# 2016-2017

## Middle School

## Campus Improvement Plan

# Dueitt Middle School

### Campus Mission Statement

Dueitt Middle School prepares students to excel wholistically and transition into respectful, responsible citizens, who are life-long learners.

### Campus Vision Statement

Dueitt Middle School will be a school of choice known for driven engagement with a collaborative community that meets the needs of all students in a positive learning environment.

To Be Completed by Central Administration

***Reviewers:*** ***Final Approval Date:***

| Name | Status | Name | Status | Name | Status | Name | Status |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

# 2016-2017 Site-Based Decision Making Committee

## Roster & Meeting Dates

| *Required Position* | *Committee Member Name* |
|---|---|
| *Chair Person* | *Benjamin Bostick* |
| *Teacher* | *Diashoni Stewart* |
| *Teacher* | *Patrick Britton* |
| *Teacher* | *Theresa Wanless* |
| *Teacher* | *Diane Moretti* |
| *Teacher* | *Maria Stefas* |
| *Teacher* | *Lindsey McCullough* |
| *Non-Teaching Professional* | *Kathy Koerber* |
| *Parent* | *Kerry Bowie* |
| *District Representative* | *Joseph Rodriguez* |
| *Community Member* | *Ja'Milia Lomas* |
| *Business Partner* | *Patrick Waindel* |
| | |

# 2016-2017 Meeting Dates

| *Location* | *Date* | *Meeting Time* |
|---|---|---|
| **Room #2709** | September 6, 2016 | 5:00 – 7:00 pm |
| **Room #2709** | October 4, 2016 | 5:00 – 7:00 pm |
| **Room #2709** | January 10, 2017 | 5:00 – 7:00 pm |
| **Room #2709** | May 9, 2017 | 5:00 – 7:00 pm |
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# 2016-2017 School Year Comprehensive Needs Assessment Summary

**Data Sources Reviewed:**

- **Enrollment; Attendance; Ethnicity; Gender; State Assessment Data; TELPAS Results; Course/Class Grades; Surveys; Classroom and School Walkthrough Data; T-TESS Observation Data; Standards-Based Curriculum Resources; Scope and Sequence; STaR Report;**
- **Family and Community Participation Counts; Parent Volunteer information; Parent Evaluations; Master Schedule; Manning Table; Leadership Structure; Duty Rosters; Mentor List; Appraisal List; School Map; Extracurricular Activities;**

| Area Reviewed | Summary of Strengths<br>What were the identified strengths? | Summary of Needs<br>What were the identified needs? | Priorities<br>What are the priorities for the campus, including how federal and state program funds will be used? |
|---|---|---|---|
| **Demographics** | Good Attendance<br>Low percentage of ELL's<br>High Percentage of Students in English 1 and Algebra 1 | Shrinking Student Population | Increasing Academic Performance will make Dueitt a school sought after to be transferred into. Literacy Coach and Math Coach positions will increase performance on all areas of the STAAR and TELPAS. |
| **Student Achievement** | STAAR Reading Results<br>STAAR Math Results<br>African American/Black STAAR Gap closing | TELPAS Scores are Stagnant in Advanced Reading<br>STAAR Writing Scores<br>STAAR Science Scores<br>STAAR Social Studies Scores<br>STAAR SpEd passing rate<br>AA STAAR passing rate | STAAR Writing will be addressed through a writing across the curriculum initiative and an additional writing class for most 7th grade students.<br>Tutorial funds made available for before, after, and Saturday Tutorials in all core areas. |
| **School Culture and Climate** | Students rate the School as quality.<br>Decisions are in the best interest of the students.<br>Families are encouraged to attend school events.<br>Highest number of volunteer hours among middle schools.<br>Seasoned teacher engagement is equal to new teacher engagement.<br>Principal is an effective leader, and trust staff to make good decisions.<br>Staff has sufficient independence. | Students need to be treated more fairly regardless of race etc.<br>Low number of individuals volunteering.<br>Need to better mass communicates to families.<br>More concise communication about important dates.<br>Consistent punishment for failure to serve D-hall.<br>Staff doesn't feel valued<br>District leaders do not understand professional needs<br>Staff morale could be improved | Coffey Talks with Principal and Open House events to inform parents about volunteer opportunities and other campus events and resources. |
| **Staff Quality/ Professional Development** | Most T-TESS domains/dimensions are rated as proficient.<br>Most students are on task/engaged in | School needs to retain staff through ongoing coaching/mentoring.<br>Instruction needs to shift from teacher | Various Professional development will be offered through-out the year to increase teacher effectiveness. |

