

A. M. Story Intermediate School
2018-2019

Campus Improvement Plan

2018-2019 School Year

Campus Improvement Plan
A. M. Story Intermediate School 2018-2019

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Thigpen, Rachel	Teacher	Story Intermediate School	5-2019
Ripley, Kassie	Teacher	Story Intermediate School	5-2019
Loviette, Lynna	Teacher	Story Intermediate School	5-2019
Stephens, Beckie	Counselor	Story Intermediate School	5-2020
Richardson, David	Assistant Principal	Story Intermediate School	5-2020
Buell, Virgil	Teacher	Story Intermediate School	5-2020
Everhart, Chad	Teacher	Story Intermediate School	5-2020
Bacon, Carrie	Teacher	Story Intermediate School	5-2020
Kolander, Ann	Parent	Story Intermediate School	5-2020
Alder, Breanne	Teacher	Story Intermediate School	5-2019
Watson, Tony	Teacher	Story Intermediate School	5-2020

Campus Improvement Plan
A. M. Story Intermediate School 2018-2019

Names of People Responsible For Implementation

Name	Title	Campus / District
Clark, Jaime	Principal	Story Intermediate School
Richardson, David	Assistant Principal	Story Intermediate School
Jackson, Melanie	Dyslexia Coordinator	Palestine ISD
Huff, Rebecca	Assistant Principal	Story Intermediate School
Esparza, Michael	Assistant Principal	Story Intermediate School
Stephens, Beckie	Counselor	Story Intermediate School
Shed, Lolita	DAEP Instructor	Story Intermediate School
Durbin, Yvette	District Resource Officer	Palestine ISD

About A. M. Story Intermediate

Mission Statement: The mission of A. M. Story is to foster relationships that excite, engage, and empower our students and Community to achieve excellence.

Grade Span:
4 – 6

Enrollment:
751

2018 State Accountability Summary:
Met Standard

Federal Requirements - Schoolwide Program

ESSA requires three elements that are essential for effective implementation of a schoolwide program.

In accordance with the revised (12/10/15) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following federally required elements:

1. Conduct a comprehensive needs assessment - (SWP CNA) Schoolwide Comprehensive Needs Assessment. (Section 1114(b)(6))
 - a. Includes academic achievement of students.
 - b. Needs of students who are failing, or are at-risk of failing, to meet State standards.
 - c. Barriers for educators, students and parents.

2. Prepare a comprehensive schoolwide plan - (SWP CIP) Campus Improvement Plan. (Section 1114(b))
 - a. Provide opportunities for all children to meet the challenging state academic standards.
 - b. Instructional strategies that strengthen the academic program in the school.
 - c. Increase the amount and quality of learning time.
 - d. Address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.
 - e. Includes the involvement of Parents, Community members, Teachers, Principal, Other school leaders.
 - f. Regular monitoring and revision as necessary based on student needs.
 - g. Available to the LEA, parents, and the public, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

3. Conduct outreach to parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs – (SWP SPFE) School Parent and Family Engagement Requirements. (Section 1116(b-c))
 - a. School Parent and Family Engagement Policy.
 - b. Shared Responsibilities for High Student Academic Achievement.
 - c. Building Capacity for Involvement.

Federal Requirements - Schoolwide Program Components

A. M. Story Intermediate conducts a Title I Schoolwide Program on the campus. The Schoolwide Elements are addressed in the Campus Improvement Plan under the following goals.

1. Conduct a Schoolwide Comprehensive Needs Assessment (SWP CNA).

- Goal #1: Campus Performance Objectives Strategy
- Goal #1: Foundation Program Strategy
- Goal #1: Accelerated Instruction Strategy
- Goal #2: Professional Development Program Strategy

2. Prepare a Comprehensive Improvement Plan (SWP CIP).

- Goal #1: Accelerated Instruction Strategy
- Goal #2: Professional Development Program Strategy
- Goal #2: Recruitment and Retention Initiatives Strategy
- Goal #3: Safe Schools Initiatives Strategy
- Goal #3: Counseling Responsive Services Strategy
- Goal #5: Career Guidance and Counseling Strategy

3. Conduct outreach to parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs. (SWP SPFE)

- Goal #4: Parent and Family Engagement Strategy
- Goal #4: Shared Responsibility for High Student Academic Achievement Strategy
- Goal #4: Building Capacity for Involvement Strategy

Needs Assessment Process

Comprehensive Needs Assessment Process

Review the Needs Assessment with CIP team on 4/26/2018

Campus Improvement Team met to establish goals. Big Plan include:

1. Balanced Literacy
2. Guided Math (Small group workstations)
3. Patterns of Power / Lucy Calkins Writing
4. Project Listo Science
5. Detailed look at Discipline Plan
6. Staffing for student's needs
7. Instructional materials

Areas of Concern:

1. Demographics

a. Data Sources Reviewed: Monthly by Principal

- * Enrollment
- * Daily attendance
- * Mobility/Stability
- * Special Program Participation
- * Socioeconomic status
- * ESL

b. Summary of Strengths

- * Attendance is a strength and we continue to see an increase in our ESL/Hispanic population's success

c. Summary of Weaknesses/Needs

- * SPED and stability of our students continues to be a concern.

d. Prioritized list of Needs:

- * SPED support – more inclusion support
- * SPED resources – instructional supplies

e. Possible Actions:

- * Increase in aides for inclusion
- * Additional resources for Reading and Writing with SPED

2. Parent and Community Involvement:

a. Data Sources Reviewed: Monthly by Principal, Parent Involvement committee

- * Volunteering opportunities
- * Open house attendance
- * Frequency of information disseminated

A. M. Story Intermediate School 2018-2019

- * Involvement of parents and community in school decisions
- * Types of community partnerships
- * Parent training workshops
- * Health services

b. Summary of Strengths

- * Community and Parent events are a strength at Story. We have parent events every month and most events have an attendance of over 200 parents.
- * Newsletter to parents each month.

c. Summary of Weaknesses/Needs

- * We would like to see more meetings to address individual needs of students

d. Prioritized list of Needs

- * Rtl parent meetings
- * Phase meetings
- * Report Card Pickup

e. Possible Actions

- * Parent conferences in the Fall and Spring

3. Curriculum, Instruction and Assessment

a. Data Sources Reviewed monthly by Principal and Rtl Committee:

- * Academic performance – Report Card grades, Student work, Benchmarks, STAAR tests
- * Completion rates –Retention rates, Dropout rates
- * Instructional programs/activities – monitoring, evaluating and modifying programs
- * Instructional materials – Amount/quality of textbooks, Supplemental resources
- * Support personnel – Available professional and paraprofessional staff

b. Summary of Strengths

- * 5th /6th grade Math

c. Summary of Weaknesses/Needs

- * Incoming 4th grade Math – Guided Math added
- * Reading – Balanced Literacy added
- * Writing – Lucy Calkins/ Patterns of Power added

d. Prioritized list of Needs

- * Training on the areas listed above
- * Additional staff – Intervention teacher

e. Possible Actions

- * Additional Staff to provide intervention
- * Leveled Literacy Intervention (LLI), Ladder up with Writing, Math small group

4. Staff Quality, Professional Development, Recruitment and Retention

a. Data Sources Reviewed monthly by Principal

A. M. Story Intermediate School 2018-2019

- * Qualified and highly effective status of personnel – number of staff specialists, counselors, psychologists, social workers
- * Professional development opportunities and resources
- * Staff demographics
- * Recruitment and retention strategies

b. Summary of Strengths

- * Professional Development - great resources and training on content

c. Summary of Weaknesses/Needs

- * Retention and Recruitment of experienced teachers

d. Prioritized list of Needs

- * Higher salary
- * Opportunities for bonus/advancement

e. Possible Actions

- * Retention Focus group
- * Incentive plan
- * New Teacher Academy by principal.

5. Technology

a. Data Sources Reviewed quarterly by Principal

- * Amount, quality and availability of equipment, software
- * Extent to which teachers integrate technology into instruction
- * Type of computer systems available
- * Barriers preventing effective use of technology
- * Technology professional development opportunities
- * Tech Tuesday

b. Summary of Strengths

- * Resources available – Apple TV, Smartboards, iPads, Macbooks, Document Cameras

c. Summary of Weaknesses/Needs

- * Integration into the classroom

d. Prioritized list of Needs

- * Professional development
- * Modeling of classroom implementation

e. Possible Actions

- * Tech Tuesday
- * Tech specialists into classrooms
- * Professional development

6. School Context and Organization

a. Data sources reviewed quarterly by Principal

A. M. Story Intermediate School 2018-2019

- * Average class size
- * School Climate - Quality of student-teacher relationships, student attitudes toward school, teacher job satisfaction
- * Discipline referrals, Suspensions, Expulsions, Attendance and Tardiness
- * Classroom management and organization
- * Extracurricular activities and clubs
- * Student, teacher, parents and community perceptions of the school – Surveys and meetings
- * Staff and Parent Newsletters

b. Summary of Strengths

- * Class sizes
- * Attendance

c. Summary of Weaknesses/Needs

- * Discipline
- * Classroom management

d. Prioritized list of Needs

- * Parent discipline meetings
- * Mentor program
- * Attendance meetings
- * Kagan training

e. Possible Actions

- * Coffee with the principal once a six weeks
- * Parent newsletter – monthly
- * Staff newsletter – weekly
- * Social committee
- * Mentor program
- * Kagan Training for classroom management and discipline

Campus Improvement Plan
A. M. Story Intermediate School 2018-2019

Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)](SWP CNA, CIP) Objective(s): 4th-6th We will structure the process of RtI (Response to Intervention) and deepen the understanding for parents and teachers.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Campus Performance Objectives (SWP CNA) - The Superintendent and Chair of the DPDMC will assist the Story Intermediate SBDMC with guidance in setting the campus' performance objectives. Districtwide performance objectives are based on data available through the comprehensive needs assessment process.</p> <p>After each benchmark (middle, and end of year), data will be analyzed and targeted intervention will begin. Intervention will be provided by special and general education teachers and highly qualified paraprofessionals.</p> <p>A. M. Story Intermediate will adopt performance objectives reflective of their students' unique needs.</p>	8/2018 - 5/2019	Principal - Jaime Clark	Local Funds - Time Contributions of Committee Members	Informal Assessment :Classroom Assessments- 12/18: Increased academic achievement on Benchmarks.	The campus performance objectives will support the needs of the district and the immediate needs of the campus.	Criterion-Referenced Test :STAAR Tests- 05/19: The percent of students who meet standard in Math and Reading will increase by 2%.
<p>Strategy:</p> <p>Federal and State Mandated Testing Program - A. M. Story Intermediate participates in the State-Developed Testing Program that is consistent with the regulations of Every Student Succeeds Act (ESSA).</p> <p>The State of Texas Assessments of Academic Readiness (STAAR) tests will measure Math and Reading (grades 4 – 6), Writing (grade 4), and Science (grade 5).</p> <p>The STAAR program is aligned with the State-Adopted Curriculum, the Texas Essential Knowledge and Skills (TEKS). Students will be administered the appropriate grade-level and subject-area STAAR tests in line with the state issued Student Assessment Calendar.</p>	1/2019 - 5/2019	Principal - Jaime Clark Counselor - Beckie Stephens	Local Funds - Assessment Resources	Informal Assessment :Classroom Assessments - 12/18: Increased academic achievement on Benchmarks.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests- 05/19: The percent of students who meet standard in Math and Reading will increase by 2%.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Foundation Program (SWP CNA) - Teachers and staff implement scientifically research-based instructional strategies, activities and initiatives to increase the amount and quality of learning time, promote accelerated instruction and provide educational enrichment to all students. The educational system is grounded in the state's Texas Essential Knowledge and Skills (TEKS) that ensures the curriculum vertically aligns and supports the state-adopted assessment program. This will provide opportunities for all students to meet the state's proficient and advanced levels of student performance.	8/2018 - 5/2019	Principal - Jaime Clark	Local Funds - Time Contributions of Foundation Staff	Informal Assessment :Classroom Assessments- 12/18: Increased academic achievement on Benchmarks.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests- 05/19: The percent of students who meet standard in Math and Reading will increase by 2%.
Activity: Local Assessments Instruments (SWP CNA) - Students in 4th through 6th grade are given pre-assessments to determine if they are performing on grade level. These include the BOY, MOY, and EOY Benchmarks with a performance level of 70% and STAR Reading and Math; 5th STAAR Science passing rate of 58 and 4th grade STAAR Writing passing rate of 56 indicate grade level performance. Throughout the year, formative assessments are given to students. These include Benchmark tests given twice a year, STAR Reading and Math given once a year and classroom assessments given every six weeks.	8/2018 - 5/2019	Counselor - Beckie Stephens	Local Funds - Testing Resources	Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/19: The percent of students who meet standard in Math and Reading will increase by 2%.

Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)](SWP CNA, CIP) Objective(s): 4th-6th We will structure the process of RtI (Response to Intervention) and deepen the understanding for parents and teachers.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Accelerated Instruction (SWP CIP) - Palestine ISD uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable them to be performing at grade level at the conclusion of the next regular school term.</p> <p>Students receiving assistance under SCE are identified using the State criteria defined under TEC Section 29.081 – Revised 2013 or local criteria that have been approved by the school board.</p> <p>Students receiving assistance under Title I, Part A are those students failing or most at-risk of failing to meet the state’s academic achievement standards. Targeted Assistance programs serve only those students identified as having the greatest need for assistance. Schoolwide programs meet the educational needs of all children, particularly those identified as having the greatest needs.</p>	8/2018 - 5/2019	Assistant Principal - Rebecca Huff	Local Funds - Time Contributions of Staff		Increased student achievement.	Documents :School Records- 05/19: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented.

Campus Improvement Plan
A. M. Story Intermediate School 2018-2019

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Objective(s): 4th-6th We will structure the process of RtI (Response to Intervention) and deepen the understanding for parents and teachers.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Supplemental Activities - Story Intermediate provides several supplemental activities to support students who are at risk.</p> <p>These include daily 30 minute supplemental pullout classes. These classes are for students who are below grade level in Reading. They will continue to receive services until they attain one grade level improvement.</p> <p>Supplemental computer assisted instruction is available in Reading and Math for 4th through 6th grade students for 30 minutes a day throughout the year. Programs used include iStation, Education Galaxy, Online textbooks, Benchmark Universe, Khan Academy and one-one use of iPad Minis.</p> <p>Supplemental STAAR support classes are available in Reading and Math for students in fourth grade through sixth grade who have failed a STAAR test. These classes will meet daily for 30 minutes and provide individualized instruction to students who are experiencing difficulty and need supplemental assistance prior to the administration of the STAAR tests.</p> <p>A Tutorial program is available to students in grades 4 – 6 who are performing below grade level. Tutorials are available to students in Reading and Math for one hour before school and after school.</p>	8/2018 - 5/2019	Assistant Principal - Rebecca Huff	Federal - Title I, Part A - Extra-Duty Pay for Tutorial Assistance <p style="text-align: right;">\$24,585.00</p> Federal - Title I, Part A - Supplemental Technology and Instructional Resources <p style="text-align: right;">\$19,247.85</p>	Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/19: The percent of students who meet standard in Math and Reading will increase by 2%.

Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)](SWP CNA, CIP) Objective(s): 4th-6th We will structure the process of RtII (Response to Intervention) and deepen the understanding for parents and teachers.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Summer program - Summer school is available in Reading and Math to students who have either failed a STAAR test or a core subject area class. The Summer session is four weeks long and will provide Individualized instructional assistance to students, making every effort to ensure that students fulfill requirements for advancement to the next grade level. The staff will use re-teaching strategies, including a multi-sensory approach to enhance the regular program of instruction.	June 2019	Assistant Principal - Rebecca Huff	Local Funds - Time Contributions of Summer Summer School Staff		Increased student achievement.	Informal Assessment :Classroom Assessments - - 06/19: Successful completion of 4 week summer session.
Strategy: Special Education Program - Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).	8/2018 - 9/2019	Principal - Jaime Clark	State - State Special Education Block Grant - Time Contributions of Special Education Staff \$1,874,514.00	Documents :Student Records- 12/18: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments- 05/19: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.

Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)](SWP CNA, CIP) Objective(s): 4th-6th We will structure the process of RtI (Response to Intervention) and deepen the understanding for parents and teachers.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Special Education Assessment - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student has limited English proficiency, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral. The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.024, related to the 45 calendar day time line. Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status. Evaluations include: * Wechsler Intelligence Scale for Children (WISC V) * Kaufman Test of Educational Achievement, Third Edition (KTEA-3) * Wechsler individual Achievement Test Third Edition (WIAT-III) * Woodcock Johnson IV Cognitive, Oral Language, Achievement Tests Reevaluation will occur no less than every three years. The ARD Committee will meet to review existing data and determine the scope of the reevaluation.	8/2018 - 5/2019	Principal - Jaime Clark	Local Funds - Assessment Instruments		Increased student achievement.	Documents :School Records -- 05/19: 100% of all referrals for Special Education services have proceeded through the process in compliance with federal regulation and Commissioner Rules.

Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)](SWP CNA, CIP) Objective(s): 4th-6th We will structure the process of RtI (Response to Intervention) and deepen the understanding for parents and teachers.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Special Education Modifications - Palestine ISD provides a range of educational programs and different instructional arrangements for students with disabilities. The appropriate instructional setting will be determined for each student by ARD committees. Life Skills classes and Resource classes are available for students. Mainstreamed students are monitored by the Special Education teachers. Each regular education teacher is provided a copy of their students' IEPs. If the ARD Committee deems it advantageous, students with disabilities are ARDed into Special Programs classes, i.e., State Compensatory Education and Title I, Part A. The "Least Restrictive Environment" required for academic success is always a main consideration. Students receiving Special Education services in grades 4 - 6 will participate in the Texas Assessment program. The individual student's ARD committee will determine which assessments will be appropriate. a) STAAR b) STAAR Alternate 2- an alternate measurement for students with significant cognitive disabilities who meet participation requirements.	8/2018 - 5/2019	Principal - Jaime Clark	State - State Special Education Block Grant - Time Contributions of Special Education Staff	Informal Assessment :Classroom Assessments - - 12/18: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/19: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.

Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)](SWP CNA, CIP) Objective(s): 4th-6th We will structure the process of RtI (Response to Intervention) and deepen the understanding for parents and teachers.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Related Services - The ARD committee assures that the need for related services is considered for each student with disabilities and there is evidence of the link between the need for the related service and educational benefit to the student. Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services may include Occupational Therapy, Physical Therapy, Speech Therapy, Visually Impaired Services, Assistive Technology Specialist, Orientation and Mobility Specialist, Parent Trainer, Autism Specialist and Transportation.	8/2018 - 5/2019	Principal - Jaime Clark	State - State Special Education Block Grant - Time Contributions of Related Services Personnel		Increased student achievement.	Documents :Student Records - - 05/19: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.
Strategy: English Language Learner Program - Story Intermediate offers an ESL program whose goal whose goal is to enable English Language Learners (ELLs) to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. The ESL program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable ELLs to participate equitably in school.	8/2018 - 5/2019	Assistant Principal - David Richardson	Local Funds - Time Contributions of ESL Staff	See Activities Below.	Increased student achievement.	See Activities Below.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>ELL Assessment - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder.</p> <p>Agency-approved oral and written English language proficiency tests are administered to students to provide information needed for identification, placement and re-designation of ELLs. These include the Woodcock Munoz Language Survey.</p> <p>The Texas English Language Proficiency Assessment System (TELPAS) is to be administered to ELLs in grades 4 – 6. This is a multi-choice reading test, holistically-rated writing collection and holistically rated speaking and listening assessments.</p> <p>The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of an ELL who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.</p>	8/2018 - 5/2019	Assistant Principal - David Richardson	Local Funds - Assessment Resources	Informal Assessment :Classroom Assessments -- 12/18: Increase in the number of students passing formal and informal assessment instruments, as well as computer-adapted assessments, as the assessment and intervention process is refined.	Significant increase in ELLs' oral, verbal and written language proficiency, as assessment results help LPAC determine appropriate ESL placement.	Informal Assessment :Classroom Assessments -- 05/19: 90% of students passing formal and informal assessment instruments.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Modifications for ELL students - Story Intermediate offers a content-based ESL program, which is an English program that serves ELLs in English only by providing full-time ESL certified teachers to provide supplementary instruction for all content area instruction. The LPAC prescribes the academic achievement test that will be administered to each LEP student: * STAAR * STAAR Spanish * STAAR Alternate 2.	8/2018 - 5/2019	Assistant Principal - David Richardson	Federal - State Bilingual Supplement Block Grant - Time Contributions of ESL Staff <p style="text-align: right;">\$259,854.00</p> Federal - Title III, Part A ELA - Supplemental ESL Resources <p style="text-align: right;">\$2,639.00</p>	Informal Assessment :Classroom Assessments - - 12/18: Increase academic achievement on benchmarks.	Students exiting ELL designation by LPAC.	Criterion-Referenced Test :STAAR Tests - - 05/19: The percent of students who meet standard in Math and Reading will increase by 2%.

Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)](SWP CNA, CIP) Objective(s): 4th-6th We will structure the process of RtI (Response to Intervention) and deepen the understanding for parents and teachers.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Exit From the ESL Program - Exit criteria are applicable to students in grades 4 - 6 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.</p> <p>To exit from an ESL program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program. Assessment Instruments used include TELPAS Writing with a performance level of Advanced High; passing score on STAAR Reading and STAAR Writing ; and Fluent performance level on Woodcock Munoz Language Survey.</p> <p>The LPAC reviews each limited English proficiency student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful:</p> <ul style="list-style-type: none"> * the student meets state performance standards in English of the criterion-referenced assessment instrument required in the Texas Education Code, §39.023, for the grade level as applicable and * the student has passing grades in all core academic subjects and courses taken. <p>The LPAC will monitor students who exit the ESL program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced</p>	8/2018 - 5/2019	Assistant Principal - David Richardson	Local Funds - Time Contributions of ESL Staff	Informal Assessment :Classroom Assessments - - 12/18: Increase academic achievement on benchmarks.	Students exiting ELL designation by LPAC.	Criterion-Referenced Test :STAAR Tests - - 05/19: The percent of students who meet standard in Math and Reading will increase by 2%.

<p>Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)](SWP CNA, CIP)</p> <p>Objective(s): 4th-6th We will structure the process of RtII (Response to Intervention) and deepen the understanding for parents and teachers.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints and records noting academic progress will be used.</p> <p>Strategy:</p> <p>Dyslexia Program - The district Dyslexia Coordinator coordinates the identification of students with dyslexia with the individual campuses. Children are given several assessments that measure the level of phonological awareness, the knowledge of letter names and sound, the ability to read and decode single words in isolation, understanding of what they read, understanding of what is read to them and how well they are able to organize and sequence thoughts in writing. Assessments used include Comprehensive Test of Phonological Processing (CTOPP), Gray Oral Reading Test, Woodcock Reading Mastery Tests, Third Edition (WRMT III), and Test of Written spelling 5th Edition (TWS – 5).</p> <p>The Section 504 Committee receives the results of the evaluation and determines the most appropriate instruction program for the child, and develops an individual education plan for him/her that will include any modifications or accommodations that may be needed. 504 meetings are held yearly and parents are welcome to attend.</p>	8/2018 - 5/2019	Dyslexia Coordinator - Melanie Jackson	Local Funds - Time Contributions of Staff	Documents :Student Records-12/18: 100% of all students will have made appropriate progress through the Dyslexia program, as reflected in student grade reports.	Increased student achievement.	Criterion-Referenced Test :STAAR Reading Test-05/19: The percent of students who meet standard in Reading will increase by 2%.

Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)](SWP CNA, CIP) Objective(s): 4th-6th We will structure the process of RtI (Response to Intervention) and deepen the understanding for parents and teachers.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Modifications for Dyslexia - At Story Intermediate, students who are identified as having dyslexia are provided a reading intervention program that is individualized to meet the unique learning needs of the student. Monitored students not progressing in line with their peers may be recommended for reevaluation; and if necessary a more intensive specialized program will be prescribed. The program that is used is the Multisensory Teaching Approach (MTA). It is a sequential program designed specifically for student to develop their language skills. Identified students in grades 4 - 6 participate in a daily 35 minute Pullout Program.	8/2018 - 5/2019	Dyslexia Coordinator - Melanie Jackson	Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments - - 12/18: 80% of students will demonstrate improved reading and comprehension skills.	Increased student achievement.	Criterion-Referenced Test :STAAR Reading Test - - 05/19: The percent of students who meet standard in Reading will increase by 2%.

Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)](SWP CNA, CIP) Objective(s): 4th-6th We will structure the process of RtI (Response to Intervention) and deepen the understanding for parents and teachers.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>504 Program - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations.</p> <p>The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.</p> <p>Testing Accommodations may include the following: Individual or small group administration, projection devices, manipulating test materials, supplemental aides, Oral/signed administration, extra time, large print and other accommodation per Section 504 Committee decisions.</p> <p>Environmental accommodations may also be made for students. These may include: Change student seating as needed for the situation, early release from class, adapt environment to avoid distractions, alter supplies for easier access, other accommodations per Section 504 Committee decisions.</p> <p>STAAR requirements do not provide for exemptions of Section 504 students from mastery of the Texas Essential Knowledge and Skills.</p>	8/2018 - 5/2019	Counselor - Beckie Stephens	Federal - Title I, Part A - Time Contributions of Counselor		Increased student achievement.	Documents :Counseling Records- 05/19: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.

Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)](SWP CNA, CIP) Objective(s): 4th-6th We will structure the process of RtI (Response to Intervention) and deepen the understanding for parents and teachers.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Gifted and Talented Program - Palestine ISD has adopted a process for identifying and serving gifted and talented students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: 1) exhibits high performance capability in an intellectual, creative, or artistic area; 2) possesses an unusual capacity for leadership; or (3) excels in a specific academic field.</p> <p>Activity:</p> <p>Assessments for Gifted/Talented Program - New students and current students are identified in the fall, while transfer students will have their data from the previous district reviewed. Students go through a nomination and assessment process for G/T identification that includes a minimum of 3 appropriate criteria that include both qualitative and quantitative measures. Final selection of students for services is made by a committee of at least three local district or campus educators who have received training in the nature and needs of gifted students (19 TAC §89.1).</p> <p>Criteria include teacher recommendations, parent nominations and community nominations.</p> <p>Coordinator's records indicate all students referred for consideration have completed the process in a timely manner.</p>	8/2018 - 5/2019	Counselor - Beckie Stephens	Local Funds - Time Contributions of Staff	Documents :Student Records-12/18: All students referred for consideration have completed the process in a timely manner and those identified as G/T are offered the opportunity to participate in the program, per Counselor Records.	Increased student achievement.	Informal Assessment :Classroom Assessments-05/19: 100% of the G/T students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year.
<p>Assessments for Gifted/Talented Program - New students and current students are identified in the fall, while transfer students will have their data from the previous district reviewed. Students go through a nomination and assessment process for G/T identification that includes a minimum of 3 appropriate criteria that include both qualitative and quantitative measures. Final selection of students for services is made by a committee of at least three local district or campus educators who have received training in the nature and needs of gifted students (19 TAC §89.1).</p> <p>Criteria include teacher recommendations, parent nominations and community nominations.</p> <p>Coordinator's records indicate all students referred for consideration have completed the process in a timely manner.</p>	8/2018 - 5/2019	Counselor - Beckie Stephens	Local Funds - Time Contributions of counselor		Increased student achievement.	Documents :School Records - - 05/19: 100% of students nominated for gifted and talented have been screened and if identified, receive services commensurate with their abilities.

Campus Improvement Plan
A. M. Story Intermediate School 2018-2019

Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)](SWP CNA, CIP)						
Objective(s): 4th-6th We will structure the process of RtII (Response to Intervention) and deepen the understanding for parents and teachers.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Modifications for GT Students - G/T students are served by an Honors Launch class. The program provides a differentiated curriculum and an array of learning opportunities emphasizing content in the four major core areas. Pre AP classes are available for 6th grade students.	8/2018 - 5/2019	Counselor - Beckie Stephens	State - State Gifted and Talented Block Grant - Time Contributions of Staff \$67,298.00	Documents :Counseling Records - - 12/18: All students referred for consideration have completed the process in a timely manner and those identified as G/T are offered the opportunity to participate in the program, per Counselor Records.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/19: 100% of the G/T students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year.
Strategy: Ancillary Services - Palestine ISD provides Ancillary Services or "related services to all students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school.	8/2018 - 5/2019	Principal - Jaime Clark	Local Funds - Time Contributions of Ancillary Staff		Increased student achievement.	Criterion-Referenced Test :STAAR Tests- 05/19: The percent of students who meet standard in Math and Reading will increase by 2%.
Activity: Counseling Services - The School Counselor provides the following services: * 1:1 and small group counseling sessions, * Focused informal groups- behavior, attendance, * Assistance with testing coordination, * STAAR presentations, * Parent Training, and * Individual student planning.	8/2018 - 5/2019	Counselor - Beckie Stephens	Federal - Title I, Part A - Time Contributions of Counselor FTE: 0.50 \$32,867.67	Documents :Counseling Records - - 12/18: The Counselor's records indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselor has completed the Calendar of Events and Activities for the first semester and has appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/19: The percent of students who meet standard in Math and Reading will increase by 2%.

Campus Improvement Plan
A. M. Story Intermediate School 2018-2019

Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)](SWP CNA, CIP) Objective(s): 4th-6th We will structure the process of RtII (Response to Intervention) and deepen the understanding for parents and teachers.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Homeless Services - The Homeless Liaison will work with the district administrators and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education. Palestine ISD will be in compliance with federal Homeless regulations.	8/2018 - 5/2019	Principal - Jaime Clark	Federal - Title I, Part A - Homeless Resources \$500.00	Documents :School Records -- 12/18: The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district and Title I have to the Homeless students.	Increased student achievement.	Documents :School Records -- 05/19: 100% of the homeless students identified received appropriate services based on their needs assessment.

Goal: 2 Attract and retain a highly qualified faculty and provide all teachers with staff development that assures all state mandates regarding faculty training requirements and all priority district needs are met. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Professional Development Program [SWP CNA, CIP] - Through the SBDMC, teachers participated in the Professional Development (PD) needs assessment process, recommending programs and activities and approving the PD plan for the district that: * will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods; * will be intense and sustained; * are tied to the TEKS and STAAR; * will apply research to meet the learning needs of all students, i.e., students meeting the State-adopted "at-risk" criteria, 504 students, students with disabilities, Gifted and Talented (G/T), etc. and * will enable all children to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet. Annual needs assessment results indicate a need for: * Math training for campus staff through in-service, conferences, Webinars, and ESC training * Balanced Literacy training for all teachers through in-service, conferences, and webinars * Writing training for all Writing teachers through in-service, conferences and webinars * Science training for all Science teachers provided through in-service, conferences, webinar, distance learning and Project LISTO.	8/2018 - 5/2019	Principal - Jaime Clark	Federal - Title I, Part A - Professional Development Travel and Registration <p style="text-align: right;">\$3,600.85</p> Federal - Title III, Part A ELA - Professional Development Travel and Registration <p style="text-align: right;">\$375.00</p>	Informal Assessment :Classroom Assessments - 12/18: Increased student achievement on assessments.	Increase in student performance as professional development activities focus on weaknesses in the educational system — faculty, students and resources.	Documents :PD Records - 04/19: The Principal and SBDMC have reviewed the list of PD activities determining that 100% of the teachers have participated in activities that support their individual needs.

