

Palestine Independent School District

Southside Campus Improvement Plan

2015-2016

Date of School Board Approval

10/19/15

Table of Contents

Legal References / District Goals and Mission 3
Campus Planning and Decision Making Committee.....4
Campus Committees.....5
Comprehensive Needs Assessment Summary 6-13
State Compensatory Education 13-15
Campus Parent Involvement Policy 16
Title I School Wide Components 18
Campus Action Goals 19-32
Region 7 Migrant Education Program Information 35-37

Legal References

- Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)
- Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)

Mission Statement

**The Mission of
Palestine Independent School District**
is to foster
relationships that
Excite,
Engage,
and **Empower**
our students and community to achieve
Excellence.

Campus Planning and Decision Making Committee

<i>Name</i>	Position Parent, Business, Community, Teacher, etc.	Term
<i>Suzanne Eiben</i>	District Level Representative	
<i>Melissa Molandes</i>	Principal	
<i>David Richardson</i>	Asst. Principal	
<i>Drusilla Forward</i>	Regular Ed Teacher	2012-2015
<i>Ashley Pritchett</i>	Regular Ed Teacher	2013-2015
<i>Marissa Massey</i>	Regular Ed Teacher	2013-2015
<i>Jessica Jenkins</i>	Regular Ed Teacher	2013-2015
<i>Emily Camp</i>	Regular Ed Teacher	2013-2015
<i>Melanie Meza</i>	Regular Ed Teacher	2012-2015
<i>Kristina Anderson</i>	Regular Ed Teacher	2012-2015
<i>David Clardy</i>	Title Teacher	2012-2015
<i>Sandy Webb</i>	21 st Century Campus Coordinator	2015
<i>Lydia Franks</i>	Title Teacher	2012-2015
<i>Elaine Hazel</i>	Regular Ed Teacher (Specials)	2012-2015
<i>Robert Brooks</i>	Special Programs	2013-2015
<i>Shannon Butler</i>	Non-Teaching Professional	2012-2015
<i>Kelly Lawson</i>	Non-Teaching Professional	2012-2015
<i>Diane Lowe</i>	Parent/community	2012-2015
<i>Duane Wardell</i>	Parent/community	2012-2015
<i>Dr. Garcia</i>	Parent/Business	2012-2015

Campus Committees

The Incentives/Behavior Party Committee (Chair-T. Everhart; Administrator-Richardson)---All decisions pertaining to motivational support structures for students

Members Include: K. Gray, E. Hazel, D. Leath, C. Larose, M. Massey, M. Dorsett, E. Camp, R. Eckerman

SHAC {Health and Wellness/Emergency Operations Committee} (Chair-Walding; Administrator-Richardson)-Organization of district/campus health initiatives, all decisions in planning and preparing for any emergency situations.

Members Include: V. Mayberry, M. Cook, M. Healey, M. Welch

Social Committee (Chair-Emily Camp; Administrator- Molandes)---All decisions pertaining to “extra” events or socials

Members Include: , S. Palacio, K. Rodgers, M. Kendrick, D. Wortham, L. Turner, T. Kaudelka

LPAC Committee (Chair Shannon Butler; Administrator-Richardson)---All decisions related to second language learners

Members Include: K. Wood, S. Estrada, N. Sanchez, A. Arent

Response To Intervention/504 Committee (Chair-Shannon Butler; Administrator-Molandes) ---Support offered to staff in providing the most advantageous learning environment for struggling students

Members Include: D. Clardy, A. Cox, L Franks, M. Meza, S. Webb

UIL Committee (Chair-E. Hazel; Administrator-Molandes)---Coordinate a school-wide initiative in which Southside students successfully compete in UIL competition

Members Include: T. Everhart, M. Meza, K. Rodgers, K. Anderson, M. Moore-Parker

AR Committee (Chair-C. Davis; Administrator-Richardson)---Plan and organize AR parties and incentives for earning AR points

Members Include: H. Sudduth, M. Boone, K. Harden, H. Haas

Behavior Committee (Chair – D. Forward, Administrators: Molandes and Richardson)

Members Include: D. Clardy, M. Meza, A. Cox, L. Franks, V. Looman, K. Anderson, J. Gail

Attendance Committee (Chair-K. Lawson; Administrators: Molandes and Richardson) ---All decisions pertaining to poor attendance and tardies

Members Include: , S. Palacio, K. Rodgers, M. Kendrick, D. Wortham, L. Turner, T. Kaudelka

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on May 19, 2015.

Participants in Attendance	Data Sources Examined
	<i>Campus Demographics</i> <i>Enrollment and Attendance Data</i> <i>Promotion/Retention Data</i> <i>Parent/Student Surveys</i> <i>Parent Involvement Survey</i> <i>Staff Attendance and Staff Survey</i> <i>STAAR Reading Data</i> <i>TPRI Testing Data</i> <i>CBA Testing Data</i> <i>TELPAS Data</i> <i>I-Station Data</i> <i>Campus Discipline Data</i> <i>Campus Technology Data</i>
<i>Melissa Molandes</i>	
<i>David Richardson</i>	
<i>Shannon Butler</i>	
<i>Amanda Cox</i>	
<i>Kristina Anderson</i>	
<i>Melanie Meza</i>	
<i>David Clardy</i>	
<i>Sandy Webb</i>	

Southside Elementary
Campus Action Team Meeting
Southside Library
May 19, 2015
1:00 p.m.

1. Review of the Campus Needs Assessment
2. Discipline Report
3. Budget Report

SOUTHSIDE ELEMENTARY
Campus Action Team Meeting
Southside Library
May 19, 2015
MINUTES

The Campus Action Team met to review the data to be used in compiling the Campus Action Plan.
Data reviewed:

- Campus Demographics
- Enrollment and Attendance Data
- Promotion/Retention Data
- Parent/Student Surveys
- Parent Involvement Survey
- Staff Attendance and Staff Survey
- STAR Reading Data
- ITBS Testing Data
- TPRI Testing Data
- CBA Testing Data
- TELPAS Data
- Campus Discipline Data
- Campus Technology Data

Campus Action Team reviewed the discipline data, as compiled by our Assistant Principal, for the 5th 6 weeks.

The 2015-2016 budget was presented and discussed.

SOUTHSIDE NEEDS ASSESSMENT SUMMARY

Demographics

Southside will provide instruction to all second and third graders in the Palestine Independent School District. The campus served 283 second graders and 250 third graders in 2014-2015. Approximately 79% of our students are classified as economically disadvantaged. The ethnic distribution of students at Southside is as follows: 25% African-American, 39% Hispanic, 30% Anglo, other ethnicities such as Asian/Pacific Islander and American Indian make up the final 6% of students. Southside's Average Daily Attendance for the 14-15 school year was 96.8%.

