Spring Branch Independent School District

Northbrook Middle School

2014-2015 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

THe demographics at NMS are 93% Hispanic. We don't truly have a break down by ethnicity. When I get the final AEIS report, I can put the numbers broken down by ethnicity.

Demographics Needs

The Hispanic students who are considered LEP are not achieving at the levels of the other students at NMS.

Student Achievement

Student Achievement Summary

The overall achievement at Northbrook Middle School is:

Reading: 51%
Math: 55%
Writing: 40%
Science: 43%
SS: 25%

Student Achievement Strengths

Reading, Math, and Writing are all an improvement over the year prior. The trafectory is up. Math was up by 7%, and reading was up by 3%.

Student Achievement Needs

Science was down by 15% points, and SS was down by 8% points, however, SS is at 25% passing. All of the areas of the STAAR test need to come up at a quicker pace than what is occurring now. All of the Stanford scores need to come up - in all areas and sub areas.

School Culture and Climate

School Culture and Climate Summary

The school culture was a focus at NMS in the 2013-2014 school year. The 6th and 7th grade student and teacher culture showed great improvement.

School Culture and Climate Strengths

The strengths of the school culture was the positive behavior system used - LiveSchool. Students worked to receive money on their paycheck and used that money for incentives that interested them. The 6th and 7th grade teachers worked together to implement the behavior managment system in a clear and consisten way. There were very few tardies in 6th grade. The 6th grade teachers made weekly home visits for positive and corrective reasons. The referrals were down, classroom management was better.

School Culture and Climate Needs

There is still a great need for improvement in classroom management. The school TRIPOD survey results in the area of Control was at 33%. The student perception of teacher control is low and that will be a focus for this year. The teachers will also implement CHAMPS and a very specific teacher created classroom management plan. The other important factor will be for all teachers to enforce the school rules and policies for tardies and behavior.

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Critical Success Factor(s) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data

Goals

Goal 1: Spring Branch ISD believes that a great school system builds on the strengths and gifts of every child.

Performance Objective 1: Teachers will work with students on the meaning of growth mindset, how to develop a growth mindset, and provide examples.

Summative Evaluation: student Survey during advisory on first day of school
Student Survey during advisory at the end of the school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 6	2	Principal, Asst. Principal, DC's	Student Survey Spring 2015	◕	◕	
1) Teachers will use the growth mindset term, give examples, and teach advisory lessons on what it looks like to be a student with a growth mindset as well as work with students on the NMS Knights' Character Traits. There will be very specific lessons given to teachers in advisory for further work on growth mindset. Teachers will also work with students on organization strategies to promote student achievement and prepare students for high school. Students will be provided opportunities to visit colleges and take learning study trips to empower students with a growth mindset and to learn that hard work will make the difference.			Funding Sources: 211 - Title I, Part A - $7250.00			
✔ = Accomplished ◕ = Considerable ◓ = Some Progress ⚪ = No Progress ✖ = Discontinue						

Goal 1: Spring Branch ISD believes that a great school system builds on the strengths and gifts of every child.

Performance Objective 2: Teachers will meet the needs of all students by working with a student in a small group or individually as needed.

Summative Evaluation: Daily Formative Assessment ex. - Exit Tickets, quizzes, quick writes, active votes, dry erase boards,
STAAR Results Spring 2015
quizzes
Tests
Benchmarks
AIMS Web data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategies 1) Teachers will use formative assessment to track and monitor student achievement. Teachers will use this data to inform instruction, whether small groups are needed, or reteaching whole group. Teachers will use on level books from Reading A-Z, as well as AIMS web to work with students on their instructional level and to track their progress. Students will Accelerated Reader to track their progress.	8	Principal, Assistant Principal, Classroom Teachers	STAAR Results 2015			
			Funding Sources: 211 - Title I, Part A - Focus Grant - $12776.00, 211 - Title I, Part A - $5845.17			
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Goal 1: Spring Branch ISD believes that a great school system builds on the strengths and gifts of every child.

Performance Objective 3: Teachers will participate in Professional Development in order to increase student achievement in all areas.

Summative Evaluation: STAAR scores, NRT scores

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 7 1) Teachers will participate in Professional Development in order to increase student achievement. This PD will be focused on all core areas, planning and delivering lessons that increase student learning, and how to create interventions to increase student achievement.	1, 4	Principal, Assistant Principals, Instructional Coach	Increased STAAR scores, Unit Tests, CBA's			
		Funding Sources: 211 - Title I, Part A - $16556.54				
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Goal 2: Spring Branch ISD believes that a great school system provides students from poverty the same opportunities for success after high school as students from non-poverty homes.

