

Campus Improvement Plan

School of Science and Technology

Discovery



2015-2016

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School of Science and Technology Discovery

Our Vision

The vision of School of Science and Technology Discovery (SST Discovery) is to prepare students for academic success in their future education, enable students to have a broad spectrum of options for their future endeavors, and prepare them to be responsible and productive citizens.

SST DISCOVERY

Each child has an inherent curiosity and love of learning; and each has a unique intelligence, capability, and learning style. With this in mind, we will create a student-teacher-parent/guardian triad. Our students will strive toward their highest levels of capability with an education addressing their individual learning styles, thus fostering within them a life-long love of learning.

The Purpose

SST DISCOVERY is to foster productive attitudes toward work, community, school, friends, and self. With a deep respect for family, school and community, the ideal SST DISCOVERY student will have the capacity to appreciate the opportunities life affords and to show a willingness to sacrifice for the common good as well as personal fulfillment.

These attitudes are instilled most effectively through adult role models. In addition to being crucial to the implementation of SST DISCOVERY's vision, our staff will provide the most immediate role model for our students. Thus, the staff will be meticulously selected, trained, and held to the highest standards of conduct.

By meeting its objectives, SST DISCOVERY will provide children with a positive educational and social experience in a structured, challenging, and yet nurturing environment. It will be a community in which students, teachers, and parents are jointly aware of and committed to the mission of the school.

School of Science and Technology Discovery

Campus Need Assessment Summary 2015-2016

SST-Discovery (SST-D) is one of 2 campuses in the SST-Discovery charter school district. SST-Discovery opened its doors in 2008-2009 and currently serves students in grades K to 8. SST-D serves about 410 students in grades K to 8. Five years ago, 311 students were served by the campus, which is in an increase of 32%. See table-1 for campus demographics. Students in K-2nd grades are self-contained, students in grades 3rd, 4th and 5th are taught by team teaching strategies, and students in grades 6th, 7th, and 8th are departmentalized.

Table-1

Criteria	Male	Female	Hispanic	White	Black	Asian	Native	Free Lunch	Reduce Lunch	Paid Lunch
SST-Discovery	53.4%	46.5%	67.0%	16.5%	10.0%	6.1%	0.2%	51.0%	11.7%	37.3%

SST- D employed 34 staff members during the 2014-2015 school year, of which 3 of them were administrative staff (school leadership), 6 were paraprofessional support, and 31 of them were teaching staff. All of teachers and paraprofessionals were highly qualified. See table-2 for information breakdown.

Table-2

Ethnicity	
Hispanic	48.5%
White	48.2%
Native	0%
Black	3.2%

Gender	
Male	16.2%
Female	83.8%

Experience	
Beginning	29.1%
1-5yrs	70.9%
6-10yrs	0%
11-20yrs	0%

Education	
Bachelor	87%
Master	13%
PhD	0%

The overall mobility rate for the campus is approximately 31%, with a drop-out rate of 0%. The average daily attendance rate for students is 95.12%. The average daily attendance rate for staff is 97.7%.

There are a total of 27 students that were placed in out of school suspension (OSS) this year (see table-4 for grade level OSS breakdown). The number of out of school suspensions decreased from 71 in 2013-2014 to 27 in 2014-2015.

Table-4

Case	Total	KG	1	2	3	4	5	6	7	8
OSS	27	3	2	2	4	3	0	0	13	0

SST-D served 41 English Language Learner (ELL) students, 41 students in the English as a Second Language (ESL) program, 56 students in the Gifted and Talented program, 15 students in Section 504 Disabilities Act program, students in the RtI program, and 26 students in the special education program. Students in the special education program consisted of 6.3% of the student population. Two students were tested, but the students did not qualify for special education services.

Our School-wide Title I program consists of intervention classes built in the master schedule of the campus. The “custom day” program schedules in class time for data driven instruction to be provided to students that are struggling in math and reading. The intervention classes will allow students to have additional instructional hours with certified teachers that will provide intensive instructional support using data driven instruction and researched based instructional strategies. In addition, professional development opportunities will be provided to teachers to learn best teaching practices to close the academic gaps for all students.