Goal: 2 Attract and retain a highly qualified faculty and provide all teachers with staff development that assures all state mandates regarding faculty training requirements and all priority district needs are met. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Recruitment and Retention Initiatives (SWP CIP) - The SBDMC will be involved in the process of developing recruitment and retention initiatives and strategies. Administrators representing Palestine ISD will attend university job fairs to ensure that a diverse pool of applicants are being actively recruited. An interview committee will be used to select candidates who best fit the needs of the campus. Recruiting activities will ensure that Story Intermediate has 100% fully certified faculty in each teaching position, as defined by ESSA. Story Intermediate ensures professional development opportunities are available for staff to be able to maintain and enhance their fully certified status and reimbursement for Teacher Certification fees are provided. All teachers must be fully certified or enrolled in an alternative certification program prior to employment at A. M. Story Intermediate.	8/2018 - 5/2019	Principal - Jaime Clark	Federal - Title II, Part A - Supporting Effective Instruction - Teacher Certification Expenses <p style="text-align: right;">\$2,729.00</p>		100% Fully certified and effective staff.	Documents :School Records- 05/19: 100% Fully Certified Faculty.

Goal: 3 Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP) [TEC §4.001(b)(3)(8)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct, Student/Parent Handbook, during open house and during parent meetings.</p> <p>Learners with perfect attendance for the semester will be recognized.</p> <p>Parents will be contacted through conferences, phone calls, emails and home visits for both excessive absences and tardies. The Principal's Plan for Attendance Recovery will be in place for students with high level of absences in order to regain academic recovery time. Truant officers will be contacted when necessary and Saturday School will be used to make up unexcused absences.</p> <p>The Principal will ensure that the campus attendance procedures are up to date at the beginning of the school year.</p> <p>Strategy:</p> <p>Dropout Prevention Program - Dropout prevention and intervention efforts begin in the early grades in Palestine ISD. Through enhanced dropout prevention efforts, 100% students will remain in school until they obtain a diploma. Students are encouraged to set high personal goals at an early age and are provided with supplemental programs and activities such as Tutorials and Individualized Assistance to assist them in their academic success.</p>	8/2018 - 5/2019	Principal - Jaime Clark Assistant Principal - David Richardson	Local Funds - Time Contributions of Staff	<p>Documents :Parent Contact Log- 08/18: All Parents will be provided with attendance requirements.</p> <p>Documents :Parent Contact Log- 12/18: Communication with at least 95% of the parents/guardians of students who are absent daily; Contact with 100% of parents/guardians of students who have excessive absences.</p>	Decrease in unexcused absences and chronic absenteeism.	Documents :Attendance Records- 05/19: Attendance records will indicate that all students and all student groups have an attendance rate of not less than 97%. Student groups whose attendance rates have been higher will meet or exceed those rates.
<p>Strategy:</p> <p>Dropout Prevention Program - Dropout prevention and intervention efforts begin in the early grades in Palestine ISD. Through enhanced dropout prevention efforts, 100% students will remain in school until they obtain a diploma. Students are encouraged to set high personal goals at an early age and are provided with supplemental programs and activities such as Tutorials and Individualized Assistance to assist them in their academic success.</p>	8/2018 - 5/2019	Principal - Jaime Clark Assistant Principal - David Richardson	Local Funds - Time Contributions of Staff	Documents :School Records - 12/18: Attendance Records reflect an attendance rate at 97% or above.	Increased student achievement.	Documents :School Records- 05/19: 100% of students will be promoted to the next grade level.

Goal: 3 Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP) [TEC §4.001(b)(3)(8)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Coordinated School Health Program (CSHP) (SWP CIP) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction: 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy; 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care; 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being; 4. Counseling services designed to improve the mental, emotional and social health of students; 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities; 6. School, parent and community involvement in the health and well-being of students; 7. A physical education curriculum that integrates mental and physical learning experiences to promote optimum overall student health and social development; and 8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.	8/2018 - 5/2019	Principal - Jaime Clark	Local Funds - Time Contributions of Staff	Documents :School Records-12/18: 80% of students will be meeting or exceeding minimum expectations on health and fitness related benchmark assessments.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :School Records - 05/19: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.

Goal: 3 Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP) [TEC §4.001(b)(3)(8)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Drug Use, Violence Prevention and/or Intervention Programs and Activities (SWP CIP) - The staff of A. M. Story Intermediate School recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities. Activities include, but are not limited to: * DARE Program in the 5th grade using "Keeping it Real" elementary workbooks * Implementation and integration of Character Counts along with a staff Character Council. Through the study of the 6 Pillars of Character, the counselor will lead the campus in this character building integration. * Execute an awareness of bullying through guidance lessons, announcements and other media outlets. * Devise student guidance sessions for large and small groups on conflict resolution, anger management, divorce, grief, classroom guidance lessons and social skills to develop skills in identifying emotions, responding sensitively to others, impulse control, etc.	8/2018 - 5/2019	Principal - Jaime Clark Counselor - Beckie Stephens	Local Funds - Time Contributions of Staff		Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :Discipline Referrals - - 05/19: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.

Goal: 3 Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP) [TEC §4.001(b)(3)(8)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Counseling Responsive Services (SCW CIP) - The counselor will conduct responsive services in prevention and intervention areas. Areas of focus will include: <ul style="list-style-type: none"> * Academic concerns * School-related concerns such as misbehavior, excessive absences and tardiness * Dropout prevention * Physical, sexual or emotional abuse * Coping with stress * Discipline management * Health and wellness * Drug and Alcohol abuse prevention * Bullying * Suicide prevention * Conflict resolution * Violence prevention * Parent education The counselor and classroom teachers will deliver age-appropriate guidance curriculum focusing on: <ul style="list-style-type: none"> * Self-Esteem Development * Good Character * Emotion Management * Motivation to Achieve * Decision-Making Skills * Goal Setting * Planning and Problem-Solving Skills * Interpersonal Effectiveness * Communication Skills * Cross Cultural Effectiveness * Responsible Behavior 	8/2018 - 5/2019	Counselor - Beckie Stephens	Local Funds - Time Contributions of Counselor	Documents :Counseling Records- 12/18: Documentation of scheduled staff meetings to discuss and monitor any situation that may need extra attention.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :Counseling Records- 05/19: Counselor Records indicate that referrals to counselor have decreased as compared to the previous year.