# 2016-2017 School Year Comprehensive Needs Assessment Summary

**Data Sources Reviewed:**

- **Enrollment; Attendance; Ethnicity; Gender; State Assessment Data; TELPAS Results; Course/Class Grades; Surveys; Classroom and School Walkthrough Data; T-TESS Observation Data; Standards-Based Curriculum Resources; Scope and Sequence; STaR Report;**
- **Family and Community Participation Counts; Parent Volunteer information; Parent Evaluations; Master Schedule; Manning Table; Leadership Structure; Duty Rosters; Mentor List; Appraisal List; School Map; Extracurricular Activities;**

| Area Reviewed | Summary of Strengths<br>What were the identified strengths? | Summary of Needs<br>What were the identified needs? | Priorities<br>What are the priorities for the campus, including how federal and state program funds will be used? |
|---|---|---|---|
| | class walkthroughs. | directed to student centered.<br>Teachers need to increase students' authentic engagement. | |
| **Curriculum, Instruction & Assessment** | Common Planning time available to most core content teachers.<br>Resources available.<br>Two Stroke assessment system is in place.<br>Data analysis process is in place.<br>Teacher looping system is in place. | Efficacy of lesson delivery.<br>Appropriate use of resources.<br>More rigorous and aligned assessments.<br>Improvement of the implementation of Co-teach models.<br>LEP support in the classroom.<br>Classroom Management Support | Literacy Coach will provide teachers with LEP strategies coaching.<br>Various Professional development to address classroom management and Co-Teach model implementation as needed.<br>Math and literacy coaches will ensure lesson deliverance efficacy. |
| **Family and Community Involvement** | High Student participation in competitive performances.<br>Anti-Bullying Program Initiative<br>All students CPR Trained<br>Quality nurse care provided to students<br>High parent involvement/volunteering in academic activities. | More community Involvement.<br>Attendance taken in a timely manner.<br>More GT Student Products. | Provide college visits for students.<br>Hold campus history and science fairs with GT student participation requires and general ed student participation encouraged. |
| **School Context and Organization** | Weekly Leadership Team meetings.<br>Weekly meetings with Area Supt.<br>Teachers loop with apx. 60% of their students.<br>Double blocked Math and 8th grade Science classes.<br>Top teachers invited to curriculum development.<br>CIP Committee meets quarterly.<br>52% of DMS Students rate the school as | Better communication from meetings.<br>More time for writing instruction.<br>Need improved committee structure to plan and manage events and resources.<br>42% of parents rate DMS as good or excellent | Provident separate writing class for 7th grade students.<br>Survey parents and students regarding communication preferences, employment, and volunteer opportunities.<br>Survey students to determine areas for improvement in school quality. |

# 2016-2017 School Year Comprehensive Needs Assessment Summary

| Data Sources Reviewed:<br>• Enrollment; Attendance; Ethnicity; Gender; State Assessment Data; TELPAS Results; Course/Class Grades; Surveys; Classroom and School Walkthrough Data; T-TESS Observation Data; Standards-Based Curriculum Resources; Scope and Sequence; STaR Report;<br>• Family and Community Participation Counts; Parent Volunteer information; Parent Evaluations; Master Schedule; Manning Table; Leadership Structure; Duty Rosters; Mentor List; Appraisal List; School Map; Extracurricular Activities; | | | |
|---|---|---|---|
| **Area Reviewed** | **Summary of Strengths**<br>What were the identified strengths? | **Summary of Needs**<br>What were the identified needs? | **Priorities**<br>What are the priorities for the campus, including how federal and state program funds will be used? |
| | good or excellent. | | |
| **Technology** | Greater than 1 to 2 student to computer ratio.<br>Adequate bandwidth for available computer carts in the classroom. | Teachers do not perceive themselves as adequately prepared for technology instruction.<br>Teachers need updated and functioning websites. | Professional Development for technology instruction.<br>Training for website development. |

