	Use a LEP student plan to monitor student progress and modify instructional approach.	2.2	ELA Teacher	\$0	Improvement in students' classroom assignments and involvement.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

**Student Population
Indicator
Objective**

ESL/Economically Disadvantaged Students

Mathematics

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug. — May	1	Provide Math instructional activities, materials, and resources to develop knowledge at the appropriate skills level.	2.4	Math Teacher	\$20 State B/L Program	Improvement in students' STAAR and End of Course Exams.
Aug. — May	2	Provide instructional support for all ESL students as needed (ELP's Linguistic Instructional Alignment Guide and ELP's Instructional Tool).	2.4	Math Teacher	\$50 State B/L Program	Improvement in students' STAAR and End of Course Exams.
Aug. — May	3	Provide ELPs Training/ELPs Flip Chart on ESL students (Bilingual/ESL, ELPs)	2.4	Bil/ESL Dir. Region 1 Staff	\$20 State B/L Program	Improvement in students' Math Scores.
Aug. — May	4	Use LEP Student Plans and provide Sheltered Instruction methods such as differentiated instruction.	2.4	Math Teacher	\$0	Improvement in students' Math Scores.
Aug. — May	5	Use Response to Intervention (RtI) Plans as needed.	2.4	Math Teacher	\$0	Improvement in students' Math Scores.
Aug. — May	6	Use of manipulatives and technology devices (i.e. CDs, DVDs, and interactive websites) along with the SmartBoard.	2.4	Math Teacher	\$0	Improvement in students' Math scores.
Aug. — May	7	Create Math Camps that will reinforce materials studied throughout the year in preparation for End of Course Exams.	2.4	Math Teacher	\$0	Improvement in students' EOC Exams.
Aug. — May	8	Use a LEP student plan to monitor student progress and modify instructional approach.	2.2	Math Teacher	\$0	Improvement in students' classroom assignments and involvement.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

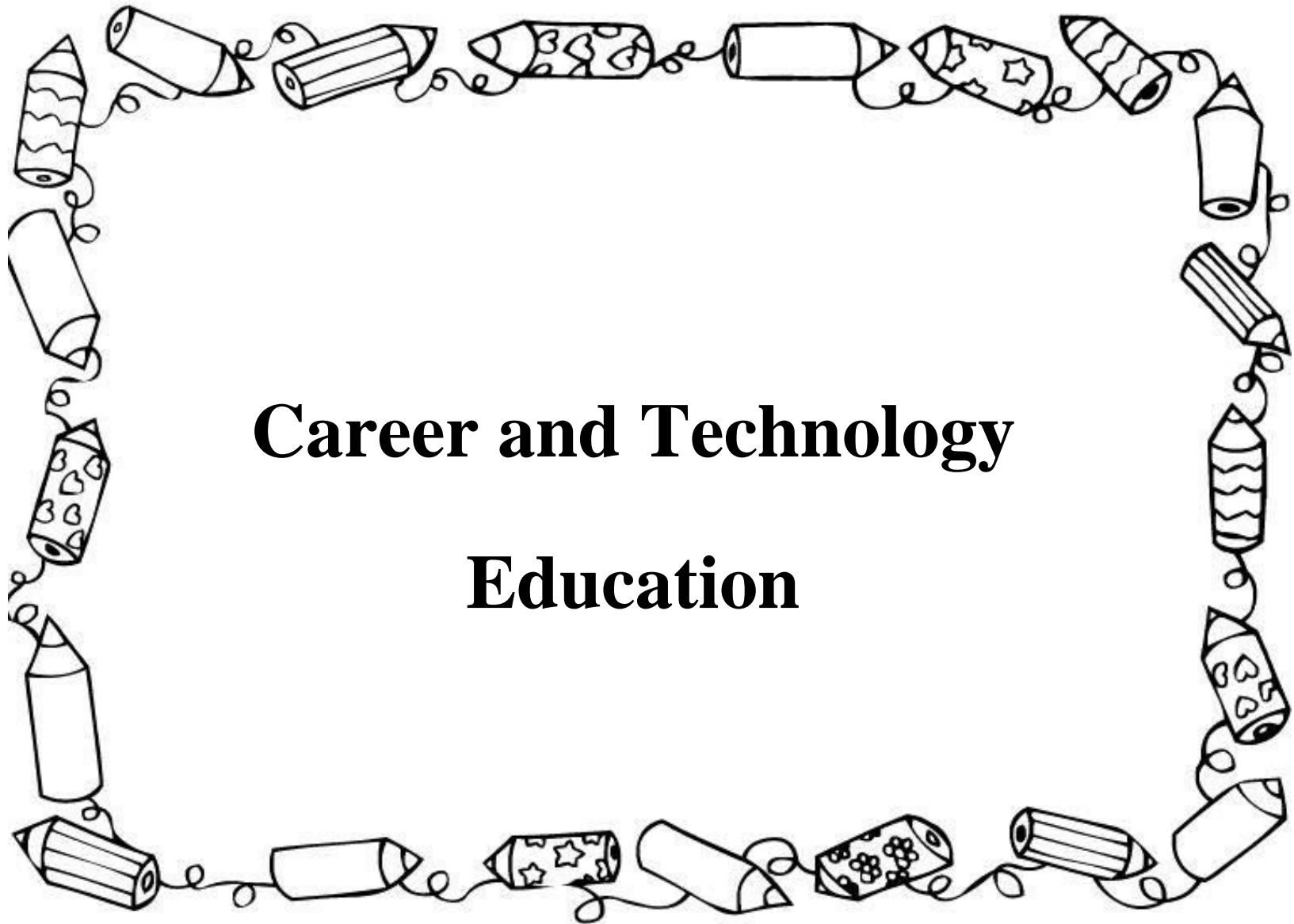
Student Population
Indicator
Objective

ESL/Economically Disadvantaged

Attendance

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Weekly	1	Provide motivational and self-esteem sessions through the counseling department for all students.	2.4	Counselor	\$0	Improve daily attendance rates. Counselor's activities logs.
Aug. — May	2	Begin early identification of students with attendance concerns and establish forms of intervention.	2.4	Counselor Principal	\$0	Improve daily attendance rates.
Aug. — May	3	Establish an incentive program to reward perfect attendance to students after a six weeks period.	2.4	Counselor Principal	\$0	Improve daily attendance rates.
Aug. — May	4	Monitor student absences and communicate these with parents; increase home visits to parents of students with attendance concerns.	3.3	Counselor Principal	\$0	Improve daily attendance rates.
By Semester	5	Provide parent training on the importance of student attendance and attendance policies.	3.3	Counselor Principal	\$0	Improve daily attendance rates.
Every Six Week Period	6	Recognize students for perfect attendance, honor roll, and other student accomplishments.	2.4	Counselor Principal and Teachers	\$0	Improve student self-esteem and create a positive school environment.



Career and Technology Education

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population
Indicator
Objective

All Students
Career and Technology Education
To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug./Jan.	1	Provide staff development for all teachers on the District's Education Improvement Plan in regards to Career and Technology strategies at the district level.	2.4	Principal Director CATE	\$30 Title 2 Part A	Agendas, Sign-in Roster, and Evaluation Forms
Aug. — May	2	Provide lessons using technology peripherals (projectors, SmartBoards, document cameras, and interactive websites)	2.4	All Teachers	\$0	Improvement in students' Scores in STAAR/STAAR.
Fall / Spring	3	Enhance technology skills of teachers and staff through targeted staff development.	2.4	All Teachers Technology Director	\$0	Improvement in students' STAAR and End of Course Exams.
Aug./Jan.	4	Purchase technology equipment to enhance lessons in all classrooms.	2.4	Principal	\$25 Title 3 Part A	Improvement in students' STAAR and End of Course Exams.
Aug. — May	5	Teachers will actively monitor and engage students in question and answer sessions to assess students formatively. Teachers will also quiz/test the students on a weekly basis to check for understanding.	2.4	Technology Teacher	\$0	Improvement in students' STAAR and End of Course Exams.
At all times	6	All staff will be cognizant of the importance of the prevention of bullying and how to deal with such cases.	2.4	All Staff	\$0	Improvement in students' morale/behavior.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population

Indicator

Objective

At-Risk Students and Title I

Career and Technology Education

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug. — May	1	Review Career Pathways and use the internet to research career opportunities as well as post secondary education availabilities.	2.4	Counselor Technology Teacher	\$0	Increase students' attendance rate. Sign-in rosters.
Aug. — May	2	Use the internet as a tool to obtain interest inventories, skills, values, and lifestyle preferences to make better and more satisfying career and life decisions.	2.4	Counselor Computer Teacher	\$0	Increase students' attendance rate.
Aug. — May	3	Continue to provide career awareness programs in grades 6-12.	2.4	Counselor	\$0	Increase students' attendance rate. Sign-in rosters.
June	4	Purchase technology equipment to meet the needs of teachers and students.	2.4	Staff	\$29 State Comp.	Improvement in students' STAAR and End of Course Exams.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population
Indicator
Objective

Special Education
Career and Technology Education
To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug. — May	1	Provide career awareness and post secondary education opportunities.	2.4	Counselor, Local Business Leaders, and Sp. Ed. Teacher	Local Businesses	Increase students' attendance rate. Sign-in rosters. Log of business participants.
Aug. — May	2	Conduct transition meeting to review personal graduation plan, career pathways, academic achievement record, and post secondary opportunities.	2.2	Home Campus Staff, Sp. Ed. Teacher, Counselor, Principal, and Transition Coordinator	Sp. Ed Funds	Increase students' attendance rate. Sign-in rosters. Agendas

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population

Indicator

Objective

ESL/Economically Disadvantaged Students

Career and Technology Education

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug. — May	1	Provide writing lessons and instructional activities from the “Writing in Work Place” program at the appropriate skills level of the student.	2.4	ELA Teacher Technology Teacher	\$0	Improvement in students’ writing skills.
Aug. — May	2	Integrate writing activities in all content areas.	2.4	All Teachers Counselor	\$0	Improvement in students’ STAAR and End of Course Exams.
Aug. — May	3	Provide ELPs Training/ELPs Flip Chart on ESL students (Bilingual/ESL, ELPs) and other resources.	2.4	Bil/ESL Dir. Region 1 Staff	\$20 State B/L Program	Improvement in students’ performance.
Aug. — May	4	Provide Sheltered Instruction methods such as differentiated instruction.	2.4	Technology Teacher	\$0	Improvement in students’ performance.



