

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

SWEETWATER MIDDLE SCHOOL

2016-2017



Sweetwater **STRONG**

SWEETWATER INDEPENDENT SCHOOL DISTRICT

SWEETWATER, TEXAS

MISSION STATEMENT

The mission of Sweetwater Middle School is to develop an individual with a positive self-image who has mastered the foundation skills that produce a successful life-long learner.

To achieve this, our school will provide a challenging, interdisciplinary, and relevant curriculum taught by caring, capable professionals in a secure, student centered environment.

SWEETWATER ISD STUDENT EXIT OUTCOMES

By the time students exit Sweetwater ISD, each will:

- demonstrate self-esteem as a learner and person.
- demonstrate general academic knowledge and competencies.
- demonstrate use of extended thinking skills.
- demonstrate problem solving, decision-making, and group process skills.
- utilize and adapt to technological advances.
- show respect and concern for self and others.
- demonstrate social, civic, economic, and environmental responsibility.
- be a self-directed, life-long learner.

SWEETWATER ISD BELIEVES THAT . . .

All Children . . .

- need to be treated fairly and with respect.
- need to feel ownership for their learning.
- learn differently and at different rates.
- can realize success.
- should feel safe at school.
- need to have their basic needs met (educational, physiological & psychological).
- are naturally curious.
- need knowledge applied to real life situations.
- are affected by self-esteem, and self-esteem affects learning.
- learn more if they respect their teacher.
- respond to caring and positive attention.
- will be held accountable for their responsibilities, actions, and success.
- benefit and learn from success and failure.
- must be ready to learn, participate, and be successful.
- need support from home.
- have equal worth and value.
- best exceed in an open, inviting climate of continuous courtesy, and mutual respect.

Effective Instruction Should . . .

- be built on previous learning/knowledge.
- change to meet societal and student needs.
- have purpose.
- be flexible to meet needs of different children.
- include a variety of instructional and learning activities.
- provide gains in knowledge and skills.
- have an intervention plan for failures; teach students to grow from failures.
- be geared for student success.
- be modified for learning styles.
- prepare students for the future.
- provide problem solving and critical thinking skills.

- be enjoyable.
- honor all levels of success.
- provide students opportunities to exceed and reach beyond their grasp.
- prepare students to develop positive attitudes.
- be continually reinforced.

be clear, concise, and focused.

Teachers and Administrators Should . . .

- feel ownership for students' learning.
- use every opportunity to build each student's self esteem.
- hold high, accurate, and flexible expectations for all students.
- provide a majority of class time devoted to actively engaging students in learning activities; decrease seat work time.
- monitor guided practice as it is being completed.
- communicate frequently with students' parents regarding student work and behavior.
- recognize that inappropriate student behavior is reinforced by an adult's caustic, derogatory, emotional, and/or angry response.
- avoid using homework or extra work as a discipline technique.
- continue professional education in instructional techniques and programs.
- teaching and learning research through workshops and seminars and/or college classes.

School Must . . .

- provide a safe, healthy, secure, and nurturing environment.
- be a meaningful workplace.
- promote self-responsibility and respect for others.
- be a cooperative and collaborative system between family, schools, community, and business.
- prepare students to be successful in a real, changing world.
- be a place to be successful.
- serve diverse cultures.

PREFACE

PLANNING AND THE ACADEMIC EXCELLENCE INDICATOR SYSTEM

District-wide planning and campus planning for school improvement are too important to be left to chance. As in any other form of communication, there must be a common language so that everyone will understand what is to be done, what is being done, and what has been done. There should be, without opposing discussion, a central focus on student achievement in all school improvement planning.

With student achievement as their primary focus, district and campus committees plan for increased achievement by developing comprehensive needs assessments and by developing goals, objectives, and strategies for each of the State's Academic Excellence Indicators. This Academic Excellence Indicator System (AEIS) also includes a comprehensive set of assessments of academic knowledge and skills, outcomes for exiting graduates, and participation rates. The base indicators specified in law are as follows:

1. **STAAR:** percent passing
2. **MAPS Testing Dates**
3. **Dropout Rate,** percent

Additional acknowledgment standards include:

1. **Student Attendance,** percent
2. **Special Education**
3. **Highly Qualified Recruitment and Retention Plan**

STATE COMPENSATORY FUNDS

Sweetwater Middle School receives state compensatory education funding which provides significant funding used to increase students' academic achievement. These funds facilitate the education process as shown by the chart below:

TOTAL

\$219,684

Campus	PI 24	PI 26	PI 28	PI 30	PI 31
Sweetwater Middle School	189,484	0	0	0	30,200
Total	189,484	0	0	0	30,200

PLANNING AND APPROVAL

The Comprehensive Campus Improvement Plan was developed collaboratively by the Campus Council.