Attendance/Promotion Rate

Summary: Enrollment virtually stayed the same. This was the fourth year to document tardiness. This data will allow us to identify trends in tardiness. The retention rate for 2nd grade in 14-15 was 2.1%. The 3rd grade retention rate was 1.6% for the 14-15 school year.

Strengths: Due to the identification of excessive tardiness and an "average" attendance rate, Southside will begin the 15-16 school year with a clearly defined plan to decrease tardies and absences. We need our students in school for the duration of the instructional day, and we now have the baseline data from which to improve.

Needs: Tardiness must be reduced. The state averages for retention in 2nd and 3rd grades are 3.0% and 2.0%, respectively. Southside did reduce the rate of retention for both 2nd and 3rd graders while ensuring that expectations were not lowered. ADA decreased to 96.8% to 96.2%

Assessments and Data Review

Southside analyzed numerous forms of assessment (both criterion referenced and norm referenced) to student progress and direction for further instruction. We utilized the STAAR assessment, Istation, the Texas Primary Reading Inventory, the Texas English Language Proficiency Assessment System, in addition to district instruments such as benchmarks and curriculum-based assessments. A comprehensive analysis of test results shows that Southside students have made tremendous growth in all areas. From these assessments, we have clear direction in further ensuring that our students continue to improve.

DRA

Summary: All 2nd and 3rd grade students are given a DRA (Developmental Reading Assessment) three times per year.

Strengths: 98% of 2nd grade students, and 96% of 3rd grade students made “some improvement” on DRA scores from BOY to EOY.

Needs: Increase the number of 2nd grade students reading on or above grade level from 67% to 85% or higher by the EOY assessment. Increase the number of 3rd graders reading on or above grade level from 52% to 85% or higher by the EOY assessment.

Istation

Summary: All 2nd and 3rd grade students utilize I-station weekly.

Strengths: Comprehension and spelling

Needs: Increase the number of students in Tier I and decrease the number of students in Tier III. Progress monitoring will occur monthly to guide intervention and ensure student success.

CURRICULUM-BASED ASSESSMENTS

Summary: 2nd grade students took four Reading and Math CBAs during the year, as well as two benchmark assessments. 3rd graders took three reading and three math CBAs during the year. 3rd grade also completed two benchmark assessments. The data should reflect that of baseline information from which to judge future years, but also serve as an indicator that Southside has a great deal of progress to make.

Strengths: Launch/GT group did very well on all assessments.

Needs: Percent passing and average score for math and reading assessments in both grade levels must increase. All ethnicities, genders, and sub-populations must increase. Our target areas for reading are ESL, African-Americans, At-Risk, and Special Ed. sub populations. Math focus areas are African-Americans, At-Risk, ESL, and Special Ed.

BENCHMMARKS

Summary: Benchmarks for reading and math were taken twice this year. 2nd Grade ELA BM #1- 71% passed, BM #2- 43% passed, 2nd grade Math BM #1- 36% passed, BM#2- 71% passed. 3rd grade ELA BM #1- 50% passed, BM #2- 55% passed. 3rd grade Math BM #1- 42% passed and BM #2- 40% passed.

TELPAS

Summary: A comparative analysis was made between TELPAS assessment results of 13-14 and 14-15. The numbers of students assessed: 2nd grade 78 and 3rd grade 66.

Strengths: 43% of 2nd graders tested progressed at least one proficiency level from 2014 to 2015.

Needs: Continue to work towards students scoring Advanced or Advanced High on TELPAS for 2015-2016.

Student Needs

Southside students need increased opportunities to participate in activities specifically tailored to their abilities and learning styles. Our staff will provide such opportunities through differentiated instruction. Our students, like all students, learn best when they are given regular and varied exposure to rigorous instruction directly connected to the TEKS. Analysis of assessments and survey feedback clearly identifies continued improvement to come from interdisciplinary instruction that sustain critical thinking in addition to incremental skills. Programs are in place to provide early intervention and support for students. Southside's Response to Intervention program will continue to be utilized as a primary line of student and teacher assistance for struggling learners. Southside has changed the organization of subject area instruction. We feel inconsistency in the grade and subject areas has resulted in performance gaps in student populations. We have targeted our African-American and Hispanic populations in tutorials, pullouts, enrichment, and small group instruction with intense remediation. Targeted instruction has increased student performance, as have our pullout programs. Our campus has seen growth in these targeted areas; however continued growth must occur for our achievement gaps to close.

Students need to see a clear connection between instructional content and real-life application. As such, instructional staff will utilize a (What/Why/How) format for lesson introduction. This strategy will be used with fidelity to ensure that students clearly understand the objective to be addressed, the necessity for this objective in their lives, and the expectations used to determine their mastery of the concept.

Many of our students need the influence of positive role models, in addition to their teachers. There is a clear need for at-risk students to have mentors and we have goals to put more parent involvement in place.

In order for student learning time to be maximized, we must ensure that time spent on discipline management is minimized. The correlation between those students who are out of class the most, due to discipline, is consistent with those who display the least mastery on standardized testing. As such, the campus will continue to use a Time to Teach as a primary tool in establishing campus-wide rules and procedures. These methods will ensure that there is clarity, simplicity, and consistency in maintaining student expectations. We will implement a campus procedure for allowing short breaks and getting back on track for academics to help minimize time out of class due to behaviors.

Several special programs have been added to increase the level of student motivation, academic expectation, and real-world application. The students will have exposure to P.E., Music, Art, Computer Class and Dance Class.

Gifted and Talented programming and Launch classes will ensure that a particular emphasis to added rigor and heightened expectations will be maintained.

Staff Needs

Southside staff needs support in developing professional learning communities in which materials, expectations, and the decision-making processes are equally distributed. We must ensure that materials are provided to ensure that all teachers have access to an abundance of manipulatives for students to utilize. Administration, additionally, must provide extensive training opportunities for implementing differentiated instruction. Lastly, the Southside staff needs to be empowered with opportunities to participate in collaboration.

Grade level departments need time to collaborate and analyze student mastery of learning objectives to ensure that data driven decision-making is taking place in a collective manner. Professional learning communities will continue to meet at least once per week for lesson planning. Teams will also meet following formal assessments to review student performance and adjust accordingly.