Migrant Program

The Purpose of the Migrant Program:

- (1) support high-quality and comprehensive educational program for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
- (2) ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;
- (3) ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
- (4) ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
- (5) design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and
- (6) ensure that migratory children benefit from state and local systemic reforms.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population
Indicator
Objective

All Students
Migrant Program
To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Oct. to May	1	Registration fee vouchers available for Texas Success Initiative (TSI) Exam as needed.	2.4	Principal Counselor	Home Campus Title 1 Part C	Increase participation of students taking TSI Exam
Oct. to May	2	Vouchers for clothing are available for students as needed.	2.4	Home Campus	Home Campus Title 1 Part C	Increase attendance rate
Aug. — May	3	I&G counseling services available for Migrant students.	2.4	Counselor	\$0	Improvement in student morale and self-esteem.
Aug. — May	4	After-school tutorial will be available for students.	2.4	Teachers	\$45 Title 1 Part C	Improvement in students' scores.
Aug. — May	5	District Migrant Counselor will come in periodically to visit with Migrant students.	2.2	Migrant Counselor	Title 1 Part C	Improve student morale in school and their activities.
Aug. — May	6	Coordinate with Home Campuses on making laptops available for students.	2.4	Migrant Counselor	Title 1 Part C	Improvement in students' scores.
At all times	7	All staff will be cognizant of the importance of the prevention of bullying and how to deal with such cases.	2.4	All Staff	\$0	Improvement in students' morale/behavior.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

**Student Population
Indicator
Objective**

Migrant Program

Priority for Services (PFS)

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Oct. to May	1	Registration fee vouchers available for Texas Success Initiative (TSI) Exam as needed.	2.4	Principal Counselor	Home Campus Title 1 Part C	Increase participation of students taking TSI Exam
Oct. to May	2	Vouchers for clothing are available for students as needed.	2.4	Home Campus	Home Campus Title 1 Part C	Increase attendance rate
Aug. — May	3	I&G counseling services available for Migrant students.	2.4	Counselor	\$0	Improvement in student morale and self-esteem.
Aug. — May	4	After-school tutorial will be available for students.	2.4	Teachers	\$45 Title 1 Part C	Improvement in students' scores.
Aug. — May	5	District Migrant Counselor will come in periodically to visit with Migrant students.	2.2	Migrant Counselor	Title 1 Part C	Improve student morale in school and their activities.
Aug. — May	6	Coordinate with Home Campuses on making laptops available for students.	2.4	Migrant Counselor	Title 1 Part C	Improvement in students' scores.
At all times	7	All staff will be cognizant of the importance of the prevention of bullying and how to deal with such cases.	2.4	All Staff	\$0	Improvement in students' morale/behavior.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population

Indicator

Objective

Migrant Program

Science

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug. — May	1	Provide instruction on vocabulary and comprehension skills at all levels.	2.4	Science Teacher	\$0	Improvement in students' STAAR and End of Course Exams.
Aug. — May	2	Vocabulary analysis of STAAR Science Tests and STAAR Exams.	2.2	Science Teacher	\$0	Improvement in students' Science Scores.
Aug. — May	3	Provide one-to-one tutoring for migrant students as needed.	2.4	Science Teacher	\$0	Improvement in students' Math and Science Scores.
Aug. — May	4	Use of manipulatives and technology devices (i.e. CDs, DVDs, and interactive websites) along with the SmartBoard.	2.4	Science Teacher	\$14 Title 1 Part C	Improvement in students' Science scores.
Aug. — May	5	After-school tutorial will be available for students.	2.4	Science Teacher	\$9 Title 1 Part C	Improvement in students' Science scores.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population

Indicator

Objective

Migrant Program

Social Studies

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
One month prior to testing.	1	Establish a STAAR and End of Course Exam Mode schedule that will enable all students to attend at least one Social Studies class a day.	2.4	Social Studies Teacher Counselor	\$0	Improvement in students' STAAR and End of Course Exams.
Aug. — May	2	Students will speak English at all times.	2.4	All Staff	\$0	Improvement in students' STAAR and End of Course Exams.
Aug. — May	3	Use of manipulatives and technology devices (i.e. CDs, DVDs, and interactive websites) along with the SmartBoard.	2.4	Social Studies Teacher	\$14 Title 1 Part C	Improvement in students' Social Studies scores.
Aug. — May	4	After-school tutorial will be available for students.	2.4	Science Teacher	\$9 Title 1 Part C	Improvement in students' Social Studies scores.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population

Indicator

Objective

Migrant Program

English and Language Arts

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
One month prior to testing.	1	Establish a STAAR and End of Course Exam Mode schedule that will enable all students to attend Writing class once a day.	2.4	ELA Teacher Counselor	\$0	Improvement in students' STAAR and End of Course Exams.
Aug. — May	2	Ensure integration of higher-level thinking skills into daily ELA instruction.	2.4	ELA Teacher	\$0	Improvement in students' STAAR and End of Course Exams through the use of Blooms Taxonomy.
Aug. — May	3	Provide writing lessons with the use of programs at the appropriate skills level. (i.e. Prentice Hall Literature: Texas Intervention Resources, Better Test Scores, ELA STAAR Coach and Constructing Responses to Better Writing)	2.4	ELA Teacher Counselor	\$0	Improvement in students' STAAR and End of Course Exams/ Lesson Plans
Aug. — May	4	Provide one-on-one instruction.	2.4	ELA Teacher	\$0	Improvement in students' STAAR and End of Course Exams.
Aug. — May	5	Use of manipulatives and technology devices (i.e. CDs, DVDs, and interactive websites) along with the SmartBoard.	2.4	ELA Teacher	\$14 Title 1 Part C	Improvement in students' ELA scores.
Aug. — May	6	After-school tutorial will be available for students.	2.4	Science Teacher	\$9 Title 1 Part C	Improvement in students' ELA scores.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population

Indicator

Objective

Migrant Program

Mathematics

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug. — May	1	Provide writing lessons with the use of programs at the appropriate skills level. (i.e. Measuring UP, Math Advantage STAAR Practice Workbook, Mathematics in the Classroom and Math Counts)	2.4	Math Teacher	\$0	Improvement in students' STAAR and End of Course Exams.
Aug. — May	2	Ensure integration of technology into the Math Curriculum.	2.4	Math Teacher Computer Teacher	\$0	Improvement in students' STAAR and End of Course Exams
Aug. — May	3	Allow migrant students to check out laptops from home campus to be used at home.	2.4	Migrant Counselor	\$0	Increase opportunity to succeed with the completion of homework assignments.
Aug. — May	4	Provide one-on-one instruction.	2.4	Math Teacher	\$0	Improvement in students' STAAR and End of Course Exams.
Aug. — May	5	After-school tutorial will be available for students.	2.4	Math Teacher	\$9 Title 1 Part C	Improvement in students' Math scores.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population

