

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

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# Comprehensive Needs Assessment

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- SSI: Think Through Math assessment data (Grades 3-8)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

- Observation Survey results

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Staff surveys and/or other feedback
- Highly qualified 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
- Teacher STaR Chart Technology Data
- PDAS data

### **Parent/Community Data**

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

- Community surveys and/or other feedback










### **Support Systems and Other Data**



















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









# Goals

## Goal 1: Increase the number of students exiting ESL, especially students who have been in the country at least 5 years.

**Performance Objective 1:** Implementing extra classes in master schedule, language intensive summer school program hosted at SFMS, interventionist, implementing Seidleitz strategies, online access to language acquisition program using researched based Rosetta Stone (English version), continue tracking our ESL students progress.












Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<b>State System Safeguard Strategy</b> 1) Teachers will utilize the use of the 11 tools in their classrooms to promote critical thinking, blooms higher level questioning, and 21st Century Learning Skills. The implementation of technology into weekly lessons will help promote problem or project based learning. The 11 tools will help promote Rigor and Relevance in the teachers' daily lessons.	1, 2, 3, 4, 8, 10	Administrators iCoach Teachers Librarian	Lesson Plans Observations Team Planning Walkthroughs Peer Reviews			
Funding Sources: 211 - Title I, Part A - \$19000.00						
<b>State System Safeguard Strategy</b> 2) Support at-risk population through targeted intervention in all classrooms by employing a variety of teaching strategies (i.e. small group instruction, flexible grouping, computer aided instruction, classroom flipping).  Support at-risk Math students by employing one Math Specialist to come and work in small groups.	1, 2, 7, 8	Principal AP's iCoach	Benchmark data Team meeting notes Report card grades STAAR raw scores Unit tests progress reports STAAR data raw scores 2013-14 STAAR Math indicator scores			
Funding Sources: 211 - Title I, Part A - \$12101.00, 211 - Title I, Part A - \$5960.00, 211 - Title I, Part A - \$10068.00						
3) Utilize ACTIVboard in content area classrooms to increase student engagement and success.  Use document cameras, iPods, laptops	1, 2, 4, 7	Principal AP's iCoach ACTIVboard Trainer	Walkthrough notes Team meeting minutes Five Year Education Plan Surveys CBQ & Benchmark data Classroom observations			
Funding Sources: 211 - Title I, Part A						

<b>State System Safeguard Strategy</b> 4) Content area teachers will participate in Seidleitz professional development that will enhance their ability to plan engaging, relevant lessons. Focus of professional development will be literacy implementation of tech seminars and how it enhances the curriculum.  Strategies to develop literacy skills will be the focus of the professional development.	1, 2, 3, 4, 7, 10	Principal iCoach Teachers	Team meeting minutes Department meeting minutes CBQ & Benchmark data STAAR raw data			
	Funding Sources: 211 - Title I, Part A - \$8997.00					
<b>State System Safeguard Strategy</b> 5) Co-teachers will participate in training to increase effectiveness of the co-teach model.	2, 4, 7, 8	Principal CIS	Team planning minutes Walkthroughs STAAR raw data results CBQ & Benchmark data			
	Funding Sources: Other: See Account Code					
6) Students who are at risk of failing the STAAR test will participate in intensive remediation throughout the year.  Math and Reading labs.	1, 2, 3, 4, 7, 8	Principal AP's iCoach Lab teachers	Benchmark data Team meetings Discipline referral data 2013-14 STAAR raw data scores Unit tests			
	Funding Sources: 211 - Title I, Part A - \$5000.00					
<b>State System Safeguard Strategy</b> 7) Purchase supplies for students to help with STAAR testing and Math and Reading labs.  Think Through Math, Graphing calculators	1, 2, 3, 4, 7, 8	Principal AP's iCoach Lab Teachers	Benchmark data Team meetings Discipline referral data 2013-14 STAAR raw data scores			
	Funding Sources: 211 - Title I, Part A - \$16000.00					
<b>State System Safeguard Strategy</b> 8) Grade levels will implement Rti plans to ensure that at-risk students have the opportunity for small group instruction, pull outs and before & after school tutorials.	1, 2, 3, 8	Administrators iCoach Teachers Grade level team leaders Counselors	Planning time for intervention activities and daily lessons Student conferences Analysis of student data to determine students are in need Professional development Rti conferences Observations and walkthroughs			
	Funding Sources: 211 - Title I, Part A - \$3000.00, 211 - Title I, Part A - \$3000.00, 211 - Title I, Part A - \$3000.00, 211 - Title I, Part A - \$1200.00					
<b>State System Safeguard Strategy</b> 9) Students in grades 6-8 will be involved in engaging relevant enrichment activities for social studies.	1, 2, 3, 4, 7	Principal AP's iCoach SS Teachers	Classroom walkthroughs 2013-14 STAAR raw data scores Unit tests			
	Funding Sources: 211 - Title I, Part A - \$2900.00					