The Title III program consists of providing additional support to our ESL students through the ESL department by ESL teachers. Teachers will be provided with professional development opportunities to address the learning needs of the ELL students. Students in the special education program will receive intensive instructional support form certified special education teachers, highly qualified paraprofessionals, and related services personnel (contracted). These services are necessary as determined by the Admission, Review, and Dismissal committee to close the achievement gaps. Our GT program will provide advanced courses, such as Science Olympiad, Robotics, Math counts, and Advanced Fine Arts to students. Students in the GT program will also be provided enrichment/research classes in their areas of academic strengths and interests.

The campus improvement council looked at the following data: Student & Staff Demographics, FSP Analysis, STAAR Results, NWEA results, Practice STAAR tests, Benchmark Tests, Student & Staff Attendance, Parent Conferences, Classroom & School Walkthroughs, Curriculum, and Highly Qualified Summary Reports. Committees were formed to look for areas of needs and prioritize to come up with support.

School of Science and Technology Discovery Campus Improvement Council

Parent Representative

Rodney Rogers	Parent
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Committee Representatives

Yvette Alvarez	Principal
Musa Baki	Assistant Principal-Dean of Academics
Jessica Romero	Vice Principal- Dean of Students
Brianna Brown	Operations- Finance Manager
Clayton Fowler	English Language Arts-Reading Department Head/Teacher
Corinne Wall	Mathematics Department Head/Teacher
Lesley Benavides	Science Department Head (Grades 3-5)/ Teacher
Christopher Caballero	Computer Teacher / IT

The summary of the data showed:

Area Reviewed	Summary of Needs	Priorities
Demographics	<p>What were the identified needs?</p> <ul style="list-style-type: none"> • The average daily attendance rate needs to increase to 97% • Increase female student population to at least 50% • Increase enrollment numbers • The school's mobility rate was 31 percent • Decrease student attrition rate to 15 percent • Employ a diverse staff that reflects the diversity of the student body 	<p>What are the priorities for the campus, including how federal and state program funds will be used?</p> <ul style="list-style-type: none"> • Campus wide initiatives and incentives will be created to increase attendance rates • Market female students to encourage them to apply for enrollment. Encourage female students to remain enrolled at the campus • Increase enrollment numbers of white, African American and Asian students • Stabilize student enrollment numbers. Decrease student withdrawals during the year by creating a strong, collaborative school community • Increase accountability ratings • Recruit and hire a diverse staff population • Recruit and hire additional highly qualified male teachers in elementary grades • Increase school's community involvement with subgroups to encourage student enrollment • Employ highly qualified paraprofessionals to assist with the increased demands of student enrollment in the kindergarten general education classroom