Indicator

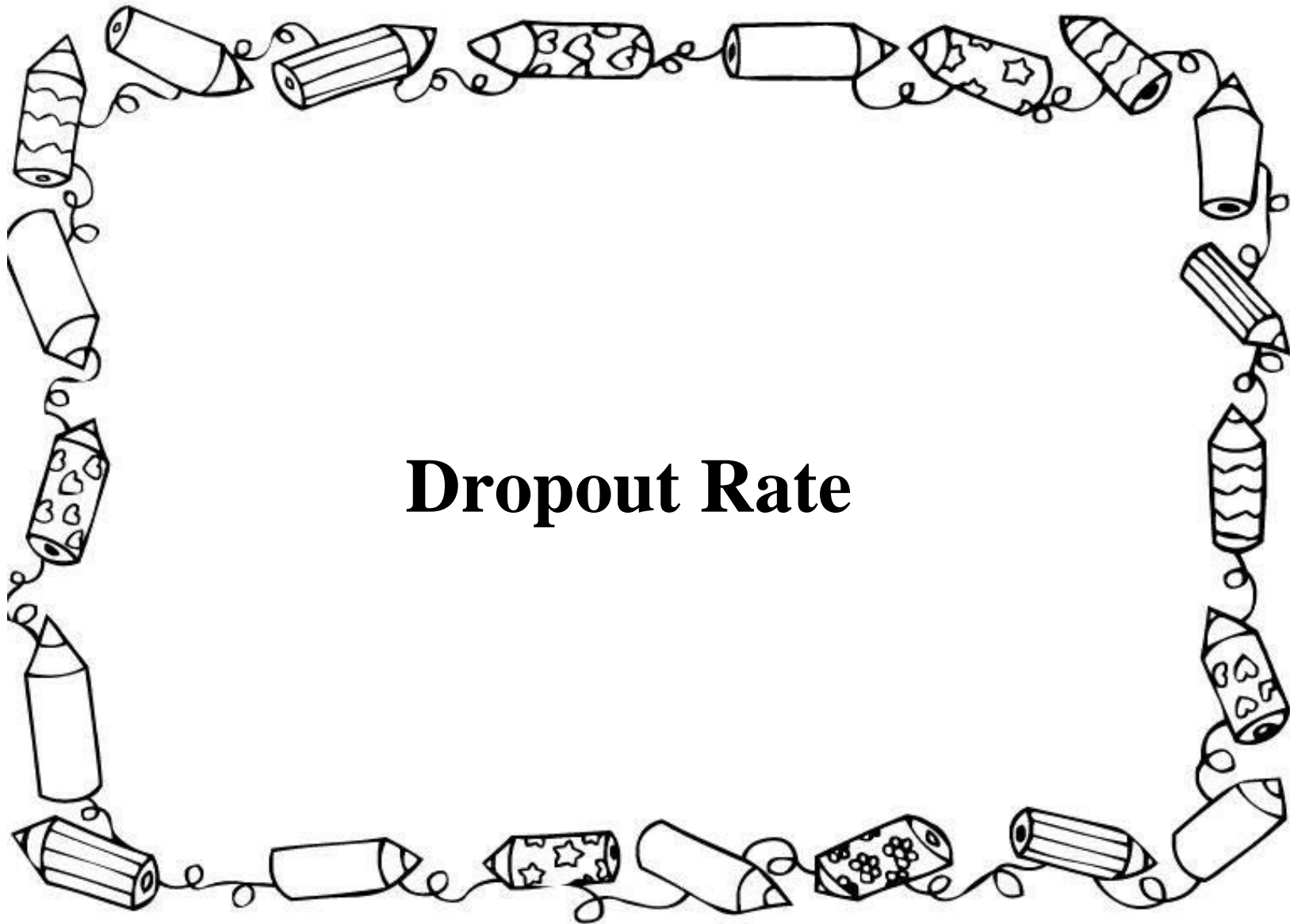
Objective

Migrant Program

Career and Technology Education

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug. — May	1	Review Career Pathways and use the internet to research career opportunities as well as post secondary education availabilities.	2.4	Counselor Technology Teacher	\$0	Increase students' attendance rate. Sign-in rosters.
Aug. — May	2	Use the internet as a tool to obtain interest inventories, skills, values, and lifestyle preferences to make better and more satisfying career and life decisions.	2.4	Counselor Computer Teacher	\$0	Increase students' attendance rate.
Aug. — May	3	Provide career awareness programs in grades 6-12.	2.4	Counselor	\$0	Increase students' attendance rate. Sign-in rosters.
June	4	Purchase technology equipment.	2.4	Staff	\$0 Title 1 Part C	Improvement in students' STAAR and End of Course Exams.
Aug. — May	5	Provide opportunity to migrant students to check out laptops from home campuses.	2.4	Migrant Counselor	\$0	Improve student performance in completing homework.
Aug. — May	6	After-school tutorial will be available for students.	2.4	Science Teacher	\$9 Title 1 Part C	Increase students' attendance rate.



Dropout Rate

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population
Indicator
Objective

All Students
Dropout Rates
To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug. — May	1	Create a school culture that affords a positive and safe climate for all students.	2.4	Counselor Principal and Teachers	\$0	Reduce dropout rates and increase completion rates.
Aug. — May	2	Continue developing the guidance program to target issues involving school attitudes and behaviors, peer relationships, study skill, career planning, school safety, harassment issues, gang pressures, conflict resolution, college choices, death of family members or friends, divorce, abuse, scholarships and financial aid.	2.2	Counselor Principal	\$152 Title 2 Part A	Improve school culture and learning environment.
Aug. — May	3	Implement a structural behavioral modification program for all students to enhance self-discipline and social skills.	2.4	Counselor Principal All Teachers	\$0	Reduce dropout rates and increase completion rates.
Aug. — May	4	Create a positive and encouraging environment by having all teachers use differentiated instruction, manipulatives, technology, and motivational vocabulary in the classroom.	2.4	Counselor Principal All Teachers	\$0	Reduce dropout rates and increase completion rates.
Aug. — May	5	Provide Group Counseling in Career Investigation	2.4	Counselor	\$0	Reduce dropout rates, increase completion rates and increase student percentage attending a post-secondary institution.
By Semester	6	Host “Meet the Teacher” and “Spring Open House” events.	2.1	All Staff	\$0	Increase parental involvement and decrease dropout rate.
Weekly	7	Communication with Home Campuses about students’ levels and enrollment status.	2.4	Principal	\$0	Reduce dropout rates and increase completion rates.
Aug. — May	8	Utilize/coordinate with Roma ISD PD, Juvenile Probation Officers and Truancy Prevention Coordinator.	2.4	Counselor, Principal, Ramiro Guillen	\$0	Increase attendance, reduce dropout rates and increase graduation rates.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

**Student Population
Indicator
Objective**

At-Risk/State Compensatory

Dropout Rate

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Every Six Week Period	1	Provide parent/student sessions in school to celebrate student success and to keep parents informed.	2.1	Counselor Principal and Teachers	\$0	Sign-in rosters, agendas, news releases, newspaper clippings
As needed.	2	Coordinate with home campus counselor to review credit academic status by reviewing students' personal graduation plan, career pathway, and academic achievement record.	2.2	Counselor Principal	\$0	Credit accrual and improved completion rate.
Upon student entry.	3	Review personal graduation plans/career pathways/student achievement record for every student.	2.4	Counselor Principal Parent/Student	\$0	Credit accrual and improved completion rate.
Aug. — May	4	Utilize/coordinate with Roma ISD PD, Juvenile Probation Officers and Truancy Prevention Coordinator.	2.4	Counselor, Principal, Ramiro Guillen	\$0	Increase attendance, reduce dropout rates and increase graduation rates.
By Semester	5	Provide parent training on the importance of student attendance and attendance policies.	3.3	Counselor Principal	\$0	Improve daily attendance rates and reduce dropout rates.
Aug. — May	6	Provide modules for students to recover missing credits from their home campus.	2.4	Counselor	\$0	Reduce dropout rates and increase graduation rates.
Weekly	7	Communication with Home Campuses about students' levels and enrollment status.	2.4	Principal	\$0	Reduce dropout rates and increase completion rates.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population
Indicator
Objective

ESL/Economically Disadvantaged

Dropout Rate

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Every Six Week Period	1	Keep parents/students informed by sending out brochures, letters and invitations in English and Spanish.	3.3	Counselor Principal	\$0	Sign-in rosters, agendas, news releases, newspaper clippings
Aug. — May	2	Conduct a Reading class so that all students can become more fluent in speaking and reading.	2.4	All Teachers	\$0	Increase reading comprehension level.
Aug. — May	3	Conduct a Writing class so that all students can improve their writing skills with a variety of topics including personal feelings and experiences.	2.4	All Teachers	\$0	Increase writing skills.
Upon student entry.	4	Review personal graduation plans/career pathways/student achievement record for every student.	2.2	Counselor Principal Parent/Student	\$0	Credit accrual and reduce dropout rate.
Aug. — May	5	Utilize/coordinate with Roma ISD PD, Juvenile Probation Officers and Truancy Prevention Coordinator.	2.4	Counselor, Principal, Ramiro Guillen	\$0	Increase attendance, reduce dropout rates and increase graduation rates.
Aug. — May	6	Provide modules for students to recover missing credits from their home campus.	2.4	Counselor	\$0	Reduce dropout rates and increase graduation rates.
Aug. — May	7	Increase home visits to parents of students at risk of failing.	2.4	Counselor Principal	\$0	Home visit logs.
Weekly	8	Communication with Home Campuses about students' levels and enrollment status.	2.4	Principal	\$0	Reduce dropout rates and increase completion rates.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

**Student Population
Indicator
Objective**

Special Education

Dropout Rate

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Every Six Week Period	1	Keep parents/students informed by sending out brochures, letters and invitations in English and Spanish.	3.3	Counselor Principal	Sp. Ed. Funds	Sign-in rosters, agendas, news releases, newspaper clippings
Aug. — May	2	Increase home visits to parents of students at risk of failing.	2.4	Counselor Principal	Sp. Ed. Funds	Home visit logs.
By semester	3	Provide staff development to review special education regulations, local policies, and on following behavioral modification plans for all students.	2.4	Special Education Staff	Sp. Ed. Funds	Sign-in rosters, agendas, and teacher evaluation of sessions.
Upon student entry.	4	Review personal graduation plans/career pathways/student achievement record for every student.	2.2	Counselor, Principal, Parent/Student, and Transition Coordinator	Sp. Ed. Funds	Credit accrual and reduce dropout rate.
Aug. — May	5	Utilize/coordinate with Roma ISD PD, Juvenile Probation Officers and Truancy Prevention Coordinator.	2.4	Counselor, Principal, Ramiro Guillen	Sp. Ed. Funds	Increase attendance, reduce dropout rates and increase graduation rates.
Weekly	6	Communication with Home Campuses about students' levels and enrollment status.	2.4	Principal	\$0	Reduce dropout rates and increase completion rates.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

