

Spring Branch Independent School District
Spring Forest Middle School
Campus Improvement Plan
2020-2021



Mission Statement

At the heart of SBISD's mission is a core set of shared values that serve to ground and enliven our **collective identity** and **strengthen our commitment** to our mission as educational leaders. The foundation of success, for our students and our school system, is rooted in our core values and these values define the *Spring Branch Way*. Our mission is to provide an inclusive and positive learning environment designed to promote academic, social, and emotional development by cultivating creative and analytical minds that builds the whole of every child to become successful and global citizens.

Vision

To ensure that Every Child learns at high levels of learning that will prepare him or her for life beyond middle school and high school.

Core Values

Every Child

We put students at the heart of everything we do.

Collective Greatness

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

Collaborative Spirit

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

Limitless Curiosity

We never stop learning and growing.

Moral Compass

We are guided by strong character, ethics and integrity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ethnic Distribution:

African American 134 14.6% 4.9% 12.6%

Hispanic 385 42.0% 59.2% 52.6%

White 326 35.6% 26.9% 27.4%

American Indian 3 0.3% 0.3% 0.4%

Asian 44 4.8% 6.5% 4.5%

Pacific Islander 1 0.1% 0.0% 0.2%

Two or More Races 23 2.5% 2.2% 2.4%

Economically Disadvantaged 461 50.3% 58.9% 60.6%

Non-Educationally Disadvantaged 455 49.7% 41.1% 39.4%

Section 504 Students 91 9.9% 6.1% 6.5%

English Learners (EL) 132 14.4% 34.2% 19.5%

Students w/ Disciplinary Placements (2017-18) 12 1.2% 0.8% 1.4%

Students w/ Dyslexia 63 6.9% 2.9% 3.6%

At-Risk 480 52.4% 55.6% 50.1%

Demographics Strengths

Our demographic strengths are our diversity within ethnicity and races, which allows for our students to learn more about other cultures and to better understand the world that they live in. Within the dyslexia realm, we celebrate that only 6.88% of our students are still receiving services and that this number is down from those who have been successful and no longer need the support and are successful on their own with the strategies they've learned over time.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The fact that our At Risk and Economically Disadvantaged percentages are so close (52.40% and 50.33%). **Root Cause:** Our economically disadvantaged students are not rising above being at risk through successes at school.

Student Achievement

Student Achievement Summary

Spring Forest Middle School students met acceptable standards in every tested area two years ago. Our students showed growth on two tests, MAP and STAAR. 80% of all students tested in all subjects were at the Approaches Grade Level Standard or Above. 7th grade reading remained at the Master's Level in the first quartile for 2019. Post secondary readiness rose to the first quartile in all levels and earned a distinction. 8th grade social studies' masters' level was at 30%, earning a distinction.

Student success status category for African American, Asian, 2 or more races and EL did not meet expectations.

Student Achievement Strengths

Post secondary readiness and U.S. History received distinction designations based on their high achieving marks on the STAAR exam. 6th and 7th grade mathematics performance at the Master's Level was in the first quartile. 7th grade reading and math earned first quartile marks. 8th grade reading and social studies earned first quartile marks. 54 students in Alegbra I were able to exempt the Algebra EOC test based on high PSAT scores in the fall administration.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: African American and Asian populations are not meeting expectations in Language Arts and Student Success Targets. **Root Cause:** Students are not reading at or above grade level.

School Culture and Climate

School Culture and Climate Summary

Spring Forest is trending in the right direction in regards to improving school culture and school climate. A majority of our parents and families responded favorably towards our culture and climate in the last Panorama survey. However, students have expressed concern in how they identify with School Belonging as only 42% percent of the students responded favorable in this category. 51% of the student body felt that the school climate was appropriate or warming. Unfortunately, only 50% of our students felt that they have a strong social connection with at least one adult on our campus. We grew in all areas of the panorama survey except for the strong social connection school/teacher student relations.