**Is your Campus Title I:**

**YES** **NO**

# Spring Independent School District
## 2016-2017
*Campus Name: O.B. Dueitt Principals Name: Benjamin Bostick*

## Spring ISD Imperative: Reach Every Student

**Campus Goal 1: Increase Index I State Accountability score to 83 and Index 2 State Accountability score to 50**

- 80% of students in the graduating class of 2023 Passing Reading, 85% of students in the graduating class of 2023 Passing Math STAAR in 2017
- 80% of students in the graduating class of 2022 Passing Reading, 75% Writing, and 80% of students in the graduating class of 2022 Passing Math STAAR in 2017
- 80% of students in the graduating class of 2021 Passing Reading and Math STAAR in 2016, 75% of students in the graduating class of 2020 Passing Science STAAR in 2017, 70% of students in the graduating class of 2020 Passing Social Studies STAAR in 2017

75% of students meeting or exceeding STAAR Progress Measure in 2017, 25% of students exceeding STAAR Progress measure in 2017

| Campus Performance Challenge (Priorities) | Action Steps to Address Performance Challenge(s) | Title I School-Wide Components | Campus Staff Responsible | Resources Needed | Timeline for Actions | Evidence of Progress |
|---|---|---|---|---|---|---|
| *In each row, capture the critical challenge your school faces (what problem are you trying to solve?).* | *List one or more specific actions you will take to address the root causes and pursue the goal (how) Strategies/Interventions/Activities required to meet annual goals.* | *For each action, list the Title I component that is addressed through the action.* | *For each action, list the person responsible for ensuring the action is completed. Organized actions by groups. Who will perform the action?* | *For each action, list the resources, estimated cost and funding source to ensure the action is completed* | *For each action, provide a timeline for completing the action (when) Sequence the interventions, activities, etc.* | *Define what measureable evidence would indicate needed progress toward long-term goal How will you monitor goals based on the sequence of interventions, activities, etc.? Implement and monitor - Determine what data will be reviewed and the timeline for review.* |
| **STAAR Math passing rate for 2016 - 74%** | **Teacher enrollment in the Lake Houston Math Collaborative** | **CSP<br>PD<br>SAT** | **Math Instructional Specialist<br>Science Developmental Specialist** | **Release Time for Professional Development - 8 Days<br>Substitute - $800<br>Program Funds** | **Weekly** | **Classroom Walkthroughs<br>Professional Learning Community (PLC) Meetings<br>Lesson Plans** |

Is your Campus Title I:

YES NO

# Spring Independent School District
## 2016-2017
*Campus Name: O.B. Dueitt Principals Name: Benjamin Bostick*

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|---|---|---|---|---|---|---|
| | Provide Math Coach | CSP<br>PD<br>SRS | Principal | Math Coach - $62,000<br>Title I funds | Yearly<br>Weekly<br>Monthly | PLC Meeting Agendas<br><br>Classroom Walkthroughs<br>Lesson Plans<br>PLC Meetings<br>Course Calendars<br>Unit Plans<br>Classroom Walkthroughs |
| STAAR Reading passing rate for 2016 – 65% | Provide Literacy Coach<br>Implement Literacy Notebooks in all content areas<br>Provide Supplemental reading materials and STAAR formatted practice materials. | CSP<br>CSP<br>PD<br>SRS | Principal<br>DC's<br>IS<br>Principal<br>Assistant Principals<br>Reading IS | Literacy Coach – $62,000 State Comp Ed<br>$2,520 Title I Instructional Materials<br>$7,368 – Title I Instructional Materials | Yearly<br>Weekly<br>Monthly | PLC Meeting Agendas<br><br>Classroom Walkthroughs<br>Lesson Plans<br>PLC Meetings<br>Course Calendars<br>Unit Plans<br>Classroom Walkthroughs |
| STAAR Science passing rate for 2016 – 65% | Provide materials for increased lab activities | CSP | Science Dept. Chair | Lab Supplies - $3,969 | Weekly | Lesson Plans |
| | Teacher enrollment in the Lake Houston Science Collaborative | PD<br>SAT<br>CSP | Principal<br>Science DC | Release Time for Professional Development - 18 Days Substitute - $1,800 Program Funds | Weekly<br><br>Monthly<br>Semi-Annually | Lesson Plans<br>PLC Meetings<br>Checkpoint Test<br>Benchmark Test |
| | Provide professional development for science teachers. | PD | Principal | $700 Registration at Region 4 Science Conference<br>Professional development | Weekly | Lesson Plans<br>Benchmark Tests |