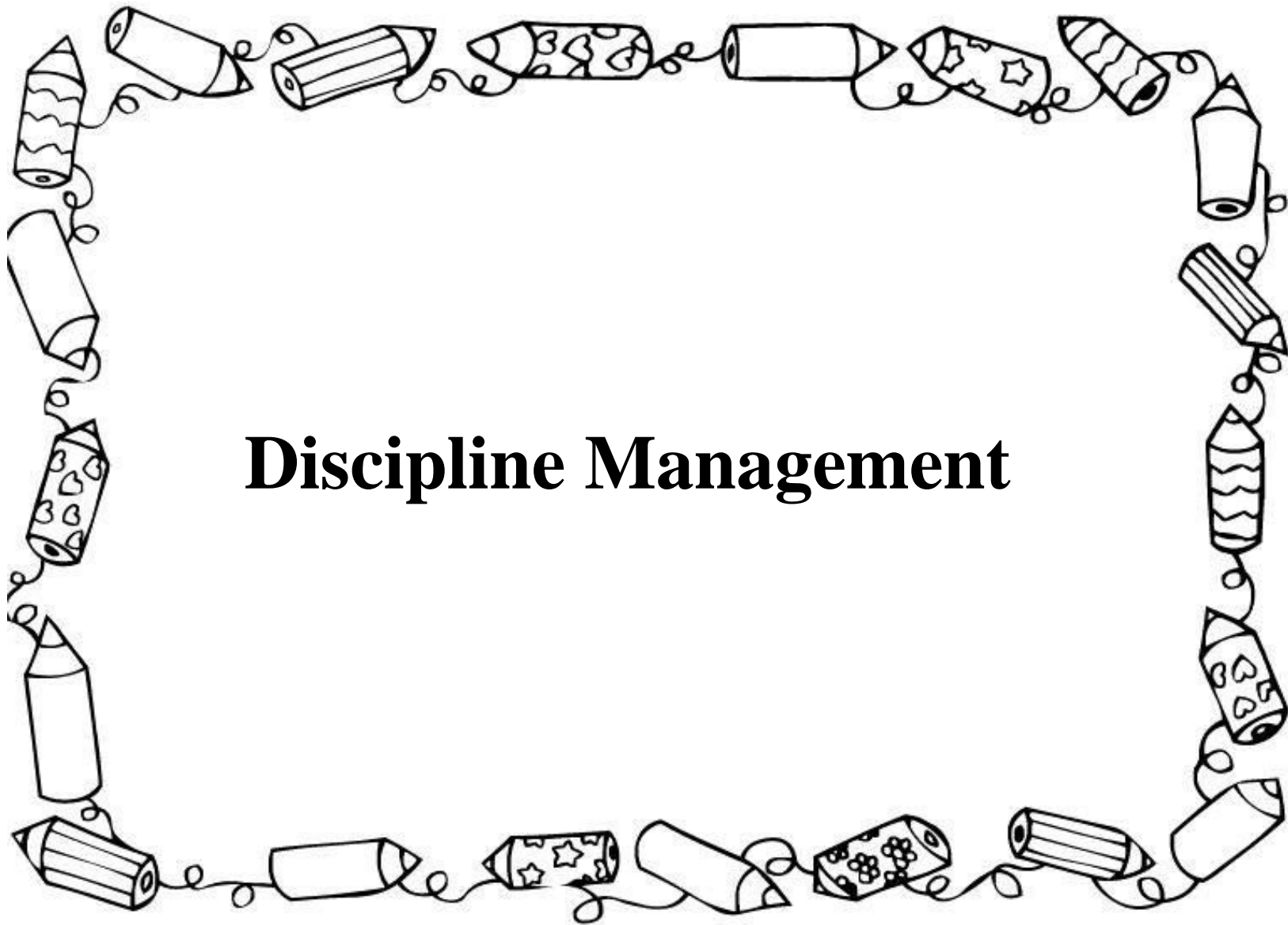
Student Population
Indicator
Objective

Career and Technology

Dropout Rate

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug. — May	1	Promote career awareness and post-secondary education opportunities.	2.4	Counselor Technology Teacher	Local Business and colleges	Reduce dropout rate.
Aug. — May	2	Provide students with research-based curriculums in career and life skills.	2.4	Counselor	\$0	Reduce dropout rate.
Aug. — May	3	Hold transitional meetings with home campus to ensure student success.	2.4	Counselor, Principal, Student, Parent, and Home Campus Staff	\$0	Counselor logs. Reduce dropout rate.
Upon student entry.	4	Review personal graduation plans/career pathways/student achievement record for every student.	2.2	Counselor Principal Parent/Student	\$0	Credit accrual and reduce dropout rate.
Aug. — May	5	Utilize/coordinate with Roma ISD PD, Juvenile Probation Officers and Truancy Prevention Coordinator.	2.4	Counselor, Principal, Ramiro Guillen	\$0	Increase attendance, reduce dropout rates and increase graduation rates.
Aug. — May	6	Increase home visits to parents of students at risk of failing.	2.4	Counselor Principal	\$0	Home visit logs.
Weekly	7	Communication with Home Campuses about students' levels and enrollment status.	2.4	Principal	\$0	Reduce dropout rates and increase completion rates.



Discipline Management

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population

All Students

Indicator

Discipline Management

Objective

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Upon Entry	1	Meet with student and parent to clarify expectations and rules.	3.1	Counselor Principal	\$0	Reduce discipline issues, improve attendance rates, and sign-in logs.
Aug. — May	2	Review and implement the discipline management plan and Student Code of Conduct to maximize positive student behavior.	2.4	Counselor Principal	\$0	Reduce discipline referrals and create a smooth transition to home campus.
Upon Entry	3	Provide awareness of the Campus Student Handbook in regards to the students' responsibilities.	2.4	Counselor, Principal, Student and Parent	\$0	Counselor logs. Reduce discipline cases.
Aug. — May	4	Create a positive and caring environment to enhance and maximize student learning.	2.4	Counselor Principal All Teachers	\$0	Reduce discipline cases.
Aug. — May	5	Adopt effective and comprehensive discipline strategies (Ch. 37), drug awareness, classroom management, and conflict resolution plans (i.e. , Positive Proactive Discipline, workshops, etc.).	2.4	Counselor Principal All Teachers	\$0	Reduce discipline cases and provide a safe learning environment.
Aug. — May	6	Require all students to read these books: <i>The Seven Habits of Highly Effective Teens</i> , <i>Chicken Soup for the Teenage Soul</i> , <i>The Six Most Important Decisions You Will Ever Make</i> , <i>Daily Reflections for Highly Effective Teens</i> , and <i>Life Strategies for Teens</i> .	2.4	Counselor, All Teachers	\$118 Title 3 Part A	Reduce discipline cases, and enhance students' self-awareness.
Aug. — May	7	Provide counseling services and training on conflict resolution and anger management to students to address discipline issues.	2.4	Counselor	\$0	Reduce discipline cases. Counselor's log.
Aug.— May	8	Attend workshops on student discipline and behavior management, including a yearly training from the Crisis Prevention Institute (CPI) in behavior management. Nonviolent crisis training focuses on prevention by equipping staff with strategies for defusing anxious, hostile, or violent behavior.	2.4	Counselor Principal All Teachers	\$0	Reduce discipline cases and provide a safe learning environment.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population
Indicator
Objective

At-Risk Students and Title I Programs/Migrant Program

Discipline Management

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug. — May	1	Expand our Character Education Program whereby all teachers will incorporate character trait words into their daily writing class.	2.4	Counselor All Teachers	\$0	Reduce discipline issues.
Every Six Weeks	2	Provide Staff Development for all teachers on integrating the Respect and Social Skills Curriculums into their instructional activities.	2.4	Counselor Principal	\$0	Reduce discipline referrals and sign-in rosters for teachers.
Aug. — May	3	Adopt effective and comprehensive discipline strategies, classroom management, and conflict resolution plans (i.e. , Positive Proactive Discipline, etc.).	2.4	Counselor Principal All Teachers	\$0	Reduce discipline cases and provide a safe learning environment.
At all times	4	All staff will be cognizant of the importance of the prevention of bullying and how to deal with such cases.	2.4	All Staff	\$0	Improvement in students' morale/behavior.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population
Indicator
Objective

ESL/Economically Disadvantaged Students
Discipline Management
To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug. — May	1	Expand our Character Education Program whereby all teachers will incorporate character trait words into their daily writing class.	2.4	Counselor All Teachers	\$0	Reduce discipline issues and sign-in logs.
Every Six Weeks	2	Provide Staff Development for all teachers on integrating the Respect and Social Skills Curriculum into their instructional activities.	2.4	Counselor Principal	\$0	Reduce discipline referrals and sign-in rosters for teachers.
Aug. — May	3	Provide opportunities where students read aloud in a safe environment where they may experience success.	2.4	Counselor, All Teachers	\$0	Counselor logs. Reduce discipline cases.
Aug. — May	4	Provide counseling services and training on conflict resolution and anger management to students to address discipline issues and decision making.	2.4	Counselor	\$0	Reduce discipline cases. Counselor's log.
Aug. — May	5	Adopt effective and comprehensive discipline strategies, classroom management, and conflict resolution plans (i.e. , Positive Proactive Discipline, etc.).	2.4	Counselor Principal All Teachers	\$0	Reduce discipline cases and provide a safe learning environment.
At all times	6	All staff will be cognizant of the importance of the prevention of bullying and how to deal with such cases.	2.4	All Staff	\$0	Improvement in students' morale/behavior.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population
Indicator
Objective

Special Education
Discipline Management
To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug./Jan.	1	Provide Staff Development to review Special Education Regulations, local policies, modification plans for all students and behavioral management plans for individual students.	2.4	Special Education Staff	Sp. Ed Funds	Better understanding on following discipline procedures.
Aug. — May	2	Provide counseling as per students' IEP.	2.4	Counselor	Sp. Ed Funds	Reduce discipline referrals and log-in sheets.
Aug. — May	3	Provide opportunities where students read aloud in a safe environment where they may experience success.	2.4	Counselor, All Teachers	Sp. Ed Funds	Counselor logs. Reduce discipline cases.
Aug. — May	4	Provide necessary materials to improve student performance and monitor student placements (FAPE).	2.4	Counselor Principal Sp. Ed. Teacher	Sp. Ed Funds	Reduce discipline cases and provide a safe learning environment.
At all times	5	All staff will be cognizant of the importance of the prevention of bullying and how to deal with such cases.	2.4	All Staff	\$0	Improvement in students' morale/behavior.
At all times	6	Provide accommodations and implement individual Behavior Intervention Plans (BIPs) as per students' IEP.	2.4	Counselor Principal Sp. Ed. Teacher	\$0	IEP Documentation and Improvement in students' morale/behavior.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