<p>Student Achievement</p>	<ul style="list-style-type: none"> • Increase overall STAAR Math percentage at Phase-In Satisfactory or above to 88% • Increase STAAR Reading percentage at Phase-In Satisfactory or above to 90% • Increase STAAR Science percentage at Phase-In Satisfactory or above to 86% • Increase STAAR Social Studies percentage at Phase-In Satisfactory or above to 79% • Increase STAAR Writing percentage at Phase-In Satisfactory or above to 90% • Improve promotion rate of all students to 100% • Continue Intervention & Enrichment Classes • Identify at-risk students early • Increase rigor and relevance in courses • Increase STAAR percentage at Postsecondary Readiness Standards in Reading, Writing, Science, Math, and Social Studies 	<ul style="list-style-type: none"> • Students that failed a STAAR math and/or reading assessment will be assigned reading and/or math intervention classes. • NWEA MAP assessments will be used to identify struggling students and gifted students • NWEA MAP assessments will be used as a tool to diagnose all students' areas of academic weaknesses • A RTI program will be implemented. An additional RtI teacher will be hired • Student data will be used by teachers to provide data driven instruction • Teachers will have time allocated within department meetings to disaggregate student data • Schedule time during the teacher work day to allow increased collaboration among special programs teachers (special education, GT and ESL) and general education teachers to plan on ways to increase special programs students' achievement • Use student data to prescribe intervention and/or enrichment classes for students in grades 3-8 • Hire more paraprofessionals and tutors to assist teachers with small group intensive instructional support • Vertical and horizontal planning within content departments to identify curriculum gaps • Students in enrichment classes will be provided learning activities that expand on the TEKS in Math and Reading • Teachers will require professional development sessions in differentiation
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Student Achievement	<ul style="list-style-type: none"> • Increase STAAR percentage at Advanced Standards in Reading, Writing, Science, Math, and Social Studies • Increase STAAR percentage that met or exceeded progress in Reading, Writing, and Math 	<ul style="list-style-type: none"> • A campus wide literacy skills program such as Accelerated Reader needs to be implemented to increase overall students' reading skills. • Educators should attend professional developmental sessions prior to starting the school year in the following areas: Unwrapping TEKS, classroom management, high yield strategies, and higher order questioning • Students in enrichment classes will be provided data driven instruction to identify and target TEKS strands that the student did not master • Hire highly qualified paraprofessional to meet the needs of students that participate in the special education program and the various instructional settings
School Culture and Climate	<ul style="list-style-type: none"> • Increase communication to families to involve them in extracurricular activities and academic events • Locate a counselor or a social worker to meet the social and emotional needs of students • Increase frequency of staff meetings • Increase frequency of colleague to colleague shared learned practices acquired from workshops and other professional development • Increase parent involvement • Increase staff cohesiveness 	<ul style="list-style-type: none"> • Encourage families to sign up on the school remind 101 application to increase communication between school and home • Give out school newsletters to all students every Wednesday • Reach out to agencies or educational institution that provide free counseling services to student on campus • Create a staff meeting schedule and meet at least twice a month • Plan for days during the work day to have colleagues share best practices that they learned at professional development workshops • Establish a Parent Teacher Organization (PTO) to encourage parent involvement on campus • Hire a community outreach liaison • Increase team building activities

**Staff Quality/
Professional
Development**

- Increase formal observations and provide immediate feedback
- Provide teacher support when needed as early as possible
- Plan for Professional Development workshops for teachers throughout the year
- Encourage teachers to voice their concerns/opinions about campus issues/improve instruction
- Core general education teachers need supplemental ESL certificates
- General education teachers need training on how to implement researched based instructional strategies to target the learning needs of students in the ESL and special education program
- Increased in-house staff meetings and trainings
- Stabilize teacher retention
- Need a teacher mentor program
- Online professional development modules

- Increase frequency of formal and informal observation
- Provide immediate feedback on observations with clear goals and expectations
- Building leaders (administrators, department heads, specials program coordinators, central office leaders) will collaborate and plan for professional development workshops
- Use teacher surveys and TAPR reports to assist in planning for professional development workshops
- Teachers will attend RTI/GT/Special education, ESL workshops before and during the school year
- Encourage teachers to voice their concerns during staff meetings and department meetings
- Provide monetary incentives for teachers to obtain ESL certifications
- Train general education teachers on researched based instructional strategies to target the learning needs of students in the ESL and special education program
- Professional development on differentiated instruction and implementation in the classroom
- Encourage teachers to share learned practices with colleagues and provide professional development opportunities when needed
- Teacher's need professional development in implementing 21st Century Skills learning in lesson delivery and instruction
- Decrease teacher mobility through campus induction program and stipends for teachers
- Create a formal written mentoring program
- Use Teachscape -an online professional development program

**Curriculum,
Instruction,
Assessment**

- District assessments are not always aligned with instructional curriculum
 - Continue to improve RtI program
 - The RtI paperwork provided by Central office is unclear
 - Teachers are unsure as to how the RtI process works
 - Teachers are unsure as to how to implement researched based instructional strategies for students in Tier I
 - Increase vertical and horizontal alignment
 - Increase rigor and relevance of lessons and learning tasks
 - Increase instructional time beyond the school day
- Hire an instructional coach