<b>State System Safeguard Strategy</b> 10) Objectives will be posted on the board daily. Teachers will use backward design when planning and ensure that STAAR readiness standards are aligned with the curriculum TEKS. All classrooms will have a focus on literacy strategies.	1, 2, 3, 4, 7	Administration iCoach Teachers	Team planning Lesson plans TEA approved 6 half day professional development days Walkthroughs Observations Roadmaps Unit plans			
Funding Sources: 211 - Title I, Part A						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						















## Goal 2: By 8th grade, 50% of students will successfully pass the Algebra EOC.

**Performance Objective 1:** Spring Forest Middle School will maintain high expectations for all students, and provide scaffolds and various learning opportunities to obtain post secondary preparedness.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
State System Safeguard Strategy 1) Broaden knowledge base of faculty and staff of successful strategies used in Pre-AP classrooms by sending teachers to training.	1, 2, 3, 4, 7, 9	Principal Teachers	Benchmark data NRT testing			
	Funding Sources: 211 - Title I, Part A - \$4500.00, 211 - Title I, Part A - \$3290.00					
2) Students will be given the opportunity to participate in a college career day during the Spring semester. Student will be educated on the 2-2-4 plan, weekly advisory lessons, and Texas Scholars.	1, 2, 5, 10	Principal AP's Counselors	Discipline data Teacher reports			
	Funding Sources: 211 - Title I, Part A - \$400.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						















**Goal 3: Spring Branch ISD believes that a great school system instills in every student the belief that they can achieve more than they think possible. 60% of the SFMS population will be at the 5th stanine or better on NRT testing.**

**Performance Objective 1:** Spring Forest Middle School teachers and staff will collaborate with all stakeholders to foster a culture of engagement, exposure, and effort, that leads to broader opportunities. Common assessments will consist of higher level thinking questions, and daily classroom activities will use Bloom's higher level of thinking. Lesson plans will reflect these practices.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<b>State System Safeguard Strategy</b> 1) Students will participate in a character education program that meets district criteria for social and emotional learning.  40 developmental assets will be displayed on a page in the student agendas.	1, 2, 4, 5, 9, 10	Principal Counselors	Discipline data School climate Five Year Educational Plan Survey			
Funding Sources: 211 - Title I, Part A - \$300.00						
<b>State System Safeguard Strategy</b> 2) Teachers will participate in various staff development activities on building relationships with students. True Grit classroom activities.	1, 2, 3, 4	Principal Counselor iCoach	Love & Logic books, videos and other resources Character Counts lessons GRIT resources Five Year Educational Plan Survey			
Funding Sources: Other: See Account Code						
<b>State System Safeguard Strategy</b> 3) Campus will create a campus-wide recognition program to honor students who are following the rules.	1	AP's Counselors Teachers	Discipline referral data Progress reports Report cards			
Funding Sources: 865 - Student Activity Fund						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 4: Spring Branch ISD believes that a great school system assures that every adult in the system is committed to the successful completion of some form of higher education for every child.**













**Performance Objective 1:** Spring Forest Middle School faculty and staff will advocate and take action, that supports every student is on a pathway towards the T-2-4 plan.













Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<b>State System Safeguard Strategy</b> 1) Create an after school program that supports the four core academic areas (Language Arts, Math, Science and Social Studies) as well as supports social growth of at-risk students.	1, 5, 8, 10	Principal CIS Coordinator Teachers iCoach ACE Coordinator	Number of students involved in activities (sign in sheets) Benchmark data Progress reports Report cards Five Year Educational Plan Survey STAAR results SCE Campus Performance Report			
Funding Sources: ACE Grant - \$5000.00						
<b>State System Safeguard Strategy</b> 2) Before school gym activities for all students	1, 8, 10	Principal AP's Teachers	Number of students signing in on sign-in sheets Five Year Educational Plan Survey results			
Funding Sources: Other: See Account Code						
<b>State System Safeguard Strategy</b> 3) iCoach small group testing pull-out.	1, 8, 10	Principal iCoach Teachers	Number of students in pull-out STAAR testing results			
Funding Sources: Other: See Account Code						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						










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













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
















**Summative Evaluation:** All strategies will be implemented.















Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Conduct annual program evaluation (CATE, SCE, G/T, LEP, Safe & Drug-Free Schools) utilizing student performance data derived from special populations for the purpose of program review and revision.						
2) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified.  (Provide specific information about the remediation and monitoring of SSI students on your campus.)						
3) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants.  (You may add additional activities if you choose).						
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 4) Promote parent and community involvement in drug and violence prevention programs/ activities.	4, 6	Principal CIS Coordinator Teachers iCoach	Number of students involved in activities (sign in sheets)			
Funding Sources: 211 - Title I, Part A - \$1500.00						

<p>5) Provide professional development based on level of expertise and need in the following areas:</p> <ul style="list-style-type: none"> <li>* Bullying Prevention</li> <li>* Violence/conflict resolution</li> <li>* Recent drug use trends</li> <li>* Resiliency/Developmental Assets</li> <li>* Prevention Curriculum training</li> <li>* No Place for Hate</li> <li>* CSHAC</li> <li>* CARES</li> <li>* SEL</li> <li>* Developmental Assests</li> <li>* TRIBES</li> <li>* Love and Logic</li> </ul> <p>(Using this list, select those that apply to your campus and describe how they are implemented.)</p>						
<p>6) SPECIAL EDUCATION -</p> <ul style="list-style-type: none"> <li>*Monitor LRE ratio.</li> <li>*Develop campus capacity to support inclusive programming for students with disabilities.</li> <li>*Evaluate campus LRE ratio.</li> </ul> <p>(Describe what is being done on your campus to promote or increase inclusion.)</p>						
<p>7) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.</p> <p>How accurately did ARD committee recommendations predict and guide student achievement on state assessments?</p> <p>(Describe how you will improve this process on your campus this year.)</p>						
<p>8) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.</p> <p>(What is your campus plan and timeline to meet this expectation.)</p>						

<p>9) STATE COMP ED - Provide supplemental At-Risk services support in the content areas:</p> <ul style="list-style-type: none"> <li>* Language Arts</li> <li>* Math</li> <li>* Science</li> <li>* Social Studies</li> <li>* LEP</li> </ul> <p>(Describe how iCoaches and other support staff are being used on your campus to meet this expectation.)</p>						
<p>10) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)</p> <p>Materials include: manipulatives, literacy materials, STAAR support, bilingual materials After-school extended day Summer School Computer assisted instruction includes: Compass, Larsens Math, Fast Math, etc...</p> <p>(Identify the materials appropriate to your campus from the list that can be used to meet this expectation. Describe how and by whom these will be used on your campus.)</p>						
<p>11) CAMPUS VOLUNTEER/PARTNERSHIP - Develop, monitor, and evaluate campus volunteer/partnership programs that include: (1) recruitment, (2) training/support, (3) recognition of volunteers/partnerships.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p>						