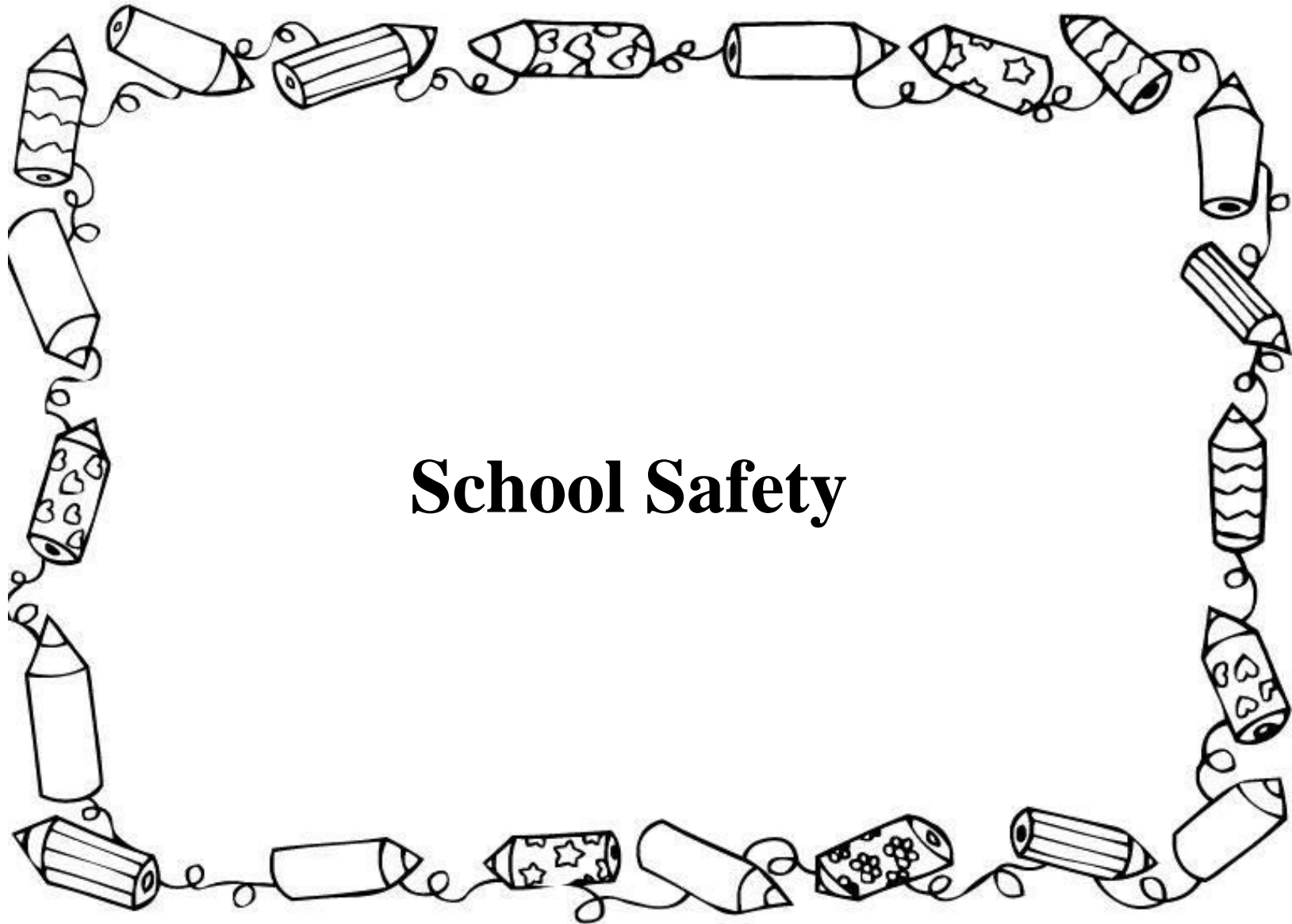
Student Population
Indicator
Objective

Career and Technology

Discipline Management

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug. — May	1	Expand our Character Education Program whereby all teachers will incorporate character trait words into their daily writing class.	2.4	Counselor All Teachers	\$0	Reduce discipline issues and sign-in logs.
Every Six Weeks	2	Provide Staff Development for all teachers on integrating the Respect and Social Skills Curriculums into their instructional activities.	2.4	Counselor Principal	\$0	Reduce discipline referrals and sign-in rosters for teachers.
Aug. — May	3	Provide opportunities where students type essays on a word processing program related to social issues and personal growth.	2.4	Counselor, All Teachers	\$0	Reduce discipline cases.
At all times	4	All staff will be cognizant of the importance of the prevention of bullying and how to deal with such cases.	2.4	All Staff	\$0	Improvement in students' morale/behavior.



School Safety

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population

All Students

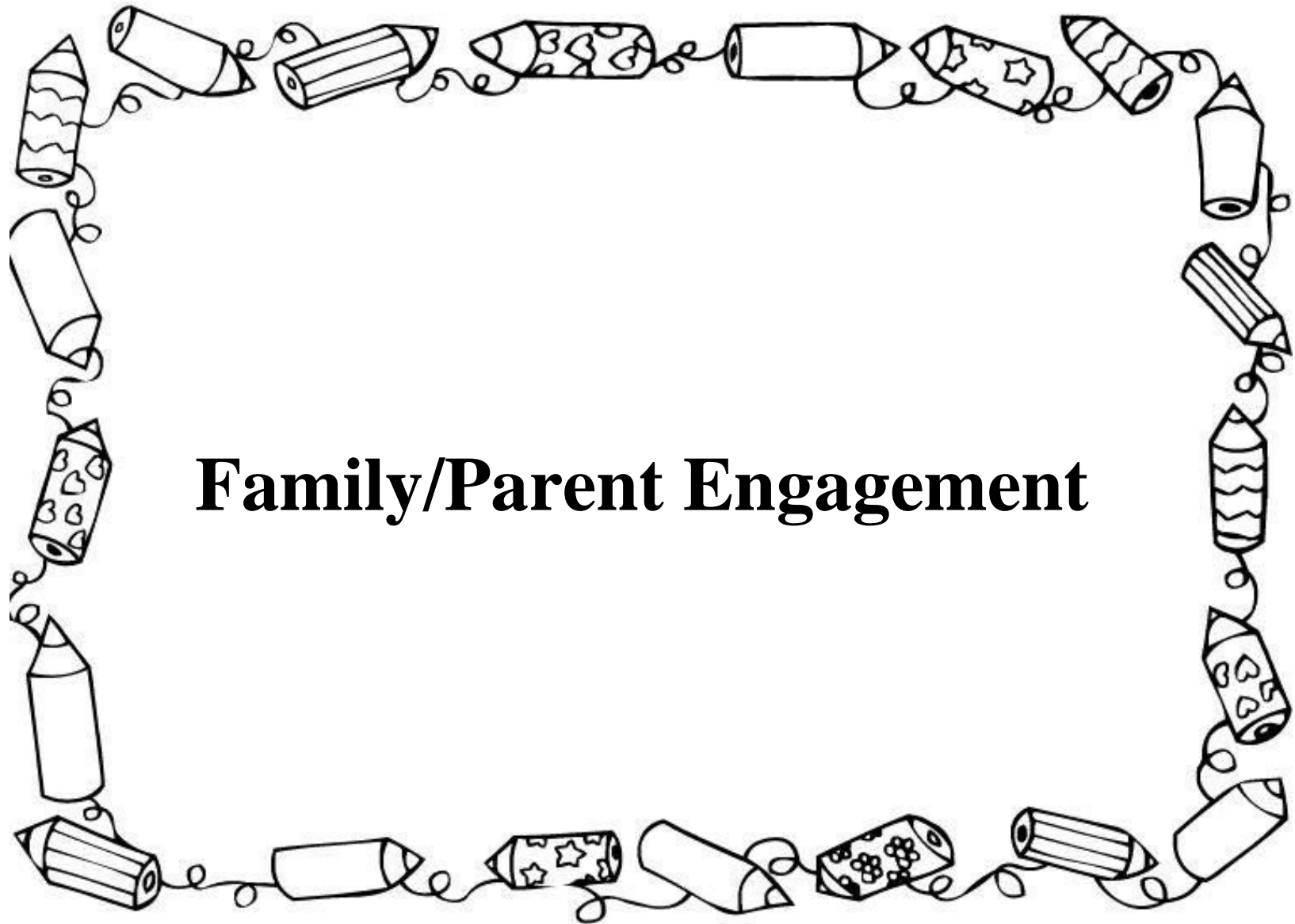
Indicator

School Safety

Objective

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug.	1	Provide staff development on: School Law, Sexual Harassment, Campus Emergency Procedures, Special Needs Students, child abuse (Darkness to Light online workshop), and drug/alcohol/tobacco use, awareness and prevention (Drug Impairment Training for Education Professionals DITEP).	2.4	Principal Administration Guest Speakers	\$0	Sign-in rosters and agendas.
Aug.	2	Create an Emergency Operations Committee to consider issues concerning the safety for the campus.	2.4	Counselor Principal	\$0	Sign-in rosters and agendas.
Aug.	3	Update Student Handbook.	2.4	Counselor, Principal	\$0	Reduce discipline cases.
Aug. — May	4	Post Student Handbook and District Code of Conduct on school website.	3.3	Principal, Technology Teacher	\$0	Reduce discipline cases and provide a safe learning environment.
Aug. — May	5	Bring in speakers to help motivate students.	2.4	Principal Counselor	Volunteer	Improve student discipline and motivation.
Monthly	6	Conduct Safety Drills to prepare for real emergencies.	2.4	Counselor Principal	\$0	Drill records.
Aug. – May	7	Create a Crisis Prevention Team (CPI Certified) to deal with cases involving suicide and violence. Also, students will receive group counseling and individual counseling throughout the year to target the issues.	2.4	Principal, Counselor, Crisis Team, LPC, LSSP	\$0	Reduce violence/suicide cases and provide a safe learning environment.
All year	8	Administrators and teachers at different parts of the building are equipped with two way radios to communicate in emergency situations and ensure the safety of students and staff.	2.4	Principal, Counselor, and Teachers	\$0	Improve efficiency of safety procedures and campus security.
Aug.	9	Review and practice reacting to an active shooter: Run, Hide, Fight.	2.4	Principal, Counselor, and Teachers	\$0	Improve efficiency of safety procedures and campus security.