Is your Campus Title I:

YES NO

# Spring Independent School District
## 2016-2017
*Campus Name: O.B. Dueitt Principals Name: Benjamin Bostick*

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|---|---|---|---|---|---|---|
| STAAR Social Studies passing rate for 2016 – 51% | Provide on level, high-interest reading and writing instruction across content areas. | CSP<br>SRS | Principal<br><br>Assistant Principal | Literacy Coach $62,000 – State Comp ED | Weekly<br><br>Monthly<br>Semi-Annually | Lesson Plans<br>PLC Meetings<br>Checkpoint Test<br>Benchmark Test |
| | Implement Humanities Professional Learning Community | CSP<br>SRS | Principal<br><br>Assistant Principal | Common Conference Periods | Weekly<br><br>Monthly<br>Semi-Annually | Lesson Plans<br>PLC Meetings<br>Checkpoint Test<br>Benchmark Test |
| | Provide Daily Humanities Instruction | CSP<br>SRS | Principal<br><br>Assistant Principal | None | Weekly<br><br>Monthly<br>Semi-Annually | Lesson Plans<br>PLC Meetings<br>Checkpoint Test<br>Benchmark Test |
| STAAR Writing passing rate for 2016 – 55%<br><br>SpEd Writing – 43%<br><br>ELL 51% | Provide supplemental writing instruction in 7th grade | CSP | Instructional Specialist<br>Assistant Principal | PEG Writing Training<br>1 FTEs – $60,000 Title I | Weekly<br><br>Monthly<br>Semi-Annually | Lesson Plans<br>PLC Meetings<br>Checkpoint Test<br>Benchmark Test |
| | Provide empowering writers professional development for writing teachers. | PD | Principal | $700 Empowering Writers professional development | Weekly | Lesson Plans<br>Benchmark Tests |
| 56% of students Met or Exceeded progress expectations on the 2016 STAAR | Provide Read 180 sections and teacher for students below grade level | PD<br>ASD<br>CSP | Principal<br>Read 180 Lab Teachers | $1,000 Read 180 Materials & Supplies General Funds<br>1 FTE - $60,000 – Title I | Weekly | Classroom Walkthroughs<br>Implementation Reports |
| | Provide Viable Math Plus Curriculum, with a consistent instructor | HQS<br>CSP | Principal<br><br>Math Instructional Specialist | 1 FTE - $62,000 SCE<br><br>Triumph Online Instructional Materials - $7,368 | Weekly<br><br>Monthly<br>Semi-Annually | Classroom Walkthroughs<br>Lesson Plans<br>PLC Meetings<br>Checkpoint Test<br>Benchmark Test |

Is your Campus Title I:

YES NO

# Spring Independent School District
## 2016-2017
*Campus Name: O.B. Dueitt Principals Name: Benjamin Bostick*

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|---|---|---|---|---|---|---|
| | Ensure all Students have supplies required for classes | CSP | Principal | $2,000 Title I General Supplies | Weekly | PLC Meetings |
| Missed System Safeguards 2016:<br>SpEd Reading – 40%<br>All Writing – 55%<br>AA Writing – 44%<br>Hispanic Writing – 59%<br>White Writing – 59%<br>Eco Dis. Writing – 54%<br>SpEd Writing – 43%<br>AA Science – 56%<br>All Social St. – 51%<br>AA Social St. – 45%<br>Hispanic Social St. – 49%<br>White Social St. - 58%<br>ED Social St. – 47%<br>Math SpEd – 44% | Increase Read 180 Program Participation and Program Fidelity | HQS<br>CSP<br>TDA<br>ASD | Principal<br><br>Assistant Principals | 1 FTE - $62,000 SCE<br>1 FTE - $62,000 General Funds<br>Read 180 Lab Materials - $1,000 Title I Instructional Materials, $3,187 Title I Computers and Scanners<br>$1,000 Professional Development General Funds | Weekly<br><br>Monthly<br>Semi-Annually | Classroom Walkthroughs<br>Lesson Plans<br>PLC Meetings<br>Checkpoint Test<br>Benchmark Test |
| | Provide Student Support Specialist to ensure Fidelity of RtI program | CSP<br>RS<br>PD | Principal | 1 FTE - $ 62,000 SCE | Weekly | Intervention period activities<br>Tutorial Logs |
| | Provide Tutorials Before School, After School, and on Saturdays | HQS<br>CSP | Principal<br>Assistant Principal<br>Math and Literacy Coaches<br>Teachers | $16,000 SCE – Supplemental Pay<br>$12,000 SCE – Student Transportation | Weekly | Lesson Plans<br>Parent Contacts<br>Tutorial Logs |