Goal: 4 Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)]						
Objective(s): 4th-6th Communicate with parents about academic successes/needs and have school events to build rapport.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Parent and Family Engagement (SWP SPFE) - Palestine ISD will jointly develop with, and distribute to, parents and family members of participating children, a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.</p> <p>The Parent and family Engagement Policy will be available on the campus, on the website, in the Student Handbook, and at parent meetings. It is distributed in English and Spanish.</p> <p>The campus will inform parents of the school's participation in a Schoolwide Program and of their right to be involved in planning, reviewing and improvement of programs. The campus actively recruited the participation of a diverse population of parents. The meetings was scheduled on Monday and Tuesday in the afternoon after school at the campus. The Family Engagement Policy was last approved on April 26, 2018.</p>	8/2018 - 5/2019	Principal - Jaime Clark	Local Funds - Time Contributions of Parents and Staff		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records- 05/19: A review of parent involvement records indicates that a greater number of parents and community members were involved in the educational system of their students.

Goal: 4 Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)]						
Objective(s): 4th-6th Communicate with parents about academic successes/needs and have school events to build rapport.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Shared Responsibility for High Student Academic Achievement (SWP SPFE) - In accordance with Title I regulations (SEC 1116 (d)), school and parent representatives will develop a Parent/Student/Teacher Compact. This compact will address the importance of communication between teachers and parents on an ongoing basis. Parents and family members will have reasonable access to staff, opportunities to volunteer at school and in classrooms and be able to observe classroom activities. There will be regular two-way meaningful communication between family members and school staff to the extent practicable, provided in a language that family members can understand. The compact is discussed, at least annually, at Parent-Teacher conferences.	8/2018 - 5/2019	Principal - Jaime Clark	Local Funds - Time Contributions of Parents and Staff		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records- 06/19: Parent involvement records document that parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact.

Goal: 4 Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)]						
Objective(s): 4th-6th Communicate with parents about academic successes/needs and have school events to build rapport.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Events, Programs and Committees - The campus communicates with parents and the community through the website, postings on the marquee, newsletters, folders sent home with student, and Facebook. Both emails and phone calls are used to contact parents. The Remind App is also used to notify parents of school events and opportunities to become involved with the school. The campus provides incentives to parents and community members to attend campus events such as translators, childcare, transportation assistance, door prizes and refreshments. Various events are held throughout the year to encourage attendance by parents and community members. These may include: * Open house, Conferences, PTO meeting, Award Assemblies and Student programs. * Fall Fest * Monthly Parent events Volunteer opportunities are also available to assist with Book Fairs, Teacher Appreciation Week activities, and Red Ribbon Week activities.	8/2018 - 5/2019	Principal - Jaime Clark	Federal - Title I, Part A - Family Engagement Resources and Expenses \$3,993.00		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records - - 05/19: Parent Involvement records document an increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year.

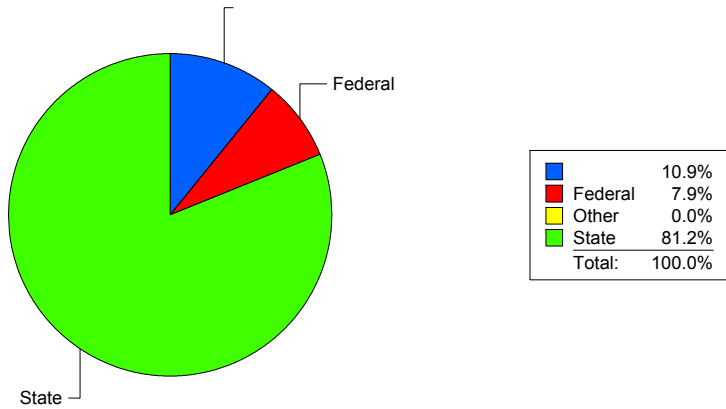
Goal: 4 Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)]						
Objective(s): 4th-6th Communicate with parents about academic successes/needs and have school events to build rapport.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Building Capacity for Involvement (SWP SPFE) - In compliance with Federal Title I, Part A Improving Basic Programs regulations, parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback.</p> <p>The district and the campuses will assist parents and family members by providing materials and training on</p> <ul style="list-style-type: none"> - what the State academic standards are, - what state and local assessments are required, - how to monitor their child's progress and improve their achievement - literacy training <p>Teachers, support personnel, principals and other staff will be provided training on the value and utility of parent contributions and how to implement parent programs and build better ties between parents and the school.</p> <p>Parent notifications activities include, but are not limited to the following information:</p> <ul style="list-style-type: none"> * Qualifications of staff, * Parental Information Resource Centers, * Student Progress Reports, * ESSA School Report Cards, * Application of technology, * School Choice Options. 	8/2018 - 5/2019	Principal - Jaime Clark Assistant Principal - Michael Esparza Assistant Principal - Rebecca Huff Assistant Principal - David Richardson	Local Funds - Family Engagement Notification Resources		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records- 05/19: Parent Involvement records document an increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year.

Goal: 4 Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)]						
Objective(s): 4th-6th Communicate with parents about academic successes/needs and have school events to build rapport.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Site Based Decision Making Committee (SBDMC) - Board policies and procedures will be reviewed bi-annually to ensure a positive impact on student performance. Revisions will be recommended if necessary. The LEA will provide support in the development of campus policies and procedures.</p> <p>As directed by Board policy, the SBDMC will be involved in planning, budgeting, curriculum, staffing patterns, staff development and school organization. [TEC 11.251(d)]</p> <p>The SBDMC will play an integral role in the planning, development and evaluation of the educational system of A. M. Story Intermediate. Through the activities of the SBDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Palestine ISD.</p> <p>Parents will be notified of the special programs and support programs available to their students.</p>	8/2018 - 5/2019	Principal - Jaime Clark	Local Funds - Time Contributions of Committee Members	Documents :Agenda, Minutes, Sign-In Sheets- 12/18: SBDMC minutes will reflect that the activity has been implemented as prescribed, with revisions being made to the CIP as needed.	Increased student achievement.	Documents :Agenda, Minutes, Sign-In Sheets- 05/19: A current CIP has been approved by the Palestine ISD Board of Trustees.