Family/Parent Engagement

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population
Indicator
Objective

All Students
Parental Engagement
To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Upon Enrollment	1	In depth conference with parents upon enrollment to discuss academic expectations, behavioral strategies, individual choices as per the Student Handbook and Code of Conduct, the school's participation in the Title I Program and the value and utility of the contributions of the parents. <i>(Parent compact is kept at home campus.)</i> Parents will be issued a list of district counseling services and psychiatric services and brochures on academic success for all students. <i>Documents available in English and Spanish.</i>	3.2	Principal Counselor	Title 1, Part A \$0	Sign-in rosters, agendas and documentation in English and Spanish
Upon Withdrawal	2	Hold a transitional meeting with parents, students, and home campus counselor to discuss graduation plan, career pathway, achievement record, and behavior expectations to be successful upon return to campus.	2.4	Counselor, Principal, Parent, Student, and Home Campus Counselor	\$0	Counselor's log and transitional meeting's minutes.
Fall / Spring	3	Hold "Meet the Teacher" and "Open House" so parents can visit with teachers.	3.3	Counselor, Principal, All Teachers	\$0	Sign-ins
Every Six Weeks	4	Use TxEIS/DMAC to provide computer generated report cards or information on students' level on achievement in benchmark/STAAR exams and send them to the parents.	2.2	Principal, Counselor	\$0	Disseminate report cards.
Aug.	5	Post Student Handbook and District Code of Conduct on school website.	3.3	Principal Technology Teacher	\$0	Improve student discipline and inform stakeholders.
All Year	6	Principal will sign the attestation of Section 1119, send it to the Personnel Director, and keep it on file. In addition, I&G will post the Highly Qualified Teacher report on the school website, notify parents if their son/daughter is not being taught by a highly qualified teacher, and state on the handbook: <i>As a parent of at student at Roma ISD, you have the right to know the professional qualifications of the classroom teachers who instruct your child.</i>	3.3	Counselor Principal	\$0	Attestation, website and Dated/Signed letter.
Aug. —May	7	Parents of students attending I&G School will be advised/invited to participate in home campus or district activities that include SBDM and trainings (i.e. STAAR, drug awareness, dropout prevention, college admissions and financial aid).	3.3	Home Campus Admin., District Admin., and I&G Administration	\$0	Sign-in rosters, agendas.
Aug. —May	8	Parents of special education students will participate in ARD/IEP meetings.	3.3	Counselor, Principal, Sp. Ed. Teacher	\$0	Sign-ins
All Year	9	Document date when STAAR, STAAR ALT, STAAR A, EOC, Title III results and NCLB report card are sent out.	3.2	Counselor Principal	\$0	Dates and Signatures on Documents
All Year	10	Campus personnel (principal, counselor, teachers, and staff) will be educated in the value and unity of parental contributions throughout the year by district personnel and/or workshops throughout the year.	3.3	All Staff	Title 1, Part A \$0	Parent meetings and sign-in rosters

Instructional and Guidance School School / Parent Compact

The Purpose:

The purpose of the Parent/School Compact is to communicate a common understanding of home and School responsibilities to assure every child attains a rigorous and quality education.

The Parent's Responsibility:

- ✓ I will reinforce the Instructional and Guidance School campus rules.
- ✓ I will be an involved parent with the education of my child.
- ✓ I will ensure that my child attends school daily and arrives on time.
- ✓ I will participate in school functions/conferences.
- ✓ I will monitor the quality and amount of social media viewing and usage at home.
- ✓ I will participate in parent groups/training sessions (home campus/district) to assert my right in contributing to the decision-making process.
- ✓ I will ensure my child eats healthful foods and gets enough sleep.

The School's Responsibility:

- ✓ Instructional and Guidance School will encourage school and home partnerships.
- ✓ Instructional and Guidance School will communicate with home campus to meet individual student needs and facilitate transition between campuses without interruption of educational needs.
- ✓ Instructional and Guidance School will communicate with parents on an individual basis regarding student accomplishments as well as areas of concern to the parents.
- ✓ Instructional and Guidance School will support a collegial and collaborative school environment.
- ✓ Instructional and Guidance School will focus on state-mandated curriculum and assessments; rigorous standards of academics; culturally-diverse and challenging education; the development of life and social skills and promote good citizenship.
- ✓ Instructional and Guidance School will provide a safe environment conducive to learning.

Student Signature: _____ Date: _____
Parent Signature: _____ Date: _____
Administrator: _____ Date: _____

Educating our students to be successful and self-disciplined!

Instructional and Guidance School Compacto de padres y escuela

El propósito:

El propósito del compacto de padres de familia y escuela es comunicar una comprensión común de las responsabilidades de la casa y la escuela para asegurar que cada niño/a alcance una educación rigurosa y de calidad.

Responsabilidad de los padres:

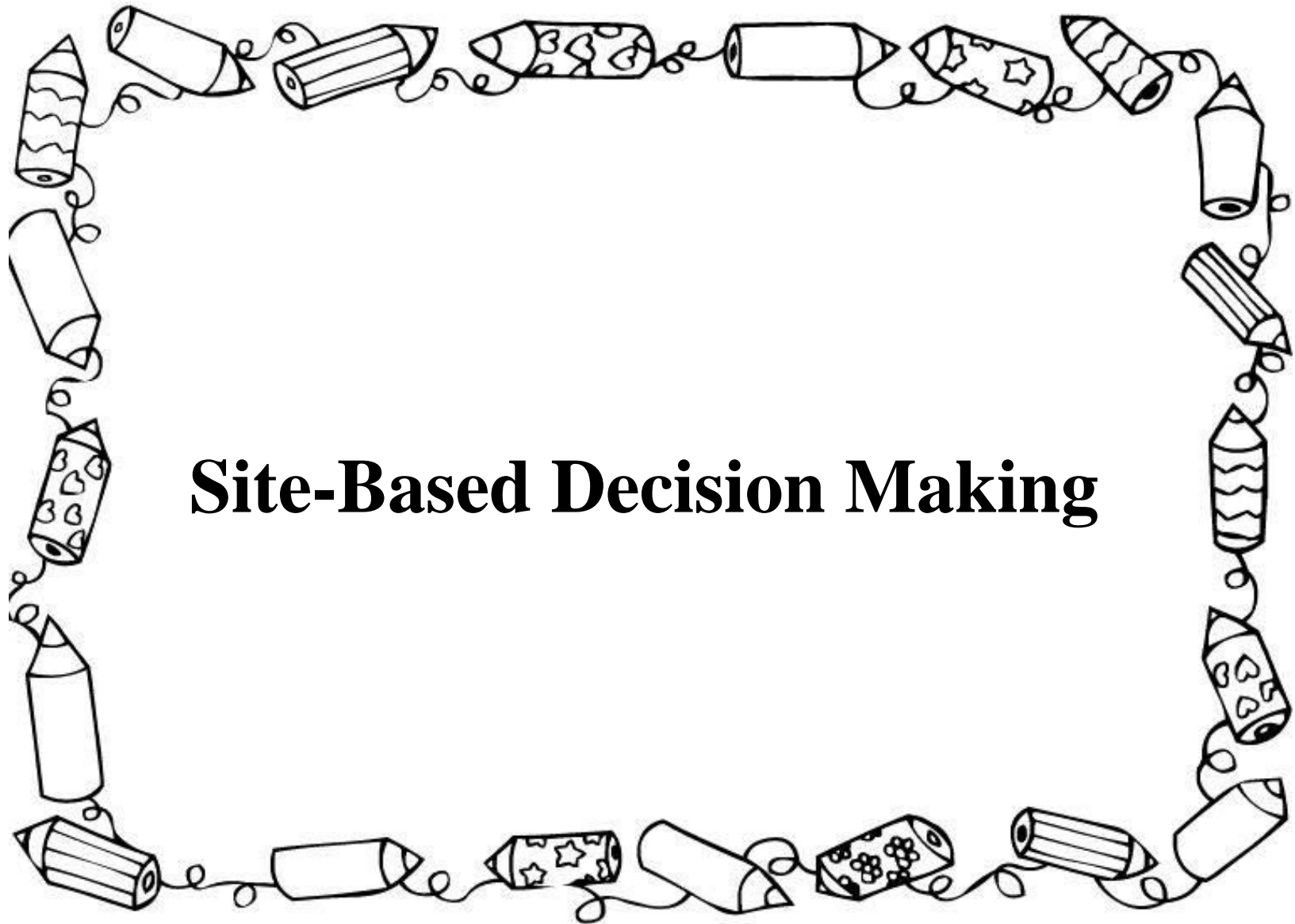
- ✓ Voy a reforzar las reglas de la escuela.
- ✓ Seré un padre involucrado con la educación de mi hijo/a.
- ✓ Me aseguraré de que mi hijo/a asista a la escuela diariamente y llegue a tiempo.
- ✓ Voy a participar en las funciones / conferencias escolares.
- ✓ Voy a vigilar la calidad y tiempo de exposición a los medios sociales y su uso en el hogar.
- ✓ Voy a participar en los grupos de padres / sesiones de entrenamiento (escuela de origen / distrito) para hacer valer mi derecho para contribuir al proceso de hacer decisiones.
- ✓ Me aseguraré de que mi hijo/a coma alimentos saludables y duerma lo suficiente.

Responsabilidad de la Escuela:

- ✓ Instructional and Guidance School animará la asociación de la escuela y el hogar.
- ✓ Instructional and Guidance School se comunicará con el plantel educativo para satisfacer las necesidades individuales de los estudiantes y facilitar la transición entre las escuelas sin interrupción de las necesidades educativas.
- ✓ Instructional and Guidance School se comunicará con los padres de forma individual con respecto a los logros de los estudiantes, así como áreas de preocupación para los padres.
- ✓ Instructional and Guidance School apoyarán un ambiente escolar colegial y de colaboración.
- ✓ Instructional and Guidance School se centrarán en programas de estudios y evaluaciones ordenadas por el estado; normas rigurosas de los académicos; culturalmente diversa y la educación desafiante; el desarrollo de la vida y las habilidades sociales y promover la buena ciudadanía.
- ✓ Instructional and Guidance School proporcionarán un ambiente seguro para el aprendizaje.

Firma del Estudiante: _____ Fecha: _____
Firma del padre: _____ Fecha: _____
Administrador: _____ Fecha: _____

La educación de nuestros estudiantes para tener éxito y auto-disciplinado!