Is your Campus Title I:

YES NO

# Spring Independent School District
## 2016-2017
*Campus Name: O.B. Dueitt Principals Name: Benjamin Bostick*

| Spring ISD Imperative: Excellence in Every School | | | | | | |
|---|---|---|---|---|---|---|
| **Campus Goal 2:** 100% of classrooms utilize strategies for authentic student engagement and effective classroom management. | | | | | | |
| **Campus Performance Challenge (Priorities)** | **Action Steps to Address Performance Challenge(s)** | **Title I School-Wide Components** | **Campus Staff Responsible** | **Resources Needed** | **Timeline for Actions** | **Evidence of Progress** |
| *In each row, capture the critical challenge your school faces (what problem are you trying to solve?).* | *List one or more specific actions you will take to address the root causes and pursue the goal (how) Strategies/Interventions/Activities required to meet annual goals.* | *For each action, list the Title I component that is addressed through the action.* | *For each action, list the person responsible for ensuring the action is completed. Organized actions by groups. Who will perform the action?* | *For each action, list the resources, estimated cost and funding source to ensure the action is completed* | *For each action, provide a timeline for completing the action (when) Sequence the interventions, activities, etc.* | *Define what measureable evidence would indicate needed progress toward long-term goal How will you monitor goals based on the sequence of interventions, activities, etc.? Implement and monitor - Determine what data will be reviewed and the timeline for review.* |
| **During 28% of CWTs show Instruction resulting in Authentic engagement**<br><br>**In 40% of CWTs teachers were questioning whole group.** | **Implementation of CHAMPS management procedures.**<br><br>**Administrators complete a minimum of 10 walkthroughs per week with written feedback and 5 face to face feedback sessions.** | **PD**<br>**SRS** | **Principal**<br><br>**Assistant Principals** | **CHAMPS Professional Development for Trainers and Teachers**<br><br>**T-TESS Professional development for Administrators** | **July 2016**<br>**October 2016**<br>**December 2016**<br>**March 2016** | **CHAMPS Trainer of Teachers**<br>**CHAMPS Teacher Training**<br>**CKH Teacher and Administrator Training**<br>**>50% of CWTs show lessons resulting in authentic engagement**<br>**>90% of teachers at Stage 2 of the Implementation Rubric**<br>**>80% of CWTs show lessons resulting in authentic engagement**<br>**>90% of teachers at Stage 3 of Implementation Rubric**<br>**>90% of CWTs show lessons resulting in authentic engagement**<br>**>90% of teachers at Stage 4 of Implementation Rubric.** |

Is your Campus Title I:

YES NO

# Spring Independent School District
## 2016-2017
*Campus Name: O.B. Dueitt Principals Name: Benjamin Bostick*

| Spring ISD Imperative: High Performance from Every Employee | | | | | | |
|---|---|---|---|---|---|---|
| **Campus Goal 3:** 100% Highly Qualified Staff teaching the entire year including ELL Teachers being Certified or Sheltered Instruction Trained. | | | | | | |
| **Campus Performance Challenge (Priorities)** | **Action Steps to Address Performance Challenge(s)** | **Title I School-Wide Components** | **Campus Staff Responsible** | **Resources Needed** | **Timeline for Actions** | **Evidence of Progress** |
| *In each row, capture the critical challenge your school faces (what problem are you trying to solve?).* | *List one or more specific actions you will take to address the root causes and pursue the goal (how) Strategies/Interventions/Activities required to meet annual goals.* | *For each action, list the Title I component that is addressed through the action.* | *For each action, list the person responsible for ensuring the action is completed. Organized actions by groups. Who will perform the action?* | *For each action, list the resources, estimated cost and funding source to ensure the action is completed* | *For each action, provide a timeline for completing the action (when) Sequence the interventions, activities, etc.* | *Define what measureable evidence would indicate needed progress toward long-term goal How will you monitor goals based on the sequence of interventions, activities, etc.? Implement and monitor - Determine what data will be reviewed and the timeline for review.* |
| **CNA reports a need for more coaching and mentoring** | **Provide Mentors for first year teachers, buddy teachers for teachers new to the campus, and a lead mentor to direct their work.** | **SRA<br>HQS<br>PD** | **Principal** | **District Professional Development to Mentors and lead mentor** | **August 2016<br><br>Monthly** | **All mentors and lead mentor will receive training.<br><br>New teachers will receive Professional development on issues unique to new teachers.** |
| **Core Content teachers need to be Sheltered Instruction Trained. ELAR Teachers need to be ESL Certified.** | **Provide training opportunities for ELL Teachers to become Certified or Sheltered Instruction Trained.** | **PD<br>HQS<br>SRA<br>CCS** | **Principal** | **District Professional Development** | **September 2016<br><br>January 2017<br><br>March 2017** | **Check Teacher Certifications and Training Certificates.<br><br>Re-check for training completion.<br><br>Provide documentation for non-compliant staff.** |

Is your Campus Title I:

YES NO

# Spring Independent School District
## 2016-2017
*Campus Name: O.B. Dueitt Principals Name: Benjamin Bostick*

| Spring ISD Imperative: Engaged Stakeholders in Every Community | | | | | | |
|---|---|---|---|---|---|---|
| **Campus Goal 4:** 80% parent involvement in parent involvement activities | | | | | | |
| **Campus Performance Challenge (Priorities)** | **Action Steps to Address Performance Challenge(s)** | **Title I School-Wide Components** | **Campus Staff Responsible** | **Resources Needed** | **Timeline for Actions** | **Evidence of Progress** |
| *In each row, capture the critical challenge your school faces (what problem are you trying to solve?).* | *List one or more specific actions you will take to address the root causes and pursue the goal (how) Strategies/Interventions/Activities required to meet annual goals.* | *For each action, list the Title I component that is addressed through the action.* | *For each action, list the person responsible for ensuring the action is completed. Organized actions by groups. Who will perform the action?* | *For each action, list the resources, estimated cost and funding source to ensure the action is completed* | *For each action, provide a timeline for completing the action (when) Sequence the interventions, activities, etc.* | *Define what measureable evidence would indicate needed progress toward long-term goal How will you monitor goals based on the sequence of interventions, activities, etc.? Implement and monitor - Determine what data will be reviewed and the timeline for review.* |
| **Business partners limited to meal donations for staff and gift certificate to give away.** | **Establish business partnerships and Community Groups to partner with** | **CSP** | **Principal<br>Parent Liaison<br>Webmaster** | **None** | **August 2016<br>October 2016<br>February 2017<br>March 2017** | **Organization and Business participation at Orientation<br>Provide Booths at Open Houses** |
| **Parent attendance at Open Houses is low** | **Advertise and incentivize Open houses early<br><br>Employ Parent Engagement Liaison to encourage parent involvement.<br><br>Science & History Fair. Heritage month, parent events.** | **PI<br>CSP** | **Parent Liaison<br>Principal<br>Assistant Principals<br>Teachers** | **$2,423 Title I Parent Involvement Funds** | **August 2016<br>October 2016<br>February 2017<br>March 2017** | **Advertise Open Housed through Call-Outs, Marquee, and Website.** |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Translating Parent Communication<br><br>Advertising Parent Involvement Opportunities | | | | | |