- Use teacher created assessments or other instructional materials assessments and resources to fully assess students on curriculum
- Communicate with Academic Dean/Central Office about assessments not aligning with scope and sequence
- RtI teachers will attend professional workshops to work on ways to steadily improve the RtI program
- Professional development on differentiated instruction and implementation in the classroom
- Research successful RtI tools and implement them on campus
- Train teachers on how to use the data to identify students that need to be referred to the RtI program
- Staff will be trained on how to implement various researched based instructional strategies to meet the needs of struggling students and students in Tier I, Tier II, and Tier III
- Teachers will meet collaboratively vertically and horizontally to bridge gaps in the instructional curriculum and ensure TEKS alignment
- Train new teachers on how to use assessment data to target instruction to meet their students' needs
- Provide teacher training on Blooms Taxonomy Higher Order Questions, and Marzano's High Yield Strategies to maximize student engagement, a positive learning environment, higher order thinking skills, problem solving and critical thinking skills
- Educators need support in preplanning instructional design and delivery that incorporates a 5E model
- Educators need to learn how to differentiate for special populations such as ELL's, GT students, and students with disabilities

Curriculum, Instruction, Assessment		<ul style="list-style-type: none"> • Provide intensive instructional support to students in after school tutoring and Saturday tutoring • An educational coach is needed to educate teachers on how to improve the quality of teaching
Family and Community Involvement	<ul style="list-style-type: none"> • Build a strong, positive relationship between students, parents, and teachers • Increase communication between parent and school • Increase community involvement • Increase family events at school • Create a formal PTO • More parental involvement in classroom • School counselor or social worker needed to address the various emotional and social needs of students • Encourage families are limited English proficient to attend school wide events 	<ul style="list-style-type: none"> • Increase home visits • Send school newsletters via email to families • Conduct all-calls to families to communicate important events. • Post important events on school website • Increase the frequency of evening family nights • Involve PTO and parent volunteers in s school activities • Locate a licensed school counselor or social worker to help with growing student issues • Consistently use translator service/translator to facilitate communication between staff members and parents who do not speak English

School Context and Organization	<ul style="list-style-type: none"> • Departments need common planning times • Teacher Mentor Programs • Need materials and supplies for extracurricular activities • Need cover for playground/field area • Need a gymnasium for P.E. classes and sports • Need community involvement in site based decision making (SBDM) committees • Teacher leadership trainings customized for the school • Encourage teachers to become campus leaders • More classrooms to accommodate growing student body 	<ul style="list-style-type: none"> • Create a master schedule to accommodate common department planning times • Formal Mentor Program was introduced and established • Purchase materials for extracurricular activities • Hold fundraisers to increase activity fund monies to support extracurricular activities • Use the unused building space to build a gymnasium • Purchase large shades structure to cover the playground areas • Build a gymnasium • Purchase benches for the playground area • Involve parents and community leaders in school • Send teachers to leaderships camps • Provide incentives for teacher leaders to obtain masters degrees that is pertinent to school organization and leadership • Build more classes
Technology	<ul style="list-style-type: none"> • Need more Chromebooks and computers for student and staff use • Need more computers/Chromebooks to assist with supplemental programs in intervention classes • Need to set up Google classroom accounts for students • Student computer lab accessibility • Increase cybersecurity 	<ul style="list-style-type: none"> • Purchase additional computers in the classrooms and lab; more technology in general (smart boards, doc cameras, iPad, wireless pads and tablets etc.) • Update operating software • Purchase Chromebooks • Set up google classroom accounts for students • Build another computer lab • Purchase cybersecurity • New computers in the classrooms and lab; more technology in general (smart boards, doc cameras, iPad, mimeo pads etc.)