Our staff must create and utilize consistent methods for testing students which ensure that academic rigor is balanced with a structured approach to the eventual expectations for STAAR. Formalized bi-weekly assessments will be administered in each of the core content areas to track progress and guide curriculum and instruction. The Southside staff will collaborate with the district curriculum department to ensure that assessments and materials meet the State required level of rigor and intensity.

Campus Budgets and Monetary Planning

In reviewing the needs of our students and staff, Southside has allocated all monetary support to ensure that teachers are supported in implementing rigorous instruction, and students are offered the greatest opportunities for continuous engagement and skill development for the 2015-2016 school year.

Regarding the campus budget (Line 199 totaling \$51,490.00), we will use \$36,856.00 for materials and support effecting direct instruction. Southside has set aside \$3,794 for the purchase of instructional resources and media services. We have scheduled \$2,168 for support in curriculum and instructional staff development. School leadership will occupy \$3,934 to provide additional opportunities for campus led staff development. Our counseling, guidance, and evaluation services are equipped with \$3,794 while our health services plan includes a \$1,084 allocation. We have also scheduled likely Sub-finder, Region VII, and UIL costs as \$1,785, \$760, and \$500 respectfully.

Regarding our Title support, we have budgeted \$6,194.82 for additional reading materials, instructional supplies, and travel expenses using Title I funds and \$2,930 used for ESL classroom books and technology from Title III funds.

State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this campus \$159,688.92

Total FTEs and PTEs funded through SCE at this Campus 3 FTEs and 1 PTE

Total Title funds allotted to this campus \$109,264.10

Total FTEs and PTEs funded through Title at this campus 3 FTEs and 1 PTE.

The process we use to identify students at risk is governed by the state requirements. At the beginning of each year, each student is reviewed using the following list:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

At all schools, School State Compensatory Funds are used to support Title I

State Compensatory Education Program Program Evaluation/Needs Assessment Grade 3

STAAR	Math % Met Standard			Reading/ELA % Met Standard		
	2014	2015	2016	2014	2015	2016
Students At-Risk	58%	NA		53%		

STAAR	Math % Met Standard			Reading/ELA % Met Standard		
	2014	2015	2016	2013	2014	2015
3 rd grade	67%	NA		66%		

The comprehensive, intensive, accelerated instruction program at this district...consists of after school tutorials through TACE for students that are considered at-risk, use and implementation of the M.A.T.H. and Daily 5 Procedures, the continued use of technology such as I-station and implementation of i-Pads and apps to support Math and Reading.

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students;

Program/Funding Source	Program/Funding Source
Federal Programs	State Programs/Funding Source
Title 1, Part A	State Compensatory Education
Title I, Part C (Migrant) – Region VII	Dyslexia
Title II, Part A (TPTR)	Gifted/Talented- Launch
Title VI, Part B Rural/Low Income	Special Education
Special Education	Bilingual/ESL Program
	Local Programs/Funding Source Grants 21 st Century Grant

Title I Parent Involvement Policy

Southside Elementary believes that parents/guardians are partners with teachers and other staff in the education of their children. Parent involvement and empowerment are essential to student success.

Statement of Purpose:

Southside Elementary is committed to the goal of providing a quality education for every child. In order to accomplish this goal, partnerships must be established with parents and the community. Everyone gains if school and home work together to promote high achievement for our children.

Parent Involvement in the Development and Yearly Review of the Policy:

The original policy was developed by a committee of parents representing all Title I campuses. The policy is reviewed each spring by the District Action Team, a community advisory board, and a parent organization. The policy will be distributed to parents of students in Title I schools in the student handbook at the beginning of each year.

School-Parent Compact:

The school-parent compact will enable the school and parents to share the responsibility for student performance and success. All parents of Southside Students will be given a copy of the compact detailing responsibilities that teachers, parents and students have in helping students accomplish their goals.

Evaluation of the Parent Involvement Programs:

Evaluations will be conducted through district and campus surveys. Parents will be asked to give input on the parental involvement activities for the year as well as perceived barriers to parental participation.

Title I School Wide Components

1. Comprehensive Needs Assessment
2. Scientifically based research reform strategies that address the needs of all children in the school, but particularly those at risk of not meeting the state academic achievement standards
3. Instruction by highly qualified teachers
4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others
5. Strategies to attract high-quality highly qualified teachers
6. Strategies to increase parental involvement
7. Plans for assisting preschool children in the transition from early children programs, such as Head Start and Even Start, to local elementary school programs
8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program
9. Effective, timely additional assistance for students that experience difficulty mastering state standards
10. Coordination and integration of Federal, State, and Local services and programs

Goal 1: Educate, empower and communicate with all stakeholders to show an increase STAAR scores across all subject areas with an emphasis on math and English language arts as well as targeting College Readiness and CTE Certifications.

Campus Objective 1.1: Increase Mathematics achievement.

Summative Evaluation: A 75% cumulative passing rate on all math CBA's will be achieved by all students in 2015-2016.

Activity/Strategy	Title I Campus-Wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Continue tutorials for Math in 2 nd grade and Math STAAR in 3 rd grade.	2, 9	RTI Committee, TACE Teachers	August – June	Research based interventions, PRIM	Student achievement on CBAs and Benchmarks will be improved.
Implement small group math instruction including Think Central along with workstations and M.A.T.H. procedures campus-wide.	2, 9	All Teachers	August – June	Committee to determine best strategy	The strategy of small groups will be consistent throughout the campus.
Use of Motivation Math workbook, Think Through Math, and Brain Pop Jr. for 2 nd and 3 rd grade.	2, 8, 9	All Teachers	August – June	Motivation Math workbooks for all students Title Funds Access to Study Island and Brain Pop	Improvement of academic performance on CBAs and Benchmarks.
Vertically align math vocabulary into daily instruction. Implement math word wall into classroom.	2, 8, 9	All Teachers	August – June	Books: Building Academic Vocabulary & Campus Budget ~ \$51,490.00	Academic achievement on CBAs and Benchmarks will be improved.
Apply the use of justification strategies as students work through standardized assessments.	2,9	All Teachers	August - June	Committee to determine the best strategy Title Funds	Student achievement will be improved on CBAs, Benchmarks, and STAAR
At-risk students will be provided math intervention daily, including math support brought in and use of M.A.T.H. procedures.	2,9	Title I Teachers, Specials Teachers, Classroom Teachers	August-June	Research-Based Interventions Title Funds	Student achievement will be improved on CBAs, Benchmarks, and STAAR
Develop, implement, and apply strategies to enrich and enhance rigorous thinking with the use of special clinics and STAAR preparatory academies.	8	All Teachers	August-June	Teacher written Enrichment curriculum	Improve the student percentage of commended status for STAAR

Goal 1: Educate, empower and communicate with all stakeholders to show an increase STAAR scores across all subject areas with an emphasis on math and English language arts as well as targeting College Readiness and CTE Certifications.