CAMPUS COUNCIL

<u>NAME</u>	<u>POSITION</u>
Jeff Withrow	Principal
Danette Price	Assistant Principal
Anita Withrow	Counselor
Mickey Scott	Counselor
Monica Rogers	6 th Language/History Teacher
Ed Weaver	6 th Math/Science Teacher
Steve Withrow	7 th Language/History Teacher
Taylor Hamilton	7 th Math/Science
Crystal Hamlin	8 th Language/History Teacher
Rachel Allen	8 th Math/Science Teacher
Ed Weaver	Special Programs Teacher
Sara Guernsey	Special Education Teacher
Tiffany Rawlings	Fine Arts Teacher
Tony Cortez	Coaches
Lyndi Cherry	Business Member
Jeremy Dodd	Business Member
Lisa Martinez	Community Member
Shannon Haseman	Community Member
Danica Mills	Parent
	Parent

Approval: _____
Chairperson, Campus Council

INDICATORS STAAR Results

GOAL #1: In 2016-2017, all student groups will demonstrate a minimum of Level II on state assessments in the areas of Reading, Writing, Math, Social Studies, and Science.

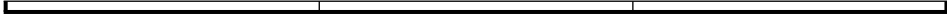
NEEDS ASSESSMENT: * indicates groups that do not count toward TEA rating.

SWEETWATER MIDDLE SCHOOL: STATE ASSESSMENT FOR 2012-2013

SMS Reading			SMS Math		
Population Group	2016 % Met Passing Standard	+/- from 2015	Population Group	2016 % Met Passing Standard	+/- from 2015
All students	65	-9	All students	66	+11
African American*	37	-32	African American*	53	+9
Hispanic	63	-8	Hispanic	65	-3
White	71	-8	White	69	+5
Eco. Disadvantaged	58	-8	Eco. Disadvantaged	60	+8

SMS Writing			SMS Social Studies		
Population Group	2016 % Met Passing Standard	+/- from 2015	Population Group	2016 % Met Passing Standard	+/- from 2015
All students	50	-5	All students	36	-20
African American*	25	-18	African American*	0	-55
Hispanic	47	-4	Hispanic	30	-28
White	54	-12	White	50	-6
Eco. Disadvantaged	45	-6	Eco. Disadvantaged	28	-18

SMS Science		
Population Group	2016 % Met Passing Standard	+/- from 2015
All students*	54	+1
African American*	50	+14
Hispanic*	51	+/-0
White*	61	+1
Eco. Disadvantaged*	45	+/-0



IMPROVEMENT PLAN: STAAR ASSESSMENT

ACTIONS, ACTIVITIES & STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIME LINE		Monitor & Adjust	FORMATIVE EVALUATION
			Implement	Complete		
1. Implement Incentive Plan	STAAR Study Guides and other STAAR preparatory materials. TEKS Resource	*All Teachers & Staff	8/22/2016	5/25/2017		Increased commended standardized testing scores
2. MAPS of TEKS Resource Curriculum for – Reading& Math @ all grade levels (other subjects will test in class)	Eduphoria/Webcatt/TEKS Management System	*Principals *Counselors *Core Teaches	11/8/16,11/9/16 2/7/17,2/8/17	11/8/16,11/9/16 2/7/17,2/8/17		STAAR scores
3. Use Star Math Program to determine appropriate math level for each student. In Resource Lab. Special Education Services/504	Star Math Program	*Principals *All Math Teachers	8/22/2016	5/25/2017		Math tests Six weeks grades
4. Use Star Reading Program to determine appropriate levels for each student.	Star Reading Programs	*Principals *All LA Teachers *Sara Guernsey	8/22/2016	5/25/2017		Reading tests Six weeks grades
5. Promethean boards/Document Cameras, and clicker system or Elmos and projectors in all core classes to stimulate student participation and understanding. I-Pads for 6 th - 8 th grade	General funds High School allotment Technology Grant	*Principals *Technology dept. *Mike Marlett	8/22/2016	5/25/2017		Six weeks grades
6. Utilize C-Scope Management Tool /Math and Science online textbook curriculum to meet new TEKS by all educators	General funds	Principals Technology dept.	8/22/2016	5/25/2017		Training from ESC14 personnel
7. Think Through Math & Go Math	I-Pad App	*Principal *All Math Teachers	8/22/2016	5/25/2017		Student grade sheets Scanned Progress
8. Use the “PEG Writing” program for all grades Language Arts as the primary writing program.	PEG Writing Training	*Principals *7 th grade Language Arts Instructors	8/22/2016	5/25/2017		Lesson Plans and Writing Benchmark
9. Imagine Learning & Compass Learning as remediation and enrichment in the Resource LA and tutorial classes	STAAR Enrichment	*Principals *7 th grade Language Arts Instructors	8/22/2016	5/25/2017		*STAAR Results