Performance Objective 1: Students will read, write and discuss in all content classes each day. Teachers will provide textbooks, articles, magazines,books, and fiction/non-fiction materials for students to read, write, and discuss daily.

Summative Evaluation: STAAR Reading/Writing/Science/SS score improvement
TELPAS Reading/Writing/Speaking score improvement
Stanford achievement improvement

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategies **Critical Success Factors** CSF 1	1, 2, 4	Principal, AP's, Instructional Coach	Improved STAAR scores in all areas			
1) Teachers will use a large variety of reading materials to work with all students every day in every class to make Literacy the focus at NMS. Teachers will model and share their thinking and their strategies on how they attack close reading.		Funding Sources: 211 - Title I, Part A - $6778.05				
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Goal 2: Spring Branch ISD believes that a great school system provides students from poverty the same opportunities for success after high school as students from non-poverty homes.

Performance Objective 2: Students will take formative and summative assessments on a regular weekly basis. Teachers will design tests with the end in mind and ensure that tests are rigorous and created with high expectations for all learners.

Summative Evaluation: During 03's, teachers will share formative and summative assessment results. Tests will be shared to help increase the rigor.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Teachers will use ScribeSense to work with students providing immediate feedback for and using the formative assessment to inform teaching. ScribeSense will also be used for summative assessment, so that teachers are informed of data quickly, and can intervene for students in need of reteaching.	8	Principal 8th grade teachers	More Feedback to students Rigorous lessons Increased STAAR scores			
		Funding Sources: 211 - Title I, Part A - $3500.00				

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Goal 2: Spring Branch ISD believes that a great school system provides students from poverty the same opportunities for success after high school as students from non-poverty homes.

Performance Objective 3: Teachers will know and identify all LEP students in all classes. Learning will be made visible for all students, using pictures, word walls, concept maps, student processing breaks, and any other LEP strategies that will move the LEP students to high achievement.

Summative Evaluation: LEP Students achievement on STAAR tests.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 7 1) Teachers and staff will participate in Professional Development in order to increase student achievement. This PD will be focused on all core areas, planning and delivering lessons that increase student learning, and how to create interventions to increase student achievement. Some PD will require substitutes for teachers.	3, 4	Principal, Asst. Principals, Instructional Coach	Observations in classrooms, students achievement on Unit Tests, CBA's, and STAAR tests			
			Funding Sources: 211 - Title I, Part A - $26072.00			

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Goal 2: Spring Branch ISD believes that a great school system provides students from poverty the same opportunities for success after high school as students from non-poverty homes.

Performance Objective 4: Students will have multiple opportunities daily to engage in and use technology to enhance and further their learning in all subject areas. Technology can be used to create projects, authentic learning, and all core areas, as well as electives
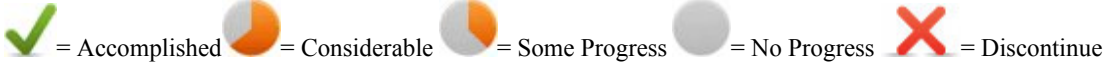
Summative Evaluation: Students will have more knowledge on technology use and score higher on the survey results.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Students will use computers and other electronic devices so that teachers can Check for understanding, work on Think Through Math, and I Station Reading, and write articles to publish in publications at NMS and for the weekly news which continues the focus on writing in all subject areas.	1	Principal AP's ICoach	Writing in all classrooms Collection of writing assignments quarterly			
	Funding Sources: 211 - Title I, Part A - $13929.00					
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 2: Spring Branch ISD believes that a great school system provides students from poverty the same opportunities for success after high school as students from non-poverty homes.

Performance Objective 5: Students will use technology in classes to improve student achievement and enrich the learning experiences when appropriate.

Summative Evaluation: Student technology use

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Students will use technology to increase student achievement in all core areas, and use web 2.0 activities for authentic reading and writing opportunities, as well as to publish their own writing in a variety of ways.	1	Principal AP's Teachers	STAAR Writing, Reading, SS and Science scores			
		Funding Sources: 211 - Title I, Part A - $2500.00				
✔ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue						

Goal 3: Spring Branch ISD believes that a great school system instills in every student the belief that they can achieve more than they think possible.