Technology	<ul style="list-style-type: none"> • Provide every teacher with technology such as iPads, smart boards, projectors, document cameras 	<ul style="list-style-type: none"> • Training for teachers on how to use equipment and software
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CAMPUS IMPROVEMENT PLANNING for SY 2015-2016

Target Area: Student Achievement

Goal 1. Student Achievement: All students will demonstrate success on all areas of the state mandated tests. **Goal 1. Student Achievement:** A rigorous TEKS standards based curriculum will be taught to all students. Students will demonstrate high achievement and success on all areas of the state mandated tests.

Objective 1-1. All students will be taught, monitored, and assessed using the Texas Essential Knowledge and Skills (TEKS) at a percentage of 100% in English Language Arts-Reading, Mathematics, Science and Social Studies.

Objective 1-2. 90% of all students and student groups participating in STAAR will meet or exceed the minimum performance standards in Reading/ELA.

Objective 1-3. 88% of all students and student groups participating in STAAR will meet or exceed the minimum performance standards in Mathematics.

Objective 1-4. 85% of all students and student groups participating in STAAR will meet or exceed the minimum performance standards in Science.

Objective 1-5. 86% of all students and student groups participating in STAAR will meet or exceed the minimum performance standards in Social Studies

Objective 1-6. All students will meet or exceed their personal Healthy Fitness Zone standards.

Strategies	<ol style="list-style-type: none"> 1-1. Rtl program will identify struggling students. 1-2. Reading and math interventionists will be hired. 1-3. Middle school students will receive additional Math & Reading hours during the school day. 1-4. Teachers will use data driven instruction. 1-5. PE teacher will ensure that all the students participating PE classes will reach their Fitness Gram goals by the end of year 1-6. Inquiry based, hands on instruction at all levels and all student groups will be provided in all Science classes. 1-7. Teachers will collaborate in data meetings to plan on how to increase student learning of all students including students in special programs.
Financial Resources	General state funds, Title I P A Federal Fund, Title II P A Federal Fund, Title III Federal Fund
Additional Resources	General classroom assessments, grades, student portfolios
Monitoring Timeline	Every 9 week period
Formative Evaluation	Benchmarks, MOCK STAAR tests, STAAR, TELPAS, Benchmark Results, NWEA MAP
Summative Evaluation	STAAR,TAPR,PBMA, TELPAS, Fitness Gram
Project Managers	AP assessment, Department Heads, PE Teacher

Target Area: Attendance

Goal 2. Attendance: School of Science and Technology Discovery students will maintain a high attendance rate

Objective 2-1. School of Science and Technology Discovery students will maintain an attendance rate of 96.5% for the school year.

Strategies	<p>2-1. Call immediately when a student is absent in the morning of each regular day.</p> <p>2-2. Discuss the importance of attendance during parent/teacher conferences.</p> <p>2-3. Provide incentives to students who maintain perfect attendance. Students with perfect attendance are recognized after every grading period and at the end of the school year.</p>
Financial Resources	General state funds
Additional Resources	School database, School Messenger
Monitoring Timeline	<p>Absences daily</p> <p>Attendance every 9 week period</p> <p>Tardies and perfect attendance at the end of every 9-week period.</p>
Formative Evaluation	Attendance reports
Summative Evaluation	TAPR
Project Managers	Dean of Students and Attendance, Clerk

Target Area: Safe Schools

Goal 3. Safe Schools: Safe Schools: All students will be educated in a safe, nurturing, and supportive environment of mutual respect.

Objective 3-1. Objective 3-1 School of Science and Technology Discovery will provide a safe, disciplined, and drug-free environment.

Strategies	<p>3-1. Find ways to modify student behavior as an alternative to suspensions.</p> <p>3-2. Use a campus wide initiative to build character and encourage understanding and cooperation among all students.</p> <p>3-3. The school safety committee will continue to review, revise and oversee the implementation of school safety.</p> <p>3-4. Provide staff development in safe schools such as violence prevention, conflict management, bullying, cyber bullying, discipline management, DPS and PRS system of school, and CPI training.</p>
Financial Resources	General state funds
Additional Resources	Character Education Campus Wide Initiatives, Student Handbook
Monitoring Timeline	August – June
Formative Evaluation	Discipline referrals, DPS and PRS point System
Summative Evaluation	End of year committee meetings
Project Managers	Dean of Students, School Nurse, Student Response Team, RtI Committee

Target Area: Technology

Goal 4. Technology: All students will become computer literate so that they will become part of the digital revolution.