Campus Objective 1.2: Increase reading achievement.

Summative Evaluation: 97% of students will meet promotion standards according to the Early Reading Standards in 2015-16 {Adjusted for students with special circumstances}.

Activity/Strategy	Title I Campus-Wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Reading intervention will be consistently provided to at-risk students.	2, 9	RTI Committee All Teachers	August – June	Research based interventions, PRIM, LLI, Reading by Design	Increased academic achievement on CBA's and Benchmarks
Use of I-Station with 90 minutes weekly for Tier III student and 60 minutes weekly for Tier II students.	2, 8, 9	RTI Committee All Teachers	August – June	Computers I-Station site license Title Funds	Increased academic achievement on CBA's and Benchmarks
Increase the frequency of instructional time spent in small group instruction to a minimum of 40 minutes of 90 ELA block.	2,9	All Teachers	August – June	Small group instruction literature; Workstations literature	Classroom walk-throughs; Lesson plans; Increased performance on assessment
Campus-wide strategies for use in developing comprehension and fluency.	2, 9	All Teachers	August – June	Grade levels to determine strategy	Consistent use of strategies witnessed from walk-throughs; Increased performance on assessments
Incorporate vertically aligned reading/language arts vocabulary lists into daily instruction.	2, 8, 9	All Teachers	August – June	Daily 5 Title Funds	Increased academic achievement on CBA's and Benchmarks
Incorporate a vertically aligned series of strategies to show thinking and justification for choosing answers on assessments.	2,8,9	All Teachers	August – June	Teacher Feedback	Increased achievement on formative and summative assessments (excluding ITBS)
Leveled Library usage for small group guided reading.	2,8,9	All Teachers	August – June	Benchmark Education Leveled Library bookroom Title Funds	Increased student reading level and Increased academic achievement on CBA's, benchmarks, and STAAR
Implement a literacy/phonics program in grades 2-3 that supplements our current curriculum and provides intervention to remediate phonics and decoding for intermediate students.	2,3,8,9	All teachers	August- June	Journey's Decodable Readers Campus Budget \$51,490.00	Increase percentage of students meeting Early Reading Standards and performance on STAAR.

Goal 1: Educate, empower and communicate with all stakeholders to show an increase STAAR scores across all subject areas with an emphasis on math and English Language Arts as well as targeting College Readiness and CTE Certifications.

Campus Objective 1.2: Increase reading achievement.

Summative Evaluation: 97% of students will meet promotion standards according to the Early Reading Standards in 2015-16 {Adjusted for students with special circumstances}.

Activity/Strategy	Title I Campus-Wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Conduct data analysis sessions once per six weeks to track class/student progress on, Benchmarks and CBA data and include demographic/subpopulation information.	1,2,8,9	Principal Grade Level Chairs Teachers	August – June	Data collection from DMAC	Provide a data board to track class/student progress on weekly assessments, Benchmarks and CBA data to include demographic/subpopulation information.
Sustain an interactive library/media center to support literacy and research.	1,2,9	Librarian	August - June	Campus Budget \$51,490.00	Increased percentage of students meeting Early Reading Standards
Utilize Early Reading Standards to determine readiness for grade promotion.	2,8	Principal All Teachers	August – June	Campus Budget \$51,490.00	Increased percentage of students meeting Early Reading Standards
Enrichment Program, provide small group intervention according to the Daily 5 Procedure.	3	Title I Teachers	August – June	Enrichment Program Curriculum	Increased percentage of students meeting Level II advanced on STAAR test.
Implement an Accelerated Reader incentive program, Think Though Math, I Pads, I Pods, Smart Boards	2,9	Librarian Teachers	August - June	Renaissance Learning Campus Budget	Increased reading comprehension, fluency, and AR points; increased percentage of students meeting Level II advanced on STAAR test.
Implement and use an Interactive Notebook for all components of ELAR	2,3,8	All Teachers	August – June	Student Composition Notebooks	Increased reading comprehension on assessments, including open-ended questions through reading responses.

Goal 1: Educate, empower and communicate with all stakeholders to show an increase STAAR scores across all subject areas with an emphasis on math and English language arts as well as targeting College Readiness and CTE Certifications.

Campus Objective 1.3: Increase handwriting achievement. Students will be able to have published works in various areas; such as newspaper, self-created stories, and thank you notes.

Summative Evaluation: All students will display progress on formative writing assessments and published products in the areas of:
A. Penmanship; print and cursive
B. Conventions
C. Voice

Activity/Strategy	Title I Campus-Wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Develop and sustain a successful UIL competition program for Creative Writing and Story Telling.	2; 3	UIL Campus Coordinator	August – June	Campus Budget \$51,490.00	Competition Results and Student Participation in UIL Programming
Utilize Art and Handwriting instruction to facilitate in developing student fine motor skills.	2; 3	Art Teacher	August – June	Campus Budget \$51,490.00	Successful Completion of writing assignment.
Utilize journaling and prompt response on a daily basis. Follow the writing process through to publishing.	2; 3	All Teachers	August – June	Journals, work stations, special programs and computers.	Improvement in Writing Assessments and Published Works
Integrate Writer’s Workshop into the curriculum/lesson plans.	2; 3	All Teachers	August - June	Journals, work stations, special programs and computers.	Improvement in Writing Assessments and Published Works

Goal 1: Educate, empower and communicate with all stakeholders to show an increase STAAR scores across all subject areas with an emphasis on math and science as well as targeting College Readiness and CTE Certifications.

Campus Objective 1.4: Increase science Achievement.

Summative Evaluation: A 80% cumulative passing rate on all science grades will be achieved by all students in 2015-2016, and 85% in 2016-2017.