Performance Objective 1: Teachers will use technology devices when appropriate, (Active Boards, votes, ipads, netbooks, and Chromebooks) making this use seamless and transparent in order to increase student achievement.

Summative Evaluation: Math Achievement on STAAR and NRT.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategies 1) Teachers will work with students in small groups to accelerate learning. Students will continue their learning when they are not with the teacher by working on various web sites that will further their achievement. Teachers will track this learning.	1, 2, 8, 9	Principal, AP's, DC's, Instructional Coach and Tecahers	Student Achievement on STAAR			
		Funding Sources: 211 - Title I, Part A - $4666.20				
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 2 CSF 6 CSF 7 2) 8th grade Teachers and students will have use ScribeSense grading software to give students feedback on all assignments. Teachers will create data reports, item analysis reports, and drive instruction based on student achievement.	1, 3	Principal, AP's, 8th grade teachers	improved student performance on Unit Tests, CBA's, and STAAR tests			
		Funding Sources: 211 - Title I, Part A - Focus Grant - $900.00				
Critical Success Factors CSF 1 CSF 2 CSF 4 3) Teachers will design lessons and include the use of the Active Board that involve Active Participation, small group use, and guided practice. The lesson cycle and the input for the lesson, as well as using visuals for ELL learners is a critical use of the Active Board.	2	Principal, AP, Instructional Coach, Teachers	observations, student achievement, lesson plans			
		Funding Sources: 211 - Title I, Part A - $2502.00				
✔ = Accomplished ◓ = Considerable ◒ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Goal 3: Spring Branch ISD believes that a great school system instills in every student the belief that they can achieve more than they think possible.

Performance Objective 2: All Teachers will use CHAMPS in their classroom to maintain high expectations for student behavior every day, every class period, every activity.

Summative Evaluation: Students on task, following directions, in a positive atmosphere focused on learning.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) All teachers will CHAMP their classroom using the CHAMP's boards for classroom expectations. Teachers will state their expectations for each activity done in the classroom, for hallway behavior, lunchroom, and any special event. Teachers will maintain a positive focus - spending at least the first 20 days instructing students on how to behave to meet teacher expectations in all endeavors. Teachers will have CHAMPS boards in their classrooms that they will use all year. Teachers will also use the Passport System in conjunction with RISE in order maximize student achievement by increasing time on task.	1, 2	Principal AP's Instructional Coach Teachers	decrease in student referrals increase in positivity regarding students Student Tripod Survey			
		Funding Sources: 211 - Title I, Part A - $5000.00, 211 - Title I, Part A - Focus Grant - $3500.00				
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 3: Spring Branch ISD believes that a great school system instills in every student the belief that they can achieve more than they think possible.

Performance Objective 3: Students will attend ICU, Tutorials, Homework Hall when necessary.

Summative Evaluation: Tracking student results through the ACE program to determine student achievement and improvement for those students attending tutorials, ICU and Homework Hall.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 4 1) All teachers will provide time after school to tutor students. Each grade level will have one teacher per day who has an ICU class after school for those students who have not completed their work. Teachers will track students who need to stay after school as well as students who need tutoring or did not complete work.	1, 10	ACE Coordinator Teachers Principal AP's	Students' report card grades Numbers of students completing work			
		Funding Sources: 211 - Title I, Part A - $3500.00, 211 - Title I, Part A - Focus Grant - $4475.00				
✔ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue						

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

Performance Objective 1: NMS will provide Professional Development and substitutes for teacher opportunities for growth in order for NMS to reach their achievement goals.

Summative Evaluation: Spring STAAR scores
Stanford results
TELPAS results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will use the lesson cycle to plan their lessons daily. Teachers will provide a "hook" or motivation to generate enthusiasm for each lesson. Teachers will close each lesson, not ending their class with student independent work, and going over the AIM again at the end of the lesson. Students will have the opportunity to determine their learning for the class.	2, 9	Principal AP's Instructional Coach Teachers	Student TRIPOD Survey - Consolidation STAAR Achievement			
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7	1, 3	Principal, Instructional Coach, AP's	Unit Tests, CBA's, and STAAR scores			
2) Teachers will attend Professional Development in their content area to increase student achievement.	Funding Sources: 211 - Title I, Part A - $6500.00					
✔ = Accomplished ◑ = Considerable ◑ = Some Progress ⚫ = No Progress ✖ = Discontinue						

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

Performance Objective 2: Students will read, write, and talk in every class, every day.