ACTIONS, ACTIVITIES & STRATEGIES	RESOURCES	PERSON (S) RESPONSIBLE	TIME LINE		Monitor & Adjust	FORMATIVE EVALUATION
			Implement	Complete		
10. Writing Lab for 7 th grade students	PEG Writing	*McElyea *Boynnton	8/22/2016	5/25/2017		*STAAR Results
11. Following the TEKS Resource System to teach the TEKS and prepare students for the rigor of STAAR.	*Eduphoria/Webcat	*Principals *Anita Withrow *Mickey Scott	8/22/2016	5/25/2017		*STAAR Results
12. Weekly walkthroughs will be completed by the campus Instructional Leaders for academic support.	*Technology Tools *ESC 14	*Principals *Teachers *Kriste O'Dell-Farias	8/22/2016	5/25/2017		*STAAR Results *Progress Monitoring
13. Use Eduphoria AEIS It, etc. to analyze disaggregated standardized testing in math, reading, writing, science & social studies results; make curricular & instructional adjustments to improve achievement.	Eduphoria	*Principals	8/22/2016	5/25/2017		*STAAR Results *Progress Monitoring
14. Provide academic tutoring during 5 th period daily (1 hour) for all struggling/failing students. Mandatory 30 minutes after school Mon-Fri.	*TAKS Results from previous year and benchmarks	*Principals	8/22/2016	5/25/2017		*Master School Calendar
15. Saturday School	*Progress Reports and attendance reports	*Principals *Selected Teachers	5/13/17	5/13/17		Increase attendance and course passing rates
16. Elective Courses	*Principals *Counselors *Elective Teachers	*Principals *Counselors *Elective Teachers	8/22/2016	5/25/2017		MAPS/STAAR
17. SL Meetings to analyze previous years STAAR scores and data to determine areas of weakness and analyze tested areas.	*Principals *Counselors *Kriste O'Dell Faris *Linda Hammond	*Principals *Counselors *Elective Teachers *Kriste O'Dell Faris *Linda Hammond	10/11/16	STAAR reporting		*Benchmark Results *STAAR Results

STAAR Rehearsal Schedule 2016-2017

DATE	MATH	READING	WRITING	HISTORY	SCIENCE
OCTOBER 18th			7th Grade		
NOVEMBER 8th	6th				
NOVEMBER 8th	7th				
NOVEMBER 8th	8th (AM)			8th (PM)	
NOVEMBER 9th		6th			
NOVEMBER 9th		7th			
NOVEMBER 9th		8th (AM)			8th (PM)
DECEMBER			7th Grade		
FEBRUARY 7th	6th				
FEBRUARY 7th	7th				
FEBRUARY 7th	8th (AM)			8th (PM)	
FEBRUARY 8th		6th			
FEBRUARY 8th		7th			
FEBRUARY 8th		8th (AM)			8th (PM)
FEBRUARY 9th			Revise and Edit in the Class Period 7th Grade		

GOAL #2: To significantly increase the percentage of students who complete a high school diploma.

NEEDS ASSESSMENT: DROPOUT RATE

STUDENT GROUPS	2014-2015 DROPOUT DATA: GRADES 7 & 8	
	# Of Dropouts	Dropout Rate
All Students	0	0.0%
African American	0	0.0%
Hispanic	0	0.0%
White	0	0.0%
Economically Disadvantaged	0	0.0%

GOAL #2: OBJECTIVE #1: In 2014-2015, Sweetwater Middle School's dropout rate will remain 0.0%.

EVALUATION DESIGN: Maintain a monthly record of students who drop out of school.

IMPROVEMENT PLAN: See next page

ACTIONS, ACTIVITIES & STRATEGIES	RESOURCES	PERSON (S) RESPONSIBLE	TIME LINE		Monitor & Adjust	FORMATIVE EVALUATION
			Implement	Complete		
1. Provide tutorials and/or remedial classes for all students	*Instructional materials *TEKS Management System	*Principals *Teachers	8/22/2016	5/25/2017		*Six weeks grades *STAAR results
2. Provide on-going evaluation of the progress of at-risk students through GCS	*Student records *Six weeks grades *Standardized Testing	*Principal *Counselors *Teachers	8/22/2016	5/25/2017		*Improved grades
3. PEX-student leadership program focusing on a student led campus with sponsors as mentors and guidance.	*Student records *Six weeks grades *STAAR scores	*Jeff Withrow *Danette Price *Student Leadership	8/22/2016	5/25/2017		*Discipline, attendance, and Progress Reports
4. Notify & involve parents when students perform unsatisfactorily and or satisfactorily – provide parent access to skyward	*Student records *Parent Contacts	*Principals *Teachers	8/22/2016	5/25/2017		*Daily & six weeks grades
5. Home visits to encourage attendance and attendance awards each six weeks.	*Student Records *Incentive rewards	*Principal *Attendance officer *Curt Crisp *Student Council	8/22/2016	5/25/2017		*Attendance records
6. Provide following services to pregnant/ postpartum students:	State Comp. Funds	*Janis Inman *Dianna Adams	8/22/2016	5/25/2017		*Tutorial logs *Other documentation
A. school & other health services	*School/health support	*Janis Inman *Nurses *Local health agencies	8/22/2016	5/25/2017		*Nurses' records *Agency records
B. counseling services, including individual peer, self-help, & career guidance	*Counseling materials	*Janis Inman *Nurses & Counselors	8/22