Activity/Strategy	Title I Campus-Wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Continue the use of TEKS Resource	2, 3	Principal All Teachers	August – June	Campus Budget \$51,490.90	Increased academic achievement on CBA's and Benchmarks
Two labs/ hands-on activities per six weeks in the instructional schedule.	2, 9	Principal All Teachers	August – June	Campus Budget \$51,490.060	Increased academic achievement on CBA's , lab evaluations and Benchmarks
Utilize vertically aligned science vocabulary lists into daily instruction, and use of word wall, integrated curriculum (hands-on projects, internet-based information, cross-curriculum units), home accessible web sites	2, 3, 6, 8, 9	Principal All Teachers	August – June	Building Academic Vocabulary, I-Station, Discovery Education, Focused on Science: Interventions Flexible Grouping with Science Learning Centers, Study Jams, Brain Pop Jr., Smart Exchange, Pinterest, PBS Kids, www.Kids. Nationalgeographic.com	Increased academic achievement on CBA's and Benchmarks, clinics based upon academic achievement
Utilize science based bell-ringers weekly	2, 8, 9	Principal All Teachers	August – June	Science Support Materials, textbook	Increased academic achievement on CBA's, benchmarks, and non-fiction comprehension assessments, teacher-made tests

Goal 1: Educate, empower and communicate with all stakeholders to show an increase STAAR scores across all subject areas with an emphasis on math and English Language Arts as well as targeting College Readiness and CTE Certifications.

Campus Objective 1.5: Increase social studies achievement through real-world research and projects.

Summative Evaluation: A 80% cumulative passing rate on all social studies will be achieved by all students in 2015-16, and 85% in 2016-17.

Activity/Strategy	Title I Campus-Wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Continue the use of TEKS Resource System and add the new textbooks and resources- Pearson My World	2, 3	Principal Asst. Principal Counselor	August - June	TEKS Resource Curriculum Pearson NBC video Streaming Enrichment	Increased academic achievement in on CBA's, benchmarks, and comprehension on math and reading assessments
Utilize TEKS Resource System and Text resources for assessment for social studies.	2, 3	Principal Asst. Principal Counselor	August - June	TEKS Resource Curriculum Pearson Scholastic News Enrichment	Increased academic achievement in social studies
Incorporate vertically aligned social studies vocabulary lists into daily instruction.	2, 8, 9	Principal All Teachers Computer Lab Teacher	August – June	Building Academic Vocabulary Word Walls I-Station	Increased academic achievement on CBA's, benchmarks, and non-fiction comprehension on math and reading assessments
Utilize social studies based non-fiction texts weekly.	2, 9	Principal All Teachers	August – June	Campus Budget Social Studies Support Materials \$51,490.00	Increased academic achievement on CBA's, benchmarks, and non-fiction comprehension on math and reading assessments
Continue to incorporate project-based activities a minimum of once per six-weeks.	2, 3, 6, 8	Principal All Teachers Parents Computer Lab Teacher	August-June	Maps, Smart Exchange, Computer Lab (Internet), Interviews with real people	Rubrics concentrating on the following areas: research, pictures, written and oral presentation

Goal 1: Educate, empower and communicate with all stakeholders to show an increase STAAR scores across all subject areas with an emphasis on math and science as well as targeting College Readiness and CTE Certifications.

Campus Objective 1.6: Increase achievement of all student populations.

Summative Evaluation: All student sub populations will accomplish the following cumulative achievement on CBAs and Benchmarks:

- A. At-Risk--- 75% in 2015-2016, 80% in 2016-2017
- B. ESL--- 75% in 2015-2016, 80% in 2016-2017
- C. G/T---100% in 2015-2016, 100% in 2016-2017
- D. Special Education--- 75% in 2015-2016, 80% in 2016-2017

Activity/Strategy	Title I Campus-Wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Conduct RTI committee meetings each 6 weeks to review at-risk students in Tier II and III.	1, 9, 10	Counselor RTI Committee	September – June	Rtl support materials PRIM	Increased academic achievement on CBA's and Benchmarks
Utilize certified teachers and paraprofessionals in reading and math small group intervention support for Tier II and Tier III students.	1,9,10	RTI Committee Principal Intervention Teachers Paraprofessionals	September-June	RTI support materials Study Island I-station LLI reading program	Increases academic achievement on CBA's and Benchmarks
Provide a GT, and RTI, and LAUNCH parent meeting to discuss and answer questions about the program.	6, 10	GT teacher Counselor LAUNCH Teachers	August - September	Refreshments	Parent Survey
Provide a GT informative parent newsletter each week.	6, 10	GT teacher	September – June	Paper	Parent Survey
GT cluster classes along with pullout.	10	Counselor, Principal GT teacher	September– June	Campus budget	Parent Survey
Utilize a certified ESL teacher to pull out and support ESL students.	4, 9, 10	Principal ESL Teacher	September– June	Campus budget	Increased academic performance on CBA's and Benchmarks for ESL students
Institute ESL support in the regular classrooms by providing a certified ESL teacher to facilitate classes.	1,2,3,5,10	Principal ESL Teachers	September– June	Campus budget	Increased academic performance on CBA's and Benchmarks for ESL students
Utilize Resource and Life Skills classes, as well as Inclusion support for Special Ed students.	2,3,4,10	Principal Special Ed Teachers	September-June	Special Ed Budget	Increased academic performance on CBA's and Benchmarks for SPED students

Goal 1: Educate, empower and communicate with all stakeholders to show an increase STAAR scores across all subject areas with an emphasis on math and science as well as targeting College Readiness and CTE Certifications.

Campus Objective 1.7: Increase performance of all major student ethnic groups.

Summative Evaluation: Student groups will accomplish the following cumulative achievement on CBAs and TMT:

- A. Hispanic--- 80% in 2015-2016, 85% in 2016-17
- B. African-American--- 80% in 2015-2016, 85% in 2016-17
- C. White--- 80% in 2015-2016, 85% in 2016-2017

Activity/Strategy	Title I Campus-Wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Bilingual 2nd and 3rd grade classrooms to support students with support of full time bilingual paraprofessional.	9,10	Principal Bilingual Teachers	August – June	Campus Budget Region 7 Central Office	Increased academic achievement on CBA's TMT, and STAAR
Institute ESL support in the regular classrooms by providing a certified ESL teacher to facilitate classes.	1, 2, 3, 10	Principal ESL Teachers	August- June	Campus Budget \$51,490.00	Increased academic achievement on CBA's TMT, and STAAR
Utilize ELPS to increase student understanding and performance.	1,2,3	Principal ESL Teachers	August- June	Region 7	Increased academic achievement on CBA's TMT, and STAAR
Offer intervention support to students identified as struggling (TACE, inclusion support by specials teachers, tutoring, research-based strategies, differentiated instruction, assessment and enrichment programs.)	1,2,3,8,9,10	All Teachers Rtl Committee Intervention Teacher Paraprofessionals	August- June	Rtl Support Materials Istation, Study Island, BrainPopJr., Discovery Education, SmartBoard, LLI Reading Program, Reading by Design	Increased academic achievement on CBA's TMT, and STAAR
Provide ESL pull-out service to ESL students.	1,2,3,10	Principal ESL Teacher Classroom Teacher	August- June	ESL support Materials Title III \$3,000	In creased academic achievement on assessments and TMT, STAAR
Special Education Services: ARD committee will determine appropriate assessment instruments for students with disabilities in compliance with federal regulations and provide a continuum of placement options driven by student need and LRE considerations. The IEP will provide allowable accommodations, modifications, and support.	2,9,10	Principal Counselor Diagnostician Teacher Parents Relative Support Services	August- June ARD meeting	Special Education Budget # FTE = 5 #PTE = 0	ARD meeting minutes
504-SIT will refer students for assessment if demonstrating chronic difficulties unresponsive to Rtl strategies.	2,9,10	Principal Counselor Intervention Teacher	August- June After each SIT meeting	Title Funds SCE Funds Campus Budget \$51,490	SIT/504 meeting minutes
Counseling Services: Coordinate test administration/training and interpretation for teachers and parents.	2, 9, 10	Principal Counselor	August- June	Title Funds SCE Funds	Time & Effort Documentation

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.