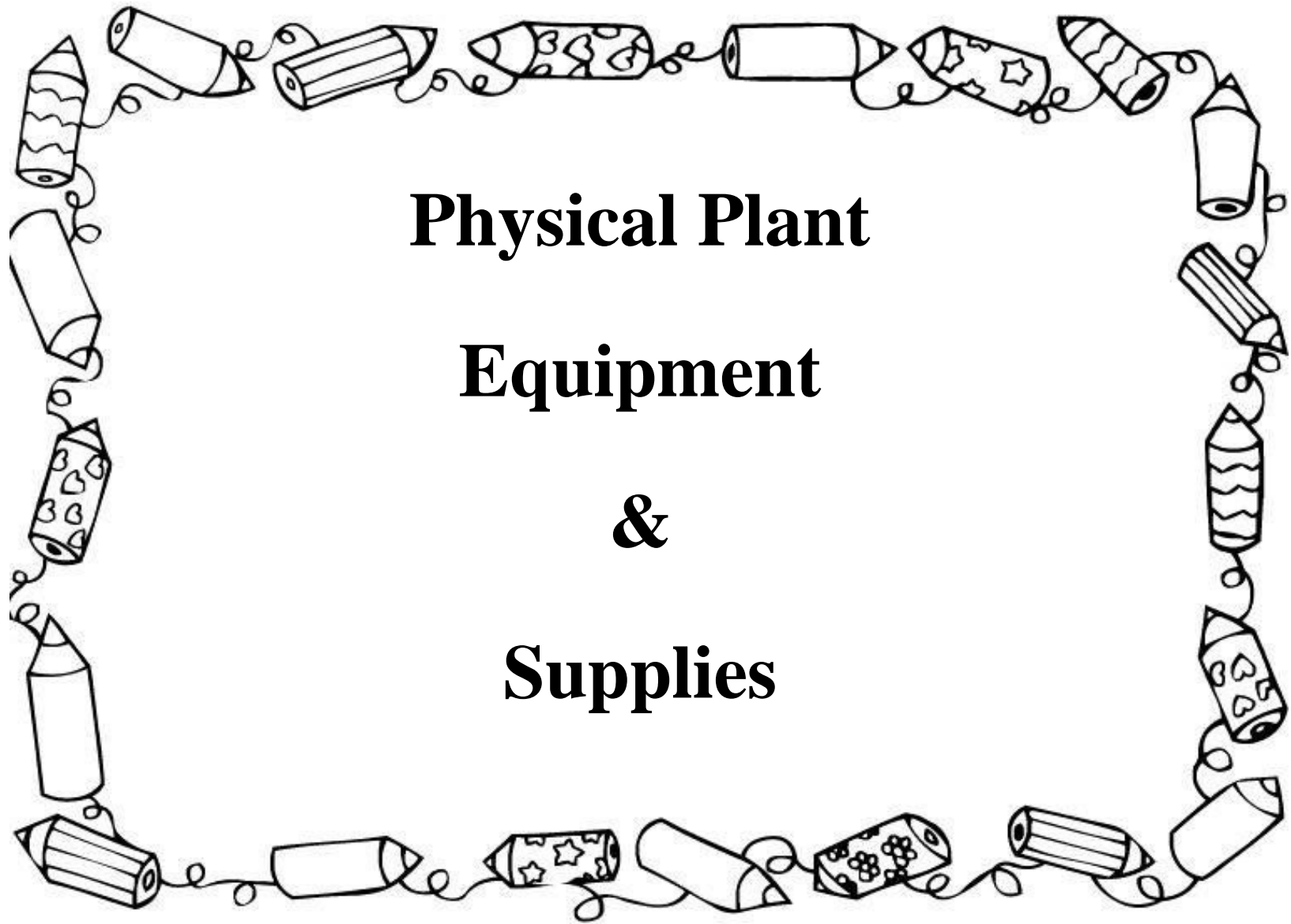
Site-Based Decision Making

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population
Indicator
Objective

All Students
Site-Based Decision Making
To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug.	1	Coordinate with home campus to provide training on decision-making and SBDM procedures to all committee members.	3.1	Principal, Counselor, Region 1, and Home Campus Personnel	\$0	Sign-in rosters and agendas
Aug. — May	2	Coordinate with home campus to provide information to parents and students on SBDM schedules and personnel.	3.1	Principal, Counselor, and Home Campus Personnel	\$0	Sign-in rosters and agendas



Physical Plant Equipment & Supplies

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population

Indicator

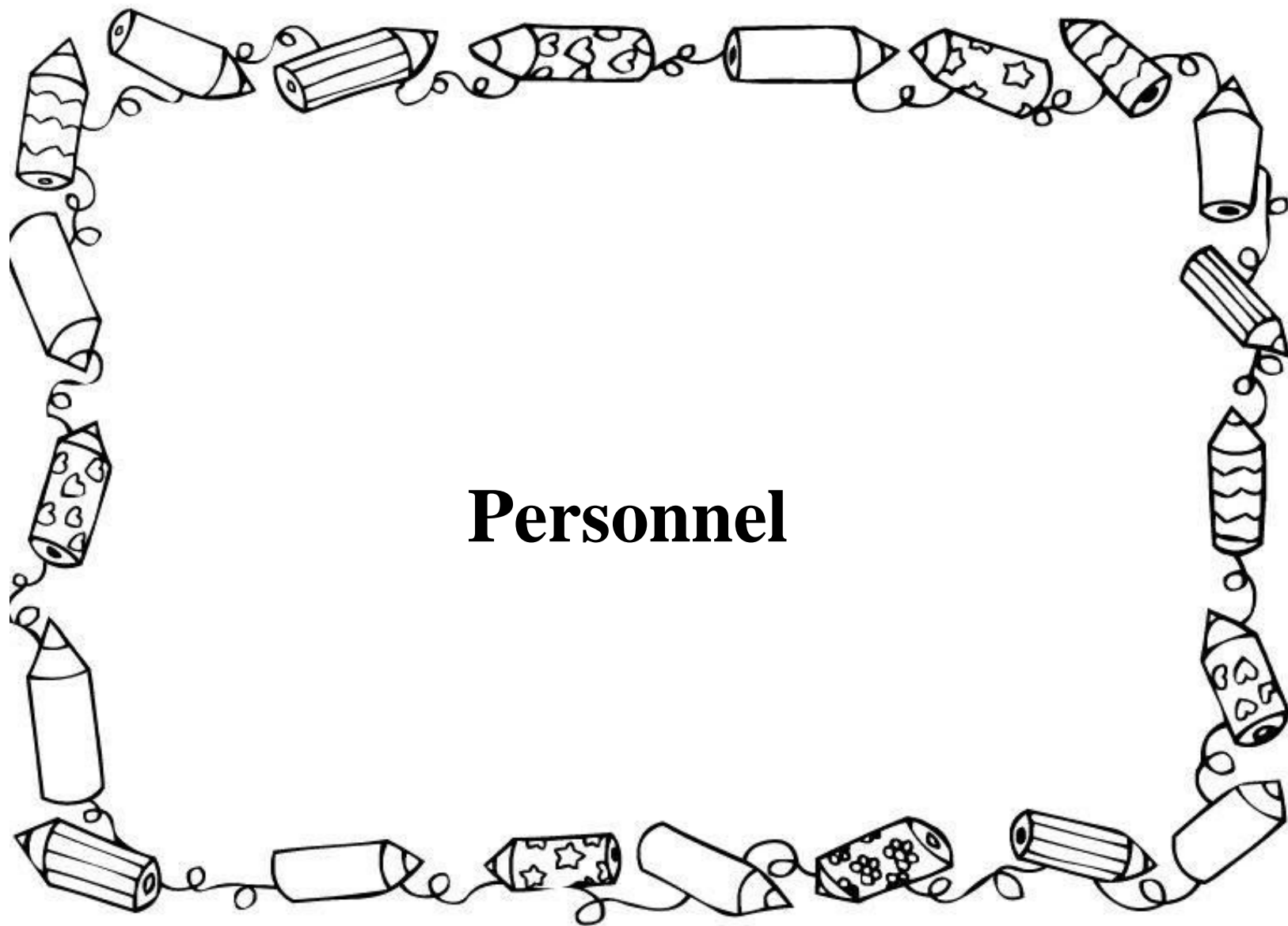
Objective

All Students

Physical Plant, Equipment and Supplies

To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug. — June	1	Provide staff with the latest technology to enhance teaching and learning	2.4	Central Office Administration and Principal	\$0	Improve student morale, behavior and grades.
Aug. — June	2	Fix facilities as needed including handicap accessibility.	2.4	Central Office Maintenance	\$0	Improve appearance of the facility to provide and safe and inviting learning environment.
Aug. — June	3	Restock general consumable supplies, materials, and other equipment to support the staff and students.	2.4	Principal Counselor	\$139 Title 3 Part A	Facilitate teaching and improve student/teacher morale.
Aug. — June	4	Replace old/faulty equipment/furniture.	2.4	Principal	\$0	Improve appearance of the facility to provide and safe and inviting learning environment.
Aug.	5	Conduct a needs assessment of the school's physical plant, equipment and supplies.	1.2	Central Office Maintenance and Principal	\$0	Improve appearance of the facility to provide and safe and inviting learning environment.



Personnel

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population
Indicator
Objective

All Students

Personnel

To improve student performance as per home campus' projections.