Objective 4-1. Every classroom will have a document camera and at least two desktops for student's use.

Objective 4-2. All core course teachers will have interactive white boards in their classrooms.

Objective 4-3. Every student will have access to I-Pad and a Chrome book

Objective 4-4. 100% of teachers will be trained on how to utilize technology in the classroom instruction.

Strategies	<p>4-1. Provide staff development on utilization of technology in all classrooms as an important tool of learning and teaching.</p> <p>4-2. Additional technology tools will be purchased, such wireless tablets and document cameras</p> <p>4-3. 100% of all core course teachers will utilize school database and website to effectively communicate the homework, resources, and updates for their courses with parents and students.</p>
Financial Resources	General state funds, Title I P A Federal Fund
Additional Resources	None
Monitoring Timeline	Semester
Formative Evaluation	Campus technology Plans
Summative Evaluation	Campus technology Plans
Project Managers	Principal, Director of Finance, and Technology Coordinator

Target Area: Extracurricular Programs

Goal 5. Extracurricular Programs: Students will be given the opportunity to expand their knowledge in the subject of their interest beyond curriculum level.

Objective 5-1. Increase student participation in extracurricular programs offered by the school

Objective 5-2. Increase parent participation to volunteer their time to support school extracurricular programs

Strategies	<p>5-1. Offer high quality academic programs and prepare students to take participation in various competitions i.e.,</p> <ul style="list-style-type: none"> ○ Math Counts, Science Fairs; Exxon Mobil Texas Science and Engineering Fair, ISEF, I-SWEEEP, Science Olympiad, Robotics competitions ○ Spelling Bee, Geography Bee, School Newspaper, Student Council, etc. <p>5-2. Offer athletics clubs to students.</p> <p>5-3. Encourage parents, community members to coach school sports team.</p>
Monitoring Timeline	Semester
Formative Evaluation	Student surveys
Summative Evaluation	Accomplishments at various city, state, and international competitions, student surveys
Project Managers	Principal, Assistant Principals

Target Area: Parent and Community Involvement

Goal 6A. Parent Involvement: Parents will be encouraged to increase involvement in student learning and school activities.

Goal 6B. Community: The school will build and maintain positive relationships among all school and community members

Objective 6-1. Increase parent participation to teacher parent conferences and social events at school.

Objective 6-2. School information and events will be communicated via the school newsletter. The school newsletter will be available electronically and in paper form.

Objective 6-3. Increase collaboration with community, colleges, and companies to support student achievement.

Strategies	<p>6-1. Invite parents to academic, social, and cultural events at school</p> <p>6-2. Organize informational nights at school including college night, middle school programs.</p> <p>6-3. Provide communications to parents regarding school programs, meetings, and activities through variety of communication tools including school website, newsletters, email, and phone announcements, and campus meetings.</p> <p>6-4. Organize parent teacher conferences at least 2 times in a school year</p> <p>6-5. Provide opportunities and encourage participation in school activities such as,</p> <ul style="list-style-type: none"> ○ Field trips, Meet the Teacher Day, Parent Information Nights, Grade Level Programs, Award Ceremonies, Science Fair, and cultural awareness activities (Hispanic Heritage Month, Black History Month, etc.) <p>6-6. Encourage parents to volunteer at school</p> <p>6-7. Organize home visits. Encourage teachers to schedule home visits to all, including economically disadvantaged students particularly to those who reluctant to participate school programs.</p> <p>6-8. Publish a newsletter in English and Spanish, and distribute every Wednesday.</p> <p>6-9. Retain and expand the partnership with</p> <ul style="list-style-type: none"> ○ UTSA and other colleges and universities ○ Leon Valley Chamber of Commerce ○ City of Leon Valley
Financial Resources	General State Funds, Title I
Additional Resources	Campus Key communicators, Safe school Plan, Technology
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record campus communication, Website information current and accurate
Summative Evaluation	Parent surveys, Faculty and staff surveys
Project Managers	Principal & PTO President

Target Area: Closing Achievement Gap

Goal 7. Closing Achievement Gap: Students in the special education program, English Language Learner students (ELL's), at risk students, economically disadvantaged students, African American students, and Hispanic students will receive a targeted instruction that will narrow the achievement gap.