| Spring ISD Imperative: Opportunities and Choice for Every Family | | | | | | |
|---|---|---|---|---|---|---|
| **Campus Goal 5:** 90% of students in performance activities are retained in their activity | | | | | | |
| **Campus Performance Challenge (Priorities)** | **Action Steps to Address Performance Challenge(s)** | **Title I School-Wide Components** | **Campus Staff Responsible** | **Resources Needed** | **Timeline for Actions** | **Evidence of Progress** |
| *In each row, capture the critical challenge your school faces (what problem are you trying to solve?).* | *List one or more specific actions you will take to address the root causes and pursue the goal (how) Strategies/Interventions/Activities required to meet annual goals.* | *For each action, list the Title I component that is addressed through the action.* | *For each action, list the person responsible for ensuring the action is completed. Organized actions by groups. Who will perform the action?* | *For each action, list the resources, estimated cost and funding source to ensure the action is completed* | *For each action, provide a timeline for completing the action (when) Sequence the interventions, activities, etc.* | *Define what measureable evidence would indicate needed progress toward long-term goal How will you monitor goals based on the sequence of interventions, activities, etc.? Implement and monitor - Determine what data will be reviewed and the timeline for review.* |
| Parents are informed of performances via classroom announcements.<br>Increase college ready culture | Extracurricular activities set on a calendar at least a semester in advance<br><br>Advertisement of Performances via website, and Marque. | PI<br>CSP<br>T | Activity Sponsors<br>Assistant Principals | Google Calendar<br>Transportation $5,422 – HAS Student Travel Funds | Monthly<br>September 2016<br><br>January 2017<br><br>March 2017 | Campus Calendar and events updated on website and Marque<br><br>College Sports/Tours Trips<br>Order College Banners<br>Finalize Plans for College Open House Trips |

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|---|---|---|---|---|---|---|
| | **Provide Field trips to College campuses for 7th and 8th grade students.**<br><br>**Decorate campus with college banners and insignias** | | | | | **Visit College Campuses** |

**Title I Ten School-wide Components:** ***At-A-Glance***

| | | |
|---|---|---|
| **1. CNA** – Comprehensive Needs Assessment | **2. RS** – Schoolwide Reform Strategies | **3. HQS** – Instruction by Highly Qualified Teachers |
| **4. PD** – Professional Development | **5. SRA** – Strategies to Retain and Attract HQ Staff | **6. PI** – Parental Involvement |
| **7. T** –Transition from ECP and other grades | **8. TDA** – Teacher in Decision Making | **9. ETA**– Effective and Timely Assistance |
| **10. CIS** – Coordination/Integration of Services | | |

1. ***Comprehensive Needs Assessment***
2. ***School-wide Reform Strategies***
3. ***Instruction by Highly Qualified Teachers***
4. ***Professional Development***
5. ***Strategies to Retain and Attract Highly Qualified Staff***
6. ***Parental Involvement***
7. ***Assist in Transition from Early Childhood Programs (ECP) and other grade levels***
8. ***Teachers Involved in Decision Making Assessments***
9. ***Effective and Timely Assistance***
10. ***Coordination and integration of Federal, State, and local services and programs***

**State Compensatory Education-these activities and funds must be clearly defined within the CIP**
**Such as:**

1. **Employees who are paid out of SCE Funds (Student Support Specialist, Accountability Specialist etc.)**
2. **Services: Tutorials, Academics Buses**

**SCE-**State Compensatory Education

***Spring ISD Imperatives:***

1. Reach Every Student
2. Excellence in Every School
3. High Performance from Every Employee
4. Engaged Stakeholders in Every Community
5. Opportunities and Choice for Every Family

**10 Components of a Title I, Part A School-wide Program** www2.ed.gov/policy

**(1) A comprehensive needs assessment** of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

**(2) Schoolwide reform strategies** that —

(i) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D);

(ii) use effective methods and instructional strategies that are based on scientifically based research that —

(I) strengthen the core academic program in the school;

(II) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and

(III) include strategies for meeting the educational needs of historically underserved populations;

(iii)(I) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include —

(aa) counseling, pupil services, and mentoring services;

(bb) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and

(cc) the integration of vocational and technical education programs; and

(II) address how the school will determine if such needs have been met; and

(iv) are consistent with, and are designed to implement, the State and local improvement plans, if any.
**(3) Instruction by highly qualified teachers.**
**(4) High-quality and ongoing professional development** for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards In accordance with section 1119 and subsection (a)(4)
**(5) Strategies to attract high-quality highly qualified teachers to high-need schools.**
**(6) Strategies to increase parental involvement** in accordance with section 1118, such as family literary services.
**(7) Plans for assisting preschool children in the transition from early childhood programs**, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
**(8) Measures to include teachers in the decisions regarding the use of academic** assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
**(9) Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance** which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
**(10) Coordination and integration of Federal, State, and local services and programs, including** programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.