School Culture and Climate Strengths

We continue to increase induction into our National Junior Honor Society in the spring. Our student council participation is on the rise and we have topped 1000 students this school year. Students and families are speaking favorably of the learning and social experience at Spring Forest Middle School and that has drawn more families to be a part of the Bobcat family. In August, the faculty participated in professional development to strengthen the connection between all students and the staff.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Increase the students' feeling of belonging and their relationships between students and teachers **Root Cause:** Students' perception of their belonging at SFMS.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Campus curriculum is aligned with district curriculum and state TEKS in each content area. SFMS uses standardized assessment data to measure the impact of curriculum. Teachers meet during PLC time to collaboratively design lessons and assessments and plan for targeting each student where they are. Lesson plans are checked by department chairs. SFMS uses local, state and national designed assessments to measure student performance. Based on these assessments we need to assist African American and Asian students achieve the academic achievement and growth targets. We are in our 3rd year since implementation of the MIZ math grant which has shown growth in all areas in math. This year, the PLC's are focusing on unpacking the standards, insuring that all students will achieve at their highest levels and that students and teachers understand the proficiency level in each core curriculum.

Staff Quality, Recruitment, and Retention Strengths

All students in all subjects grew from 78% to 80% in 2019. Math grew in all student groups in academic achievement.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Students in African American, Asian, Two or More and EL sub populations did not meet expectations in the student success category **Root Cause:** Students not performing on grade level reading level

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Campus curriculum is aligned with district curriculum and state TEKS in each content area. SFMS uses standardized assessment data to measure the impact of curriculum. Teachers meet during PLC time to collaboratively design lessons and assessments and plan for targeting each student where they are. Lesson plans are checked by department chairs. SFMS uses local, state and national designed assessments to measure student performance. Based on these assessments we need to assist African American and Asian students achieve the academic achievement and growth targets. We are in our 3rd year since the implementation of the MIZ math grant which has shown growth in all areas in math. This year, the PLC's are focusing on unpacking the standards, insuring that all students will achieve at their highest levels and that students and teachers understand the proficiency level in each core curriculum.

Curriculum, Instruction, and Assessment Strengths

All students in all subjects grew from 78% to 80% in 2019. Math grew in all student groups in academic achievement.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students in African American, Asian, Two or More and EL sub populations did not meet expectations in the student success category **Root Cause:** Students not performing on grade level reading level

Parent and Community Engagement

Parent and Community Engagement Summary

We are in year 4 of our Family Engagement Pilot on our campus. We have increased the percentage of parental involvement on campus over the past two years. More families from diverse backgrounds have engaged in campus initiatives and volunteer more on a regular basis. Our parent liaison, our CIS worker, and other campus personnel work hard to translate all family correspondence to preferred languages and we welcome and seek ideas and feedback on ways families want us to assist them. We have a dedicated parent welcome center for all volunteers where we have technology setup to assist those who may need technical help assessing online resources that connect parents with student achievement data. We also make a conscientious effort to offer multiple options within the day or evening to engage parents that hopefully accomodates their work schedules.

Technology

Technology Summary

We have increased the number of available technical devices by deploying a chromebook to each student. More teachers are promoting anytime, anywhere learning as they provide blended learning opportunities that build students capacity to learn on their own, in small group settings, and from direct teacher delivery through the use of itslearning and various assessment platforms.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Action research results

Goals

Goal 1: STUDENT ACHIEVEMENT. Every Spring Forest Middle School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1: ACHIEVEMENT: By June 2021, Spring Forest Middle School will increase student performance on STAAR Grades 6-8 exams in reading and math by at least [3 %] points at each performance level (approaches, meets, masters) compared to 2018-2019.