<p>12) TITLE II, A - Provide professional development that increases knowledge and skills related to:</p> <ul style="list-style-type: none"> <li>* vertical alignment</li> <li>* instructional strategies to meet the needs of diverse student populations</li> <li>* integration of technology into curricula and instruction for improving teaching, learning, and technology literacy</li> <li>* STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math.</li> <li>* DDI</li> <li>* Problem-Based Learning</li> <li>* Co-Teach Training</li> <li>* Small Group Instruction</li> <li>* This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up.</li> </ul> <p>(Using this list of activities, select those that will be implemented on your campus. Delete the other activities. Provide specific information about how you will structure staff development.)</p>						
<p>13) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p>						
<p>14) Provide support for new teachers with ongoing mentoring and planning with certified staff.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p>						
<p>15) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on the campus webiste.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus plan.)</p>						

<p>16) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p>						
<p>17) Identify students eligible for Pregnancy Related Services and provide a support system that includes - but is not limited to - counseling, career guidance, school/other health-related services, transportation, parenting, job-readiness training, childcare, home instruction.</p> <p>(The nurse , coueslors and administartors join forces to assits any student in this situation. We also receive District support in this area.)</p>						
<p>18) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas:</p> <ul style="list-style-type: none"> <li>a) Nature and needs of G/T students</li> <li>b) Assessing and identifying G/T student needs</li> <li>c) Differentiating Curriculum for G/T students</li> <li>d) Assessing social and emotional needs of G/T students</li> <li>e) Creativity and instructional strategies for G/T students.</li> </ul> <p>(Select at least one area of focus from the list and describe how you will implement this on your campus.)</p>						
<p>19) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p>						
<p>20) GIFTED AND TALENTED - Conduct annual G/T evaluationby following the districtwide procedures for referral, testing, and nomination of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted.</p> <p>Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.</p> <p>(Complete this activity by describing how you will meet these expectations on your campus.)</p>						

<p>21) COORDINATED SCHOOL HEALTH (CSH) and CIP:</p> <p>Steps to incorporate CSH -</p> <ol style="list-style-type: none"> <li>1. Review the School Health Index completed by the C-SHAC</li> <li>2. Identify focus area(s) for campus</li> <li>3. Choose focus area(s) to place in this area of Required Elements</li> <li>4. Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year:               <ol style="list-style-type: none"> <li>a. District Five Year Goal Campus Survey</li> <li>b. School Health Index</li> <li>c. SEL/40 Developmental Asset Survey</li> </ol> </li> </ol>						
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>22) Review and revisit both the Home/School Compact and Parental Involvement Policy: *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document</p> <p>(This activity is completed in the first 9 weeks of school with a meeting held to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio.)</p>	4, 5	Principal CIS Coordinator Teachers iCoach	Number of parents involved in activities (sign in sheets)			
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>23) Increase parent attendance at Title I Annual Meeting to share:</p> <ul style="list-style-type: none"> <li>*standards and goals</li> <li>*parents' rights'</li> <li>*curriculum</li> <li>*School Report Card</li> <li>*Title I participation</li> <li>*Offer a flexible number of meetings.</li> </ul> <p>(The Title I annual meeting will be held during a Parent Coffee to which all parents will be invited. The above topics will be served.)</p>	4, 6	Principal CIS Coordinator Teachers iCoach	Number of parents involved in activities (sign in sheets)			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will utilize the use of the 11 tools in their classrooms to promote critical thinking, blooms higher level questioning, and 21st Century Learning Skills. The implementation of technology into weekly lessons will help promote problem or project based learning. The 11 tools will help promote Rigor and Relevance in the teachers' daily lessons.
1	1	2	Support at-risk population through targeted intervention in all classrooms by employing a variety of teaching strategies (i.e. small group instruction, flexible grouping, computer aided instruction, classroom flipping). Support at-risk Math students by employing one Math Specialist to come and work in small groups.
1	1	4	Content area teachers will participate in Seidleitz professional development that will enhance their ability to plan engaging, relevant lessons. Focus of professional development will be literacy implementation of tech seminars and how it enhances the curriculum. Strategies to develop literacy skills will be the focus of the professional development.
1	1	5	Co-teachers will participate in training to increase effectiveness of the co-teach model.
1	1	7	Purchase supplies for students to help with STAAR testing and Math and Reading labs. Think Through Math, Graphing calculators
1	1	8	Grade levels will implement Rti plans to ensure that at-risk students have the opportunity for small group instruction, pull outs and before & after school tutorials.
1	1	9	Students in grades 6-8 will be involved in engaging relevant enrichment activities for social studies.
1	1	10	Objectives will be posted on the board daily. Teachers will use backward design when planning and ensure that STAAR readiness standards are aligned with the curriculum TEKS. All classrooms will have a focus on literacy strategies.
2	1	1	Broaden knowledge base of faculty and staff of successful strategies used in Pre-AP classrooms by sending teachers to training.
3	1	1	Students will participate in a character education program that meets district criteria for social and emotional learning. 40 developmental assets will be displayed on a page in the student agendas.
3	1	2	Teachers will participate in various staff development activities on building relationships with students. True Grit classroom activities.
3	1	3	Campus will create a campus-wide recognition program to honor students who are following the rules.
4	1	1	Create an after school program that supports the four core academic areas (Language Arts, Math, Science and Social Studies) as well as supports social growth of at-risk students.
4	1	2	Before school gym activities for all students
4	1	3	iCoach small group testing pull-out.
5	1	4	Promote parent and community involvement in drug and violence prevention programs/ activities.