Goal: 5 Implement HB5 in order to foster innovative, collaborative learning experiences through district wide STEAM education, College Readiness, and CTE Certifications. (SWP CIP) [TEC §4.001(b)(5)(10)(11)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Technology Integrated Curriculum - A. M. Story Intermediate classroom teachers are using technology as an alternative instructional tool. Every grade level has access to the computer lab, and mobile labs are also available for use in the classrooms. Activities include: 1) Creating activities for learners to improve basic skills through technology, using educational software such as Education Galaxy, iStation, STEMscopes, Google Docs, Khan Academy and Flocabulary. 2) Staff will integrate technology using Osmos, iPads and smartboards for basic skills and improvement. Students will receive 1:1 devices. 3) Staff will support student use of Web Apps such as blogging, skypeing, and using social networks. 4) 6th grade students will participate in STEM classes.	8/2018 - 5/2019	Principal - Jaime Clark	Federal - Title I, Part A - Supplemental Technology Resources <p style="text-align: right;">\$4,467.00</p> Federal - Title I, Part A - Time contributions of Instructional Technology Aide FTE: 1.00 <p style="text-align: right;">\$27,730.00</p>	Informal Assessment :Classroom Assessments- 12/18: Increased academic achievement on Benchmarks.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests- 05/19: The percent of students who meet standard in Math and Reading will increase by 2%.

Goal: 5 Implement HB5 in order to foster innovative, collaborative learning experiences through district wide STEAM education, College Readiness, and CTE Certifications. (SWP CIP) [TEC §4.001(b)(5)(10)(11)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Technology Acceptable Use Policy - Every A. M. Story Intermediate faculty member, student and parent having access to Palestine ISD computers, networked, Internet connected--or not, must have on file an Authorized User Permission (AUP) form. Students' AUP must be signed by the students and a parent or legal guardian, as well as a Parent Permission Form. A. M. Story Intermediate is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, A. M. Story Intermediate has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Palestine ISD School Board Policy CQ (Local). Strategy: Career Guidance and Counseling (SWP CIP) - The counselor will assist students in monitoring and understanding their own development. Areas addressed include: * Education: Acquisition of study skills and choosing appropriate programs and services; * Career: Need for positive work habits, career awareness and investigations of opportunities and *Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior.	8/2018 - 5/2019	Principal - Jaime Clark	Local Funds - Acceptable Use Policy	Documents :School Records- 08/18: 100% of the faculty, students and parents at A. M. Story Intermediate that will have access to technology-computer networked, with Internet connectivity, or not, will have on file an AUP.	Responsible students with access to the instructional resources available through the Internet, which will have a positive impact on student achievement.	Documents :School Records- 05/19: No incidents of students, faculty or parents breaking the Acceptable Use Policy.
Strategy: Career Guidance and Counseling (SWP CIP) - The counselor will assist students in monitoring and understanding their own development. Areas addressed include: * Education: Acquisition of study skills and choosing appropriate programs and services; * Career: Need for positive work habits, career awareness and investigations of opportunities and *Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior.	8/2018 - 5/2019	Counselor - Beckie Stephens	Local Funds - Time Contributions of Staff		Increased student achievement.	Documents :Student Records- 05/19: All students leave Story Intermediate school with ideas of potential careers and goals to prepare themselves with successful junior high and high school studies.

Funding Values By Program



Campus Improvement Plan
A. M. Story Intermediate School 2018-2019

Funding Values By Program

	<u>FTE</u>	<u>DollarValue</u>
Time Contributions of ESL Staff	0.00	\$259854.00
		\$259,854.00

Federal

Title I, Part A

	<u>FTE</u>	<u>DollarValue</u>
Supplemental Technology Resources	0.00	\$4467.00
Time contributions of Instructional Technology Aide	1.00	\$27730.00
Time Contributions of Counselor	0.00	\$0.00
Professional Development Travel and Registration	0.00	\$3600.85
Extra-Duty Pay for Tutorial Assistance	0.00	\$24585.00
Supplemental Technology and Instructional Resources	0.00	\$19247.85
Family Engagement Resources and Expenses	0.00	\$3993.00
Time Contributions of Counselor	0.50	\$32867.67

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Campus Improvement Plan
A. M. Story Intermediate School 2018-2019

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title I, Part A		
Homeless Resources	0.00	\$500.00
 Title II, Part A - Supporting Effective Instruction		
Teacher Certification Expenses	0.00	\$2729.00
 Title III, Part A ELA		
Professional Development Travel and Registration	0.00	\$375.00
Supplemental ESL Resources	0.00	\$2639.00
 Title IV, Part A SSAEP		
Contracted Resource Officer	0.00	\$50000.00
District Anti-Violence Resources	0.00	\$16927.00
		\$189,661.37
 Other		
	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Counselor	0.00	\$0.00
Time Contributions of Parents and Staff	0.00	\$0.00
Time Contributions of Parents and Staff	0.00	\$0.00
Family Engagement Notification Resources	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of ESL Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Acceptable Use Policy	0.00	\$0.00

Campus Improvement Plan
A. M. Story Intermediate School 2018-2019

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Assessment Resources	0.00	\$0.00
Time Contributions of Foundation Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Ancillary Staff	0.00	\$0.00
Time Contributions of DAEP Instructor	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Testing Resources	0.00	\$0.00
Time Contributions of Summer Summer School Staff	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of ESL Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of counselor	0.00	\$0.00
Assessment Resources	0.00	\$0.00
		<hr/> \$0.00 <hr/>
State	<u>FTE</u>	<u>DollarValue</u>
State Gifted and Talented Block Grant		
Time Contributions of Staff	0.00	\$67298.00
State Special Education Block Grant		
Time Contributions of Special Education Staff	0.00	\$1874514.00
Time Contributions of Special Education Staff	0.00	\$0.00

Campus Improvement Plan
A. M. Story Intermediate School 2018-2019

Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
State Special Education Block Grant		
Time Contributions of Related Services Personnel	0.00	\$0.00
		<hr/>
		\$1,941,812.00
	Grand Total:	\$2,391,327.37