Campus Objective 2.1: Southside Elementary will recruit and retain highly qualified staff as defined by Federal and State standards and 100% of staff members support the campus mission, employ campus expectations, and participate in professional development then student achievement will increase.

Summative Evaluation: Retain 95% of staff for the 2015-16 school year.

Activity/Strategy	Title I Campus-Wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Utilize an interview committee to select highly qualified candidates who best fit the needs of our campus.	5, 3	Principal Asst. Principal	As needed throughout the school year	Online applicant system, HR department	Increased retention of Highly Qualified teachers
Implement staff appreciation on a monthly and yearly basis.	5	Principal Asst. Principal Counselor Special Events Committee	Monthly (via Teacher/TA of the Month), Yearly (via Teacher/TA of the Year)	Campus Budget \$51,490	Teacher Surveys Increase positive campus atmosphere
Establish and maintain Southside Standards for Excellence.	4, 2, 8	Principal Asst. Principals CAT Team	August – June	Campus Staff SCE Funds	Increase in student achievement & behavior Parent/Student Surveys Teacher Surveys
Continue a mentor program for new teachers	5	Principal Asst. Principal Mentor Teachers	August – June	Campus Staff Campus Budget ~ \$51,490.00	Increase success of new teachers Teacher Surveys
Continual use of teambuilding activities during professional development throughout the school year.	5	Principal Asst. Principal	August – June	Books and websites with teambuilding ideas	Teacher Surveys
Establish and sustain Professional Learning Communities for each grade level (focusing on content-specific expectations for scope creation, analysis, and feedback.)	2,8	Principal Asst. Principal Grade Level Chairs	August – June	Campus Budget \$51,490.00	Teacher Surveys Increase in student achievement on assessments
Establish and sustain the use of learning and focus walks to increase reciprocal communication	2,4,9	Principal	August - June	Campus Budget \$51,490.00	Teacher Surveys Increase in student achievement on assessments

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.

Campus Objective 2.2: Southside Elementary staff will actively participate in professional development.

Summative Evaluation: All teachers and paraprofessionals will participate in staff development.

Activity/Strategy	Title I Campus-Wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Create common planning time for pods/teams within each grade level.	8, 4	Principal	June – August	N/A	Teacher surveys
New/New to Campus Teacher/Aides Orientation – for programs specific to this campus	3, 4, 8	Principal, Vice Principal, New Teacher Mentor	August – June	N/A	Teacher surveys, classroom observation,
Professional development on RTI and increase consistent documentation of at-risk students.	2, 4, 8	Principal Rtl Committee New Teacher Mentors	August – June	Rtl research, books, collaboration and ongoing training PRIM	Teacher surveys, review of Rtl documentation
ISTATION training	2, 4, 8, 9	Principal Rtl Committee Technology Committee New Teacher Mentors	August -- June	Campus Budget Campus and District Title Funds Technology Assistance	Teacher surveys, monitor usage of the program, impact on student growth
TEKS Resource System Training.	2, 4	Asst. Principal	August – June	Develop timeline for discussion groups ~ Campus Budget ~ \$51,490.00	Lesson plans and assessment scores
Provide training for Smart Boards and Study Island.	2, 4	Principal	August – June	Campus Budget Campus and District Technology Assistance	Teacher surveys, increase in student performance on assessments

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.

Campus Objective 2.2: Southside Elementary staff will actively participate in professional development.

Summative Evaluation: All teachers and paraprofessionals will participate in staff development.

Continue training of Debbie Diller Small Group Workstations, Daily 5 for Reading and M.A.T.H. procedures to create productive classroom environments.	2, 3, 4, 9	Principal Asst. Principal Trained Teachers	August	support materials,	Classroom observations, teacher surveys, increase in student performance
DMAC Training	2, 3, 4, 8,	Principal Asst. Principal Trained Teachers	August	Campus Budget Campus and District Technology Assistance	Teacher surveys, increase in student performance on assessments
A Time to Teach used for procedures, Campus plan for behavior with the use and support of the Foundations program.	2, 4	Principal Asst. Principal Campus Action Team All Staff	August – June	<i>A Time to Teach</i>	Classroom observations, teacher surveys, increase in student performance, reduction in student referrals.
Use <i>The First Days of School</i> as a major tool to sustain campus-wide consistency. Also the procedures from a Time to Teach for campus wide consistency.	2	Principal Asst. Principal Campus Action Team All Staff	August - June	<i>The First Days of School</i>	Parent/student and teacher surveys, classroom observations, reduction in student referrals

Goal 3: Maintain a safe and orderly environment through implementation to create an atmosphere conducive to learning.

Campus Objective: Southside Elementary staff will provide a safe, orderly, and nurturing environment by establishing and sustaining standards of behavior for all stakeholders.

Summative Evaluation: The campus percentage of discipline referrals will decrease by 15% in 2015-2016, and 13% in 2016-2017.