Summative Evaluation: STAAR scores spring 2015

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Students will have authentic reading, writing, speaking, and thinking in every class, every day. Teachers will provide maximum time for students to focus on reading, writing, speaking, and thinking. Teachers will model their thinking as they use a balanced literacy approach to learning.	1, 2, 8, 9	Teachers AP's Principal Instructional Coach	Improved STAAR results			
	Funding Sources: 211 - Title I, Part A - $3500.00					
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue						

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

Performance Objective 3: NMS students will work with Naviance, and advisory lessons centered around post secondary education. Teachers will work with all students on options for post secondary and the importance of a post secondary education.

Summative Evaluation: student survey on Post Secondary education

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 5 1) Using Parent Liaison to increase the number of mentors at NMS. Recruiting for new mentors and heading up the Revision Mentor program.	6, 9	Principal Parent Liaison CIS	Increased number of mentors			
	Funding Sources: 211 - Title I, Part A - $58402.00					
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue						

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

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

Summative Evaluation: All strategies will be implemented.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Conduct annual program evaluation (CATE, SCE, G/T, LEP, Safe & Drug-Free Schools) utilizing student performance data derived from special populations for the purpose of program review and revision.	2	Principal Counselors Teachers	STAAR, NRT, Achievement 2015			
Funding Sources: 255 - Title II, Part A - $4700.18						
System Safeguard Strategies 2) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified. (Provide specific information about the remediation and monitoring of SSI students on your campus.) Students who did not meet the requirements for promotion in each grade will receive accelerated instruction in their ELA and math classes. These classes are double blocked and students will receive 110 minutes daily of reading, writing, and math. Teachers will work with students on close reading, modeling their thinking, and providing multiple opportunities for students to read, write, and think each day in each class.	1, 2	Principal AP's Instructional Coach Teachers	Student Achievement: STAAR NRT Formative and Summative assessments			
3) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State ofTexas Assessment of Academic Readiness(STAAR). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants. (You may add additional activities if you choose).		Principal AP's Instructional Coach Teachers	STAAR Data 2015			
		Funding Sources: 211 - Title I, Part A - $5000.00				
4) Promote parent and community involvement in drug and violence prevention programs/ activities.						

5) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention * Violence/conflict resolution * Recent drug use trends * Resiliency/Developmental Assets * Prevention Curriculum training * No Place for Hate * CSHAC * CARES * SEL * Developmental Assests * TRIBES * Love and Logic NMS is using Love and Logic, CHAMPS, the System of Care, and Advisory to promote positive student interaction and build a positive institution. (Using this list, select those that apply to your campus and describe how they are implemented.)	1, 2	Principal AP's Instructional Coach	Referrals for these issues Counselor logs Funding Sources: 211 - Title I, Part A - $1000.00			
6) SPECIAL EDUCATION - *Monitor LRE ratio. *Develop campus capacity to support inclusive programming for students with disabilities. *Evaluate campus LRE ratio. (Describe what is being done on your campus to promote or increase inclusion.)						
7) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. How accurately did ARD committee recommendations predict and guide student achievement on state assessments? (Describe how you will improve this process on your campus this year.) Teachers will study their new students' data to determine if student needs were met.		Campus IEP manager SPED resource and co-teachers Principal	STAAR Data			

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8) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements. (What is your campus plan and timeline to meet this expectation.) Campus IEP manager will meet with staff to discuss and train counselors and staff on adherence to timelines and compliance requirements.		Campus IEP manager Principal	Timelines are met			
System Safeguard Strategies 9) STATE COMP ED - Provide supplemental At-Risk serviceslsupport in the content areas: * Language Arts * Math * Science * Social Studies * LEP (Describe how iCoaches and other support staff are being used on your campus to meet this expectation.) Students who are at risk will receive a double block of each reading and math. Teachers in all content areas will focus on literacy, providing students multiple opportunities per class period for authentic reading, writing, speaking, and thinking, as well as processing breaks through insturctionl.	1, 2, 9	Principal AP's Instructional Coach Teachers	STAAR Achievement 2015			
10) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: manipulatives, literacy materials, STAAR support, bilingual materials After-school extended day Summer School Computer assisted instruction includes: Compass,, Larsens Math, Fast Math, etc... (Identify the materials appropriate to your campus from the list that can be used to meet this expectation. Describe how and by whom these will be used on your campus.) The ACE program will provide extended day for students. All teachers are required to provide tutoring one day a week for each content area, as well as ICU for students who did not complete their assignments. Students will use Think through Math and Reading A-Z to improve their skills.		Principal AP's Instructional Coach Teachers	STAAR Data			