Objective 7-1. 85% of special education students will demonstrate mastery of 85% of their educational goals as outlined on their IEPs.

Objective 7-2. 85% of Economically Disadvantaged, African American, ELL's, and Special Education students will meet or exceed performance standards on all Texas Statewide Assessments in the areas of Reading/ELA, Writing and Math, Science and Social Studies.

Objective 7-3. The RtI process will be streamlined to provide identify students that need academic support and interventions.

Strategies	<p>7-1 Vertical alignment of instruction with the TEKS; teachers will utilize the scope and sequence determined by the district</p> <p>7-2 Determine the students at risk at all subjects and begin intensive RTI programs utilizing a push in approach in which differentiation occurs in the classroom</p> <p>7-3 Saturday school will be offered as necessary.</p> <p>7-4 Provide staff development for teachers that will address the needs of students in the following programs: ELPS, RTI, Gifted and Talented, special education, ESL, at risk, and 504-Dyslexia.</p> <p>7-5 Implement the ELPS as an integral part of all core subjects.</p> <p>7-6 Provide staff development to raise awareness on making appropriate assessment (STAAR) decisions for students receiving special education and ESL services.</p> <p>7-7 ESL instruction will be focused on oral language, reading and writing through concept development based on regular classroom objectives and student data.</p> <p>7-8 All modifications for ELL students will be based individual student data.</p> <p>7-9 Ongoing training will be provided for Special Education Staff to ensure compliance with policies, procedures, and timelines of Federal, State, and local programs.</p>
Financial Resources	General State Funds, Title I A Federal Funds, IDEA –B Federal Funds
Additional Resources	TEKS, Federal Programs guidelines, STAAR DCCM, LPAC Manual, Special Education Procedural Safeguards, Section 504 ADA
Monitoring Timeline	Every 9 week period
Formative Evaluation	Benchmarks, MOCK TAKS tests, STAAR student data, NWEA MAP, student grades, student portfolios, TELPAS
Summative Evaluation	STAAR, TAPR, PBMAS,
Project Managers	Principal, Assistant Principals, General Education Teachers, Special Education Program Staff, RtI Staff, ESL Program Staff

Target Area: Highly Qualified Teachers

Goal 8. Highly Qualified: All students will receive classroom instruction from professional, dedicated, and highly qualified faculty.

Objective 8-1. 100% of all teachers will participate in relevant staff professional development days.

Objective 8-2. 100% of core course teachers will participate in summer workshops provided by Education Region Centers or other educational institutions.

Objective 8-3. The campus will continue to offer salary stipends to attract highly qualified candidate in critical subject areas.

Strategies	<ul style="list-style-type: none"> 8-1. Make sure that all teachers and paraprofessionals attain the highly qualified status. 8-2. Organize job fair to recruit highly qualified personnel. 8-3. Provide staff development opportunities at cluster meetings, summer workshops, and during the year on best practice instructional strategies. 8-4. Provide staff development for all teachers on strategies to teach ELL students. 8-5. Provide opportunities for contracted instructional coaches, cluster department heads and department heads to observe teachers in the classroom and give individual feedback. 8-6. Provide opportunities to teachers to participate state wide, or national teacher conferences such as NSTA, AP College Board, etc. 8-7. Provide time opportunities for new teachers to observe master teachers in the classroom. 8-8. Provide social events and team building activities for teachers and staff to motivate. (Faculty lunch, staff picnic, etc.) 8-9. Provide a formal induction program for beginning teachers. Increase number of teachers/administrators with Special Program qualifications/Certifications, e.g., Bilingual/ESL, Special Education, etc. 8-10. Increase number of teachers and administrators with Special Program Qualifications/Certifications. 8-11. Provide teachers time for lesson study for vertical alignment to prepare students for academic readiness standards. 8-12. Stipends will be paid to teachers instructing critical subject areas.
Financial Resources	General State Funds, Title II P A
Additional Resources	
Monitoring Timeline	Ongoing
Formative Evaluation	End of year
Summative Evaluation	Personnel files
Project Managers	Principal, Assistant Principals