2019-20: Not Rated due to COVID

2018-19: Reading: [80]% (approaches), [49]% (meets), [28]% (masters); Math: [84]% (approaches), [58]% (meets), [27]% (masters)

2017-18: Reading: [78]% (approaches), [48]% (meets), [26]% (masters); Math: [81]% (approaches), [51]% (meets), [21]% (masters)

Evaluation Data Sources: STAAR 3-8 Reports

Summative Evaluation: None

Strategy 1: Provide additional training to core teachers on how to effectively utilize MAP data. SFMS teachers will implement pre and post assessments and data trackers during each unit of study. Provide PLC support to ensure staff are implementing strategies with fidelity based on student data that drives their instructional practices. Strategy's Expected Result/Impact: Reached the targeted areas and go above and beyond the expected outcome. This will encourage teachers to utilize data more effectively once teachers and students receive the expected results. Staff Responsible for Monitoring: Administrators Instructional Specialist Professional Development Teachers Teachers Funding Sources: Region ESC Services - 211 - Title I, Part A - 6239 - \$1,000, Employee Travel - 211 - Title I, Part A - 6411 - \$2,500, Substitutes - Professional Staff - 211 - Title I, Part A - 6112 - \$10,000, Support Personnel - 211 - Title I, Part A - 6129 - \$54,616	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 1: STUDENT ACHIEVEMENT. Every Spring Forest Middle School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 2: GAP-CLOSING: : GAP-CLOSING: By June 2021, Spring Forest Middle School will increase overall performance on STAAR Grades 6-8 exams to narrow the gap or improve performance above the target by at least 3% between EL students and non EL students while all performance improves.

2019-20: Not Rated due to COVID

2018-19: English Learners 69%; non-English Learners 80%

2017-18: English Learners 78%; non-English Learners 59%

2018-19: African Americans 29%; non-African Americans 58%; Asians 75%; non-Asians 53%

2017-18: African Americans 17%; non-African Americans 48%; Asians 25%; non-Asians 42%

Evaluation Data Sources: STAAR Reports and State Accountability Reports

Summative Evaluation: None

Strategy 1: Teachers will evaluate their learning continuum reports from MAP data in order to create small groups to close gaps for students who are below grade level. Identify 3 separate groups of students who are poised to enter the next higher category, Approaches, Meets, and Masters, and tailor instructional practices throughout the year to achieve this goal. Strategy's Expected Result/Impact: The groups of students listed in these targeted areas will move up a level after successfully completing their personal academic plan. Staff Responsible for Monitoring: Administrators Instructional Specialist Professional Development Teachers Teachers Funding Sources: Magazines & Periodicals - 211 - Title I, Part A - 6325 - \$7,500, Dictionaries - 211 - Title I, Part A (FBG20 Carryover) - 6239 - \$1,901.37, Professional Salary - 211 - Title I, Part A - 6119 - \$63,245, Books, Other Reading Materials - 211 - Title I, Part A - 6239 - \$2,500	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: STUDENT ACHIEVEMENT. Every Spring Forest Middle School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: STUDENT GROWTH: By June 2021, Spring Forest Middle School will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (6-8) increase by 3 %, Math (6-8) increase by 3 %.

2019-20: Not Rated due to COVID

2018-19: Reading -46% met CGI; Math - 47% met CGI

2017-18: Reading - 47% met CGI; Math - 56% met CGI

Evaluation Data Sources: Measures of Academic Progress (MAP) reports

Summative Evaluation: None

Strategy 1: Intervention class teachers will support teachers in PLCs, provide intervention support to students, provide training in using MAP data effectively. Strategy's Expected Result/Impact: Produce quantitative data that causes students to reflect on their work. Teachers develop lesson and activities that promote student ownership in increasing their academic performance in all targeted areas. Staff Responsible for Monitoring: Administrators Instructional Specialist Professional Development Teachers Teachers Funding Sources: Student Transport - 211 - Title I, Part A - 6494 - \$1,000, Student Travel - 211 - Title I, Part A - 6412 - \$1,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide additional training to core teachers on how to effectively utilize MAP data. SFMS teachers will implement pre and post assessments and data trackers during each unit of study. Provide PLC support to ensure staff are implementing strategies with fidelity based on student data that drives their instructional practices. Strategy's Expected Result/Impact: Raise the level of academic success for all students across their specific academic trajectory. Staff Responsible for Monitoring: Administrators Instructional Specialist Professional Development Teachers Teachers Funding Sources: Technology Equipment - 211 - Title I, Part A - 6398 - \$5,000, Supplies - 211 - Title I, Part A - 6399 - \$15,079, Software - 211 - Title I, Part A (FBG20 Carryover) - 6397 - \$7,715.35, Software - 211 - Title I, Part A - 6397 - \$6,000, Misc. Operating Expenses - 211 - Title I, Part A - 6499 - \$1,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: STUDENT ACHIEVEMENT. Every Spring Forest Middle School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 4: ADVANCED COURSES: Strengthen the level of advanced academic instruction in order to increase student post-secondary success.