11) CAMPUS VOLUNTEER/PARTNERSHIP - Develop, monitor, and evaluate campus volunteer/partnership programs that include: (1) recruitment, (2) training/support, (3) recognition of volunteers/partnerships. (Complete this activity by describing how you will meet this expectation on your campus.) The parent Liaison at NMS is in charge of the volunteer/partnerships . She recruits, trains, and supports the mentors throughout the school year!	6	Parent Liaison Prinicpal	Increased Mentors			
System Safeguard Strategies 12) TITLE II, A - Provide professional development that increases knowledge and skills related to: * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * DDI * Problem-Based Learning * Co-Teach Training * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up. (Using this list of activities, select those that will be implemented on your campus. Delete the other activities. Provide specific information about how you will structure staff development.) Teachers will meet biweekly with their manager to discuss students, instructional strategies, student achievement, and the use of CHAMPS. These conversations will be based on weekly classroom visits and student data from those classrooms. Literacy is the focus - so how is the teachers having students read, write, speak, and think every day. All conversations will be centered around this.	1, 2, 9	Principal AP's Instructional Coach Teachers	STAAR Data			
13) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration. (Complete this activity by describing how you will meet this expectation on your campus.) Teachers are expected to use the lesson cycle for each lesson. During the weekly visits, this will be part of the look fors, as well as discussion during the 03's.		Principal AP's Instructional Coach Teachers	STAAR Data 2015			

14) Provide support for new teachers with ongoing mentoring and planning with certified staff. (Complete this activity by describing how you will meet this expectation on your campus.) Each Friday there is a new teacher meeting. The topics are assigned to be timely and according to what is coming up.	5	Principal AP's	Satisfaction survey			
15) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on the campus webiste. (Complete this activity by describing how you will meet this expectation on your campus plan.) Website is maintained. PD for staff to help retain staff.	4, 5	Principal AP's	Retention rate of teachers			
16) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school. (Complete this activity by describing how you will meet this expectation on your campus.) Use the Parent Liaison, Spanish teacher, and parents to work with community to continue to build strong bonds with community.		Principal Parent Liaison CIS worker Teachers Spanish Teacher	Survey			
17) Identify students eligible for Pregnancy Related Services and provide a support system that includes - but is not limited to - counseling, career guidance, school/other health-related services, transportation, parenting, job-readiness training, childcare, home instruction. (The nurse , couselors and administartors join forces to assits any student in this situation. We also receive District support in this area.)		Nurse Counselors Principal AP's Teachers	Students using the services and remaining successful			
18) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students. (Select at least one area of focus from the list and describe how you will implement this on your campus.) Work with certified GT teachers to differentiate for the GT students.		Instructional Coach Principal GT certified teachers	GT students scores			

19) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education. (Complete this activity by describing how you will meet this expectation on your campus.) Check in with teachers to make sure differentiating is taking place.		Instructional Coach	classroom observations			
20) GIFTED AND TALENTED - Conduct annual G/T evaluationby following the districtwide procedures for referral, testing, and nomination of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted. Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements. (Complete this activity by describing how you will meet these expectations on your campus.) At faculty meeting - share identification techniques to find GT students in poverty. Hold annual parent meeting. Follow all procedures		Counselor for GT	identification of GT students			
21) COORDINATED SCHOOL HEALTH (CSH) and CIP: Steps to incorporate CSH - 1.Review the School Health Index completed by the C-SHAC 2.Identify focus area(s) for campus 3.Choose focus area(s) to place in this area of Required Elements 4.Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: a.District Five Year Goal Campus Survey b.School Health Index c.SEL/40 Developmental Asset Survey		Nurse Staff member Principal Health Fitness Teacher	Successful completion of all School Health endeavors			
22) Review and revisit both the Home/School Compact and Parental Involvement Policy: *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document (This activity is completed in the first 9 weeks of school with a meeting held to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio.)	6	Principal AP Parent Liaison	Parent Compact complete			

23) Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings. (The Title I annual meeting will be held during a Parent Coffee to which all parents will be invited. The above topics will be served.)		Principal Parent Liaison	attendance at Annual meeting			
	✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✘ = Discontinue					

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	Teachers will use formative assessment to track and monitor student achievement. Teachers will use this data to inform instruction, whether small groups are needed, or reteaching whole group. Teachers will use on level books from Reading A-Z, as well as AIMS web to work with students on their instructional level and to track their progress. Students will Accelerated Reader to track their progress.
2	1	1	Teachers will use a large variety of reading materials to work with all students every day in every class to make Literacy the focus at NMS. Teachers will model and share their thinking and their strategies on how they attack close reading.
3	1	1	Teachers will work with students in small groups to accelerate learning. Students will continue their learning when they are not with the teacher by working on various web sites that will further their achievement. Teachers will track this learning.
3	1	2	8th grade Teachers and students will have use ScribeSense grading software to give students feedback on all assignments. Teachers will create data reports, item analysis reports, and drive instruction based on student achievement.
4	1	2	Teachers will attend Professional Development in their content area to increase student achievement.
5	1	2	Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified. (Provide specific information about the remediation and monitoring of SSI students on your campus.) Students who did not meet the requirements for promotion in each grade will receive accelerated instruction in their ELA and math classes. These classes are double blocked and students will receive 110 minutes daily of reading, writing, and math. Teachers will work with students on close reading, modeling their thinking, and providing multiple opportunities for students to read, write, and think each day in each class.
5	1	9	STATE COMP ED - Provide supplemental At-Risk serviceslsupport in the content areas: * Language Arts * Math * Science * Social Studies * LEP (Describe how iCoaches and other support staff are being used on your campus to meet this expectation.) Students who are at risk will receive a double block of each reading and math. Teachers in all content areas will focus on literacy, providing students multiple opportunities per class period for authentic reading, writing, speaking, and thinking, as well as processing breaks through insturctionl.

Goal	Objective	Strategy	Description
5	1	12	TITLE II, A - Provide professional development that increases knowledge and skills related to: * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * DDI * Problem-Based Learning * Co-Teach Training * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up. (Using this list of activities, select those that will be implemented on your campus. Delete the other activities. Provide specific information about how you will structure staff development.) Teachers will meet biweekly with their manager to discuss students, instructional strategies, student achievement, and the use of CHAMPS. These conversations will be based on weekly classroom visits and student data from those classrooms. Literacy is the focus - so how is the teachers having students read, write, speak, and think every day. All conversations will be centered around this.

Campus Funding Summary

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	videos, articles, books, software	6399, 6397, 6494	$7,250.00
1	2	1	Materials and Supplies	6399	$5,845.17
1	3	1	Title Funds	6299, 6399	$16,556.54
2	1	1	Books, Articles, Leveled Books, hardware	6329, 6397, 6398	$6,778.05
2	2	1	ScribeSense, Supplies and Materials	6398, 6399	$3,500.00
2	3	1	Professional development	6411, 6112, 6116	$26,072.00
2	4	1	Calculators, computers	6398	$13,929.00
2	5	1	software, supplies and materials	6397, 6399	$2,500.00
3	1	1	Supplies and Materials, Tutoring	6299, 6116	$4,666.20
3	1	3	Interactive Projector	6398	$2,502.00
3	2	1	Supplies and Materials	6399	$5,000.00
3	3	1	LiveSchool, ACE program	6116	$3,500.00
4	1	2	Substitutes, Professional Development	6112, 6411	$6,500.00
4	2	1	Supplies and Materials	6399	$3,500.00
4	3	1	Parent Liaison, CIS worker	6119	$58,402.00
5	1	3	Software, Hardware, Supplies and Materials	6397,6398.6399	$5,000.00
5	1	5	Region IV	6411	$1,000.00
				Sub-Total	$172,500.96

211 - Title I, Part A - Focus Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	AIMS Web, Reading A-Z, Accelerated Reader, Materials and Supplies, TEKSing through TAKS	6397, 6399, 6116	$12,776.00
3	1	2	Software	6397	$900.00
3	2	1	supplies and materials	6399	$3,500.00

3	3	1	Teacher pay for tutoring	6116	$4,475.00
				Sub-Total	$21,651.00

255 - Title II, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	At-Risk		$4,700.18
				Sub-Total	$4,700.18
				Grand Total	$198,852.14