Activity/Strategy	Title I Campus-Wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Utilize the Campus Action Team (via monthly meetings) as the primary hub for procedural/ logistical decision-making through data-driven analysis and reciprocal dialogue between all stakeholders.	1, 2, 3	Asst. Principal Campus Action Team	August – June	Time To Teach	Parent/Student and Teacher Surveys Faculty Feedback to the Campus Action Team Reduction in Student Referrals
Continue use of The Southside Way (procedures for behavior, classroom/campus-wide logistics, and disciplinary action/response.)	2, 3	All Staff	August – June	The First Days of School Time To Teach	Parent/Student and Teacher Surveys Faculty Feedback to the Campus Action Team Reduction in Student Referrals
Establish schedule for at least one classroom counseling lessons per semester.	2	Counselor All Teachers	August – June (monthly)	-	Parent/Student and Teacher Surveys Faculty Feedback to the Campus Action Team Reduction in Student Referrals
Continue to utilize volunteers and sustain mentor program for at-risk students.	6, 9, 10	Counselor	August – June	PHS Students Campus Budget \$51,490.00	Parent/Student and Teacher Surveys Faculty Feedback to the Campus Action Team Reduction in Student Referrals
Continue the use of Raptor safety system.	2	Front Desk Receptionist	August – June	City and County PD	Parent/Student and Teacher Surveys Faculty Feedback to the Campus Action Team Reduction in Student Referrals
Sustain a clinic that adequately meets health and emergency needs	1	Campus Nurse	August-June	Campus Budget \$51,490.00	Parent Survey

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Activity/Strategy	Title I Campus-Wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Use of The Tough Kids-Bully Blockers program to improve student relationships. Implement Character Counts program in morning assemblies each week.	2, 3, 9	Asst. Principal Counselor Campus Action Team Specials Teachers	August – June	Tough Kids Support Materials Campus Budget	Parent/Student and Teacher Surveys Faculty Feedback to the Campus Action Team Reduction in Student Referrals
Continue “Time to Teach” management program to improve procedures that encourage positive behavior and choices	2, 3, 4, 6, 8, 9	All Staff	August-June	Training Support Materials	Parent/Student and Teacher Surveys Faculty Feedback to Campus Action Team Reduction in Student Referrals
Continue Etiquette and Manners Program to encourage better manners and positive self-image	2,3, 6	Special Teacher	August-June	Curriculum Based Program (Southside)	Parent/Student and Teacher Surveys Faculty Feedback to Campus Action Team
Continue Behavior Incentive Reward Program to encourage and reward student behavior	2, 3, 8	Asst. Principal Committee Chair All Staff	August-June	Campus Budget	Parent/Student and Teacher Surveys Faculty Feedback to Campus Action Team
Maintain Enrichment classes and Clinics to encourage higher academic achievement and positive behavior choices	2, 3, 6, 8	Principal All Staff	August-June	Training Support Materials Budget	Parent/Student and Teacher Surveys Faculty Feedback to Campus Action Team
Develop and implement a Bus Behavior Incentive Program	1, 2, 8	Principal Asst. Principal	August-June	Campus Budget	Parent/Student and Teacher Surveys Faculty Feedback to Campus Action Team. Reduction in Student Bus Referrals.
Implement a character building program that recognizes students that exhibit good character.	2,3,9	Principal Asst. Principal Counselor	August-June	Curriculum Based Program (Southside)	Parent/Student and Teacher Surveys Faculty Feedback to Campus Action Team

Goal 4: Increase positive attitude of School District throughout Community by fostering Community Partnerships.

Campus Objective: Southside Elementary staff will sustain positive relationships between all stakeholders through timely, respectful, and reciprocal communication.

Summative Evaluation: Parent participation and attendance at campus functions will numerically increase according to the Parent Survey as follows:

- A. Families who attend at least one function/activity at Southside
60% in 2015-16, 65% in 2016-17
- B. Families who attend PTO meetings/workshops
40% in 2015-16, 45% in 2016-17
- C. Families Attending Open House
55% in 2015-16, 60% in 2016-17
- D. Parents Who Participate in Public Schools Week
55% in 2015-16, 60% in 2016-17
- E. Families Who Attend Parent/Teacher Conferences
60% in 2015-16, 65% in 2016-17
- F. Parents that Serve as Campus Volunteers
50% in 2015-16, 55% in 2016-17
- G. Parents Who Attend Assemblies/Awards Days
60% in 2015-16, 65% in 2016-17

Activity/Strategy	Title I Campus-Wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide weekly newsletter, behavior log, Monday folder, and monthly Molandes Messenger for communication to families.	6	Teachers Office Staff	August – June	Parent Involvement \$1,500.00	Parent Surveys
Offer one academic open house. Offer the TACE program to students who may be at risk.	6	Principal TACE Site Coordinator	August – June	Staff Campus Budget	Parent Surveys
Utilize school messenger for major announcements in Spanish and English.	6	Principal Office Staff	August – June	School Messenger	Parent Surveys
Provide award assemblies every semester	6	All Administrative and Instructional Staff	August – June	Campus Budget \$51,490.00	Parent Surveys
Offer five Family Nights (including Meet the Teachers, STAAR Night, and two music/dance programs, book fairs.)	2, 6	Principal Asst. Principal Teachers CAT	August – June	Campus Budget Incentives	Parent Surveys

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60% in 2015-16, 65% in 2016-17

Activity/Strategy	Title I Campus-Wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Utilize resources on website for families to be informed.	6	Campus Webmaster	August – June	N/A	Parent Surveys
Utilize parent email and classroom phone for communication. Coordinate a program with public library to inform and educate parents on availability of resources. Use All-call phone system.	6	Clerical Staff All Teachers	August – June	Collect email addresses and phone numbers	Parent Surveys
Provide incentives for attending campus events such as: translators, childcare, transportation assistance, door prizes, and refreshments.	6	Principal CAT	August – June	Campus Budget \$51,490.00	Parent Surveys identifying increased participation at campus events
Use campus marketing plan for the community (positive happenings including School Happenings in newspaper and on website, and increase community involvement.)	6	Principal CAT	August – June	Campus Budget \$51,490.00	Parent Surveys Staff observation of increased community awareness of Southside

Goal 5: Implement HB 5 in order to foster innovative, collaborative learning experiences through district-wide STEAM education, Launch Program, College Readiness, CTE certifications.

Campus Goal: Southside teachers and staff will work together to build a strong foundation for learning that will prepare students for future STEAM education, College and CTE certifications.