Fall 2020: 707 students enrolled in one or more advanced courses
Fall 2019: 815 students enrolled in one or more advanced courses

Evaluation Data Sources: Skyward Course Enrollment Data
Summative Evaluation: None

Strategy 1: [Insert Strategy]	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Goal 2: STUDENT SUPPORT. Every Spring Forest Middle School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 1: SCHOOL CONNECTEDNESS: By June 2021, the % of Spring Forest Middle School students who feel connected as both individuals and learners will increase by at least 5%.

2019-20: Not Rated due to COVID

2018-19: 44% School Belonging

2017-18: 44% School Belonging

Evaluation Data Sources: Panorama Student Survey

Summative Evaluation: None

Strategy 1: Build advisory lessons that define what school belonging is and reach out for student feedback that identifies areas they feel we need to address as a campus. Providing rewarding opportunities for staff to increase their attendance during student lead activities to help promote the teacher-student relationship. Strategy's Expected Result/Impact: Increase the number of students who feel they are connected to at least one adult on campus. Build a school climate and environment that encourages student participation and buy in and diminishes the opportunities for students to feel excluded. Staff Responsible for Monitoring: Opportunity Culture - Social and Emotional Teacher Teachers All Staff Funding Sources: Misc. Contract Services - 211 - Title I, Part A - 13.6299 - \$1,000, Texian Time Machine - 211 - Title I, Part A - 11.6299 - \$4,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: STUDENT SUPPORT. Every Spring Forest Middle School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 2: GUIDANCE AND COUNSELING: Each grade level classroom will implement and support character education and social-emotional learning curriculum.

Evaluation Data Sources: Training materials and attendance rosters

Summative Evaluation: None





Strategy 1: Students will build soft skills to enhance their secondary and post-secondary opportunities. Strategy's Expected Result/Impact: Students will obtain higher scores on the Panorama SEL Skills Survey. Staff Responsible for Monitoring: Administrators Counselors Teachers Funding Sources: Supplies & Materials - 211 - Title I, Part A - 61.6399 - \$1,183	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students will develop the skills to make effective goals and decisions around career planning. Strategy's Expected Result/Impact: All 7th grade students will complete a Career Cluster Finder assessment to determine to their proposed career. Staff Responsible for Monitoring: Adminstrator Counselor	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Through the implementation of Character Strong, students will become more socially aware of how their actions and decisions impact others. Strategy's Expected Result/Impact: Decrease in discipline incidents. Staff Responsible for Monitoring: Administrators Counselors Teachers Funding Sources: Teacher & Professional Salary - 211 - Title I, Part A - 61.6119 - \$41,667	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: STUDENT SUPPORT. Every Spring Forest Middle School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 3: EIGHTH GRADE PLANNING: 100% of 8th graders at Spring Forest Middle School will complete a 4-year plan aligned to their endorsement to ensure graduation requirements are met.

Evaluation Data Sources: 4-Year Plan
Endorsement Selection Form

Summative Evaluation: None





Strategy 1: 8th grade students participate in Guthrie campus visits to learn more about CTE Programs of Study. Strategy's Expected Result/Impact: Students will determine if they want to pursue a career and technical opportunity. Staff Responsible for Monitoring: Administrators Counselors	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students will participate in a Bridge Year event to explore high growth and high demand jobs. Strategy's Expected Result/Impact: Students will learn about these career opportunities for paths to gainful employment. Staff Responsible for Monitoring: Administrators Counselors	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students will complete a course selection process aligned to their career and endorsement path for their 9th grade year. Strategy's Expected Result/Impact: All students will have a full schedule of courses selected for 9th grade. Staff Responsible for Monitoring: Administrators Counselors	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Students will complete a 4-Year Plan prior to entering 9th grade. Strategy's Expected Result/Impact: All 8th grade students will: -choose a career path aligned to an endorsement, and -plan their courses across all 4 years of high school. Staff Responsible for Monitoring: Administrators Counselors	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: SAFE SCHOOLS. Spring Forest Middle School will ensure a safe and orderly environment.