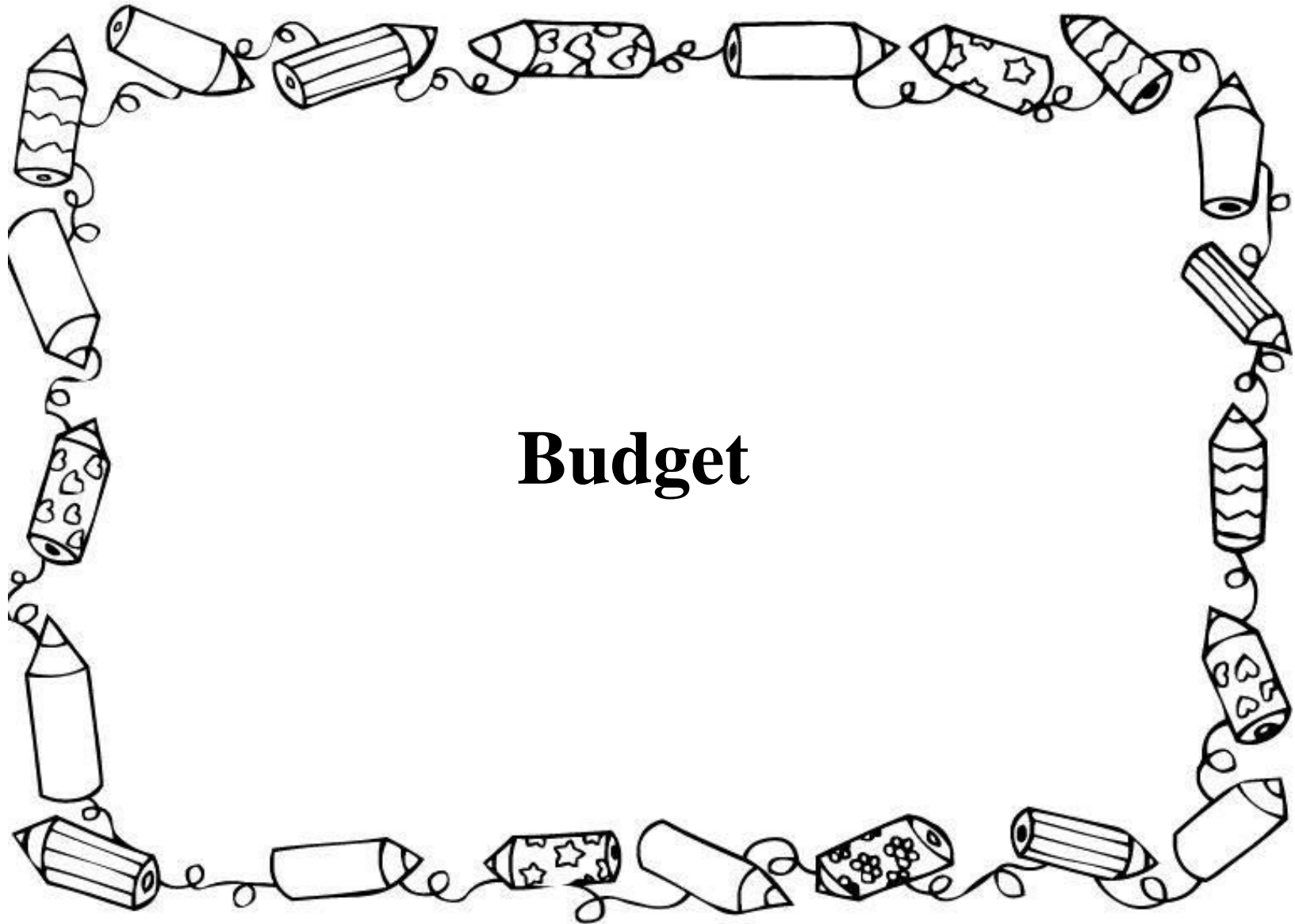
Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug. — June	1	Maintain an effort to retain and increase the percentage of Highly Qualified Teachers., and develop a plan that includes strategies to ensure that teachers who are not highly qualified in all core academic areas become highly qualified within a reasonable timeframe.	2.4	Central Office Principal	\$0	Improvement in students' STAAR and End of Course Exams.
Aug. — June	2	Have all teachers certified in ESL.	2.4	Principal Teachers	\$0	Improvement in LEP students' STAAR and End of Course Exams.
Aug. — June	3	Improve student support services through a highly trained and motivated staff by having access to continuous staff development.	2.4	Principal Counselor	\$0	Improvement in students' STAAR and End of Course Exams. Sign-in rosters, agendas and teacher evaluations.
Aug.	4	Student Handbook will state that the parent has the right to know the professional qualifications of our teachers.	2.4	Principal Counselor	\$0	Parental involvement in school and students' success.
Aug. — June	5	Campus will report level of highly qualified teachers on website and provide timely notice to each individual parent, if the child has been assigned to or taught by a teacher who is not highly qualified for four or more consecutive weeks.	2.4	Principal Technology Teacher	\$0	Posting on campus website. alas.romasid.com
Aug.	6	Campus will work with personnel director to keep 100% of highly qualified teachers and a signed attestation will be kept on file.	2.4	Principal Personnel Director	\$0	Sign-in roster and agendas.
Jan.	7	Conduct a needs assessment of the school's demographics, student achievement, school culture, staff quality, curriculum and instruction, family, school context, and technology.	1.1	Principal All Teachers	\$0	Summary of needs assessment on Campus Improvement Plan.

**Instructional and Guidance Center
Campus Improvement Plan
2018-2019**

Student Population
Indicator
Objective

All Students
Technology Education
To improve student performance as per home campus' projections.

Timeline	#	Strategy	Element	Staff	Resources	Evaluation
Aug. — June	1	Provide professional development sessions that focus on TEA technology standards.	2.4	Principal Teachers Counselors	\$0	Log of training sessions and certificates.
Aug.	2	Provide technology training to enhance curriculum and instruction.	2.4	Central Office Principal Teachers	\$0	Log of training sessions and certificates. A better understanding of programs.
Aug. — June	3	Provide students opportunities to engage in technology base activities, assignments, and/or projects.	2.4	All Teachers	\$0	Improvement in students' STAAR and End of Course Exams.
Jan.	4	Conduct a needs assessment of the school's demographics, student achievement, school culture, staff quality, curriculum and instruction, family, school context, and technology.	1.1	Principal All Teachers	\$0	Summary of needs assessment on Campus Improvement Plan.
Aug. — June	5	Provide all teachers information as per IEPs.	2.4	Sp. Ed. Teacher, Counselor, 504 Coordinator	\$0	Teachers keep special education binders with students' IEPs.
Aug.	6	All students and staff will turn in a signed AUP (Acceptable Use Policy) that indicates that they have permission or give their consent to use the district's network and hardware as indicated in the AUP.	2.4	Principal Counselor	\$0	AUP



Budget

Edited: 9/21/2018

Board Approved: November 29, 2018

2018-2019 I & G Center Title I, Part C-Migrant (212)			
6100 Payroll			\$21.00
Object Code	Function Code	Description	
6118	11	Stipends for Tutorials for Migrant Students	\$21.00
6200 Contracted Services			\$10.00
6219	33	Medical Costs (Vouchers)	\$10.00
6300 Materials & Supplies			\$103.00
6399	61	Clothing & Footwear Vouchers (Migrant)	Pending on reallocation of funds
6399	33	Medical Materials & Supplies	\$10.00
6399	11	Instructional Materials & Supplies	\$83.00
6399	31	Counselors Materials & Supplies	\$10.00
6400 Travel & Per Diem			\$20.00
6411	11	Travel for Staff (meals, mileage, lodging)	\$0.00
6412	11	Travel for Students (meals, mileage, lodging)	\$10.00
6494	11	School Bus travel expenses (Transp. Dept.)	\$10.00
Total Campus Allocation			\$154.00

2018-2019 I & G Center Title II, Part A			
6100 Payroll			\$501.00
Object Code	Function Code	Description	
6118	11	Stipends for Trainings	\$373.00
6112	11	Stipends for Substitutes	\$128.00
6200 Contracted Services			\$75.00
6291	11	Contracted Services (Consultants)	\$75.00
6300 Supplies and Materials			\$122.00
6399	11	Supplies for trainings	\$122.00
6400 Travel & Per Diem			\$116.00
6411	11	Travel for Staff (meals, mileage, lodging) Workshops	\$116.00
Total Campus Allocation			\$814.00

can order book for staff too.
I can use supplies & materials

Submit a proposal
- Trainings only

order calculators

2018-2019 I & G Center Title III, Part A (263)			
6100 Payroll			\$105.00
Object Code	Function Code	Description	
6118	11	Stipends for Staff Development (TELPAS)	\$19.00
6118	11	Stipends for Tutorials	\$86.00
6200 Contracted Services			\$16.00
6291	11	Contracted Services (Consultants)	\$16.00
6300 Materials & Supplies			\$112.00
6399	23	Admin. Materials & Supplies	\$4.00
6399	11	Instructional Materials & Supplies	\$86.00
6339	11	Testing Materials & Supplies	\$14.00
6399	61	Parental Supplies & Materials	\$8.00
6400 Travel & Per Diem			\$18.00
6411	11	Travel for Staff (meals, mileage, lodging) Workshops	\$7.00
6411	23	Travel for Admin. (meals, mileage, lodging) Workshops	\$11.00
Total Campus Allocation			\$251.00

2018-2019 I & G Center School Title IV, Part A			
6100 Payroll			\$0.00
Object Code	Function Code	Description	
6114	11	Stipends for Trainings	\$0.00
6200 Contracted Services			\$296.00
6291	11	Contracted Services (Consultants)	\$296.00
6300 Supplies and Materials			\$813.00
6399	11	Supplies for trainings	\$813.00
6400 Travel & Per Diem			\$0.00
6412	11	Travel for Students (meals, mileage, lodging)	\$0.00
6411	11	Travel for Staff (meals, mileage, lodging) Workshops	\$0.00
Total Campus Allocation			\$1,109.00

2018-2019 I & G Center State Bilingual Program			
6100 Payroll			\$82.00
Object Code	Function Code	Description	
6118	11	Stipends for Tutorials	\$82.00
6200 Contracted Services			\$8.00
6291	11	Contracted Services (Consultants)	\$8.00
6300 Materials & Supplies			\$131.00
6399	11	Instructional Materials & Supplies	\$74.00
6329	11	Reading Materials	\$16.00
6339	11	Testing Materials	\$19.00
6321	11	Textbooks	\$22.00
6400 Travel & Per Diem			\$27.00
6411	11	Travel for Staff (meals, mileage, lodging) Bilingual Workshops	\$27.00
Total Campus Allocation			\$248.00

2018-2019 I & G Center State Compensatory Education			
6100 Payroll			\$187.00
Object Code	Function Code	Description	
6114	11	Stipends for Trainings	\$0.00
6118	11	Stipends for Tutorials	\$187.00
6200 Contracted Services			\$71.00
6291	11	Contracted Services (Professional Development)	\$71.00
6300 Materials & Supplies			\$222.00
6399	11	Instructional Materials & Supplies	\$222.00
6400 Travel & Per Diem			\$53.00
6411	11	Travel for staff (meals, mileage, lodging)	\$53.00
Total Campus Allocation			\$533.00