Target Area: Transition Programs

Goal 9. Transition Programs: A literacy and math assessment program will be used to identify kindergarten students that struggle in reading and math(SST Discovery does not provide a pre-kindergarten program.)

Objectives 9.1: Objectives 9.1: Kindergarten students that struggle in reading and math will be identified upon enrollment.

Strategies	<p>9.1 Plan, implement, and evaluate the transition kindergarten activities</p> <p>9.2 Encourage collaboration among teachers, students, and parents.</p> <p>9.3 Use early reading and math instruments to identify kindergarten students with reading and math struggles.</p> <p>9.4 Continue to monitor the identified students as they move on to the next grade.</p>
Financial Resources	Title I A Federal Funds, Title II, IDEA –B Federal Funds
Additional Resources	Grades, social and emotional growth
Monitoring Timeline	Every 9 weeks
Formative Evaluation	Rigby, NWEA MAP, other diagnostic math and reading instruments
Summative Evaluation	Rigby, NWEA MAP, other diagnostic math and reading instruments
Project Managers	Principal, Assistant Principals, General Education and Teachers, RtI Teachers

NCLB Formula, IDEA-B

2015-2016

Program/Service	Funds Budgeted 2015-2016
Title I Part A	
Payroll – Instructional Support	\$84,155
Instructional Contract Services	\$365
Instructional Supplies	
Title II Part A	
Payroll – Instructional Support	\$17,927
Instructional Contract Services	\$451
Instructional Supplies	
Title III	
Payroll – Instructional Support	
Instructional Contract Services	\$4799
Instructional Supplies	
IDEA B Formula	
Payroll – Instructional Support	\$39,317
Instructional Contract Services	
Instructional Supplies	

Ten Components of a School Wide Title I Campus

1. Conduct a comprehensive need assessment of the school based on student performance.
2. Reform Strategies: Utilize scientifically researched based reform strategies which strengthen the core academic program in the school and increase the amount and quality of learning time, such as providing before/after school programs and help provide an enriched and accelerated curriculum, address the needs of all children but particularly the needs of low achieving children and those at risk, and determine how the school will measure if these needs are being met.

GOAL: 1,7,9

3. Ensure that all instructional staff is highly qualified.

GOAL: 8

4. In accordance with Section 1119, provide opportunities for professional development with resources provided under this part, and to the extent possible, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or in a regular education program.

GOAL: 1, 2, 3, 4, 5, 6, 7, 8

5. Develop strategies to attract high quality and highly qualified teachers to high need schools and high need areas.

GOAL: 8

6. Develop Strategies to increase parental involvement.

GOAL: 6

7. Pre-school transition

GOAL: 9

8. Provide opportunities for teachers to be involved in the decision regarding the use of assessments described in order to provide information on and to improve the achievement of individual students and the overall instructional program.

GOAL: 1,7,9

9. Describe opportunities that will be provided to students who experience difficulty mastering any of the State's standards required by Section 1111. Students will be provided with effective, timely and additional assistance. This assistance must include measures to ensure that the student's difficulties are identified on a timely basis and provide sufficient information on which to base effective assistance.

GOAL: 1,7,9

10. Coordinate and integrate Federal, State, and Local services and programs, including programs supported under this Act such as violence prevention programs, nutrition programs, Head Start, adult education, vocational and technical education, and job training.

GOAL: 1,3,6,7,8