Goal	Objective	Strategy	Description
5	1	22	Review and revisit both the Home/School Compact and Parental Involvement Policy: *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document (This activity is completed in the first 9 weeks of school with a meeting held to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio.)
5	1	23	Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings. (The Title I annual meeting will be held during a Parent Coffee to which all parents will be invited. The above topics will be served.)

## Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
5	1	4	Promote parent and community involvement in drug and violence prevention programs/ activities.
5	1	22	Review and revisit both the Home/School Compact and Parental Involvement Policy: *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document (This activity is completed in the first 9 weeks of school with a meeting held to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio.)
5	1	23	Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings. (The Title I annual meeting will be held during a Parent Coffee to which all parents will be invited. The above topics will be served.)

## Campus Funding Summary

<b>211 - Title I, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Web based resources; computers	6398	\$19,000.00
1	1	2	Subs for planning		\$12,101.00
1	1	2	Software Rosetta Stone		\$5,960.00
1	1	2	Computers		\$10,068.00
1	1	3	ACTIVboard, ACTIVpens, ACTIV votes, ACTIVboard training		\$0.00
1	1	4	Professional development conferences	6411	\$8,997.00
1	1	6	Supplies, Math communicators, Think Through Math		\$5,000.00
1	1	7	Title I Supplies		\$16,000.00
1	1	8	Supplies and Materials		\$3,000.00
1	1	8	Student transportation		\$3,000.00
1	1	8	Support personnel		\$3,000.00
1	1	8	Substitutes		\$1,200.00
1	1	9	Texian Time Machine	6299	\$2,900.00
1	1	10	PD on STAAR aligned assessments, TEA 6 half day Professional Development		\$0.00
2	1	1	Registration		\$4,500.00
2	1	1	Material		\$3,290.00
2	1	2	Registration and transportation		\$400.00
3	1	1	No Place for Hate conference		\$300.00
5	1	4	Supplies for meetings		\$1,500.00
5	1	22	Supplies for parent meetings		\$1,500.00
5	1	23	Supplies for meetings		\$1,500.00
<b>Sub-Total</b>					<b>\$103,216.00</b>
<b>865 - Student Activity Fund</b>					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Promotional items, students will nominate their peers who exemplify positive behaviors, STAR awards		\$0.00
<b>Sub-Total</b>					\$0.00
<b>ACE Grant</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	ACE After School Program CY816 Grant		\$5,000.00
<b>Sub-Total</b>					\$5,000.00
<b>Other: See Account Code</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Special Ed will pay for subs and training		\$0.00
3	1	2	Love & Logic Weekly Advisory lessons		\$0.00
4	1	2	Extra duty station where a teacher will monitor students		\$0.00
4	1	3	Math tutors		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$108,216.00