Summative Evaluation: Increase in percentage of higher performing students in 2nd and 3rd grade

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Implement activities and strategies in Launch classes that enrich learning to prepare students for STEAM classes in the upper grades.	3,4, 8	Campus Principals Superintendent Assistant Superintendent Staff Parents Community	8/2013 – 6/2016	Launch training, professional development in enrichment curriculum	Increase the % of Level II advanced scores on STAAR
Continue “College and Career Wednesdays” to increase student awareness and promote conversations about institutions of higher learning, Technical schools etc. not only at school but at home.	3,6	Campus Principals Classroom Teachers	8/2013-06/2016	Internet and library resources that give facts and details about colleges and other learning institutions.	Parents participate in “Think College Thursday” promotions
Change the way information is organized and presented in the classroom in conjunction with the College and Career Readiness standards imbedded in our Math and Science Curriculum.	1,8	Classroom teachers	8/2013-6/2016	Math and Science Curriculum College and Career Readiness Standards	Students have the opportunity to demonstrate learning and explore at a higher level in various formats

**Region 7 Migrant Education Program
Project and SSA Identification and Recruitment (ID&R) Action Plan 2012-2013**

ID&R Goal:

To actively identify and recruit eligible migrant children and youth who:

- are enrolled or reside in our school District according to all applicable federal laws and regulations
- qualify for appropriate educational services
- meet requirements of:

State Comprehensive Needs Assessment,
Statewide Service Delivery Plan and
NCLB Consolidated Federal Grant Application, Title I, Part C

ID&R Objective:

To ensure all eligible migrant children and youth residing in the District are properly identified, recruited, and effectively served through

- instructional services
- supplemental services such as health, clothing, school materials and referrals for social services
- Parent Advisory Council to empower parents to advocate at home and at school for their children's academic success

Evidence of Need	Activity	Timeline	Staff Responsibility	Materials	Method of Evaluation
Need # 1 Meet federal requirements for annual ID&R training.	Ensure District Migrant staff receive annual ID&R training	August - September 2012	Region VII Migrant Personnel	ID&R Manual, TEA Power Point, and activities	Certification exam and required TEA certificate
Need #2 Meet with Migrant SSA and Project school personnel to brainstorm recruitment activities for the ID&R Action Plan	Develop, create and/or revise ID&R Action Plan	September 2012	Region VII & District Migrant Personnel	ID&R Plan Template, NCLB Consolidated Application, 2011-12 ID&R Action Plan, Statewide Delivery Plan	Distribution of revised/completed ID&R Action Plan to be attached to District Improvement Plans
Need #3 Based on the family survey there is a need to actively recruit children/youth who <ul style="list-style-type: none"> • Are between the ages of birth through 21 • Cross District lines alone or with parents 	Ensure every family receives a Required Family Survey annually	Upon initial enrollment	Campus enrollment personnel	Family survey	Completed survey maintained for two years
	Screening family surveys for eligibility	August and ongoing	District and Region 7 Migrant Personnel	Family survey	Completed screening process on each family
	Use NGS/MSIX to verify previously eligible Migrant students	August and ongoing	NGS Data Specialist	Family survey and NGS/MSIX reports	NGS/MSIX reports

<ul style="list-style-type: none"> Moved due to economic necessity to obtain temporary or seasonal agricultural employment 	Tracking late enrollment and early withdrawal	Ongoing throughout the school year	Campus Enrollment/ Withdrawal personnel	Late Enrollment/ Early Withdrawal Form, and/or PEIMS reports	PEIMS reports or Late Enrollment/Early Withdrawal Form
Need #4 Based on federal requirements, actively recruit out of school youth	Utilize Out of School Youth Survey	Ongoing throughout the school year	Region 7 and District Migrant personnel	Out of School Youth Survey	Completed Out of School Youth Survey
Need #5 Certificate of Eligibility (COE)	Complete the Certificate of Eligibility (COE)	Ongoing throughout the school year	Region 7 and District Migrant personnel	COE, COE Supplemental Documentation Form	Eligibility Reviewer signature on COE
	Submit and enter data into NGS Online System	Ongoing throughout the school year	NGS Data Specialist	COE, COE Supplemental Documentation Form, NGS Online System	NGS Reports
Need #6 Residency Verification (reporting period)	Verify continued residency for current Migrant students in 2 nd or 3 rd year of eligibility	Sept 1-Nov 1, 2012: For 2 year olds turning 3 on or after 3 rd birthday	Region 7 and District Migrant personnel	COE, school records	NGS Residency Verification Report
Need #7 Based on Texas state requirements maintain and improve a strong system of Quality Control.	Provide current mapping documentation	Ongoing throughout the school year	Region 7 and District Migrant personnel	Region 7 agricultural MEP grid, TX Produce Availability chart in ID&R Manual	Updated mapping grid for Districts and Region 7
	Conduct re-interview process	Jan to April 2013	Trained eligibility reviewers	ID&R Manual and TEA information, COE, COE Supplemental Documentation Form	Completed documentation returned to TEA
	Follow written procedures in ID&R and NGS Manuals for Quality Control	Ongoing throughout the school year	Region 7 and District Migrant Personnel	ID&R Manual, NGS Manual, NGS Reports	NGS Quality Control checklist

Need #8 Annual Evaluation of ID&R Program	Gather and analyze data from ID&R Action Plan	June 30, 2013	Region & District MEP Staff and Migrant PAC	ID&R Action Plan, current district data, NGS reports, NGS Quality Control list	Completed evaluation report for Migrant education program
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PFS Goal:

Provide Priority Services to migrant students who are failing or at risk of failing to meet the state achievement standards and who have had their education interrupted during the current school year. Title I, Part C can be utilized only after all other funding sources have been considered and additional services are still needed.

PFS Objective:

Ensure that all Priority for Service (PFS) migrant students are provided instructional services as needed to assist them in mastering the state content standards, passing state assessments, and accruing credits for on-time graduation.

Evidence of Need	Activity	Timeline	Staff Responsibility	Materials	Method of Evaluation
Migrant students who are at risk of failing due to: <ul style="list-style-type: none"> • Educational continuity • Mobility • Language barriers • Cultural differences • Attendance • Socio-economic issues • Over-age status • Failing grades • Failing state assessments • Partial credits 	Print and review NGS PFS report monthly	July 2012 through June 2013	Region 7 and District Migrant personnel	NGS PFS Report	PFS Tracking Report
	Share monthly report with campus administration and/or counselor and utilize response form to address student academic needs and placement	PFS Report: 15 th of the month; PFS Response Form: end of the month	Region 7 and District Migrant personnel	NGS PFS Report, PFS Response Form	PFS Response Form completed and submitted to Region 7 and/or District Migrant personnel
	Document parent contacts	As needed	District Migrant personnel	Parent Contact Log or Book	Completed Parent Contact Log or Book
	Document state assessment results and enter into NGS	Before July 15, 2013 if download by TEA is not completed	Region 7 and District Migrant personnel	State Assessment Report, DMAC	NGS Formal Assessment Report
	Meet the instructional and social supplemental needs such as social workers and community social services/agencies	Ongoing through the school year	Region 7 and District Migrant personnel	Family Needs Checklist	NGS Supplemental Services Form
	Evaluate PFS student program	End of each semester	District Migrant personnel and school personnel	Student grades, State assessment results	Completed PFS Evaluation Report