Performance Objective 1: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Evaluation Data Sources: Campus Safety Committee roster

Summative Evaluation: None





Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stake holders to look at matters related to campus safety. Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times/year so that all campuses will be able to refine safety practices. Staff Responsible for Monitoring: Administrators	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit. Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits. Staff Responsible for Monitoring: Administrators Safety Committee	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: SAFE SCHOOLS. Spring Forest Middle School will ensure a safe and orderly environment.

Performance Objective 2: EMERGENCY OPERATIONS: Develop Campus Emergency Operations Procedures that comply with SB 11, and include Standard Operating Procedures.

Evaluation Data Sources: Campus emergency operation procedures documents

Summative Evaluation: None

Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation. Strategy's Expected Result/Impact: Campus EOP turned in and filed by September 1st. Staff Responsible for Monitoring: Administrators	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year. Strategy's Expected Result/Impact: Campus procedures maintained in campus EOP. Staff training documents maintained. EOPs submitted by September 1. Staff Responsible for Monitoring: Administrators Safety Committee	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 4: FISCAL RESPONSIBILITY. Spring Forest Middle School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

Evaluation Data Sources: Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)
Summative Evaluation: None

Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money. Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders. Staff Responsible for Monitoring: Principal Administrative Assistant	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Campus Improvement Team

Committee Role	Name	Position
Administrator	Curtis George	Principal
District-level Professional	Jessica Waltman	District Liaison
Classroom Teacher	Erana Watkins	Teacher
Non-classroom Professional	Richard Fanning	Librarian
Classroom Teacher	Amy Downey	Teacher
Classroom Teacher	Sadie Neilson	Teacher
Parent	Laura Gunkle	Parent
Parent	Pamela Ferworn	Parent
Parent	Kristin Anthony	Parent
Parent	Debbie Green	Parent
Classroom Teacher	Patricia Suess	Teacher
Classroom Teacher	April Tavlson	Teacher
Parent	Gina Keith	PTA President
Community Representative	Julie Krovontka	Community Representative

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Region ESC Services	6239	\$1,000.00
1	1	1	Employee Travel	6411	\$2,500.00
1	1	1	Substitutes - Professional Staff	6112	\$10,000.00
1	1	1	Support Personnel	6129	\$54,616.00
1	2	1	Magazines & Periodicals	6325	\$7,500.00
1	2	1	Professional Salary	6119	\$63,245.00
1	2	1	Books, Other Reading Materials	6239	\$2,500.00
1	3	1	Student Transport	6494	\$1,000.00
1	3	1	Student Travel	6412	\$1,000.00
1	3	2	Technology Equipment	6398	\$5,000.00
1	3	2	Supplies	6399	\$15,079.00
1	3	2	Software	6397	\$6,000.00
1	3	2	Misc. Operating Expenses	6499	\$1,000.00
2	1	1	Misc. Contract Services	13.6299	\$1,000.00
2	1	1	Texian Time Machine	11.6299	\$4,000.00
2	2	1	Supplies & Materials	61.6399	\$1,183.00
2	2	3	Teacher & Professional Salary	61.6119	\$41,667.00
Sub-Total					\$218,290.00
Budgeted Fund Source Amount					\$218,290.00
+/- Difference					\$0.00
211 - Title I, Part A (FBG20 Carryover)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Dictionaries	6239	\$1,901.37
1	3	2	Software	6397	\$7,715.35
Sub-Total					\$9,616.72
Budgeted Fund Source Amount					\$53,058.00

211 - Title I, Part A (FBG20 Carryover)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$43,441.28
				Grand Total	\$227,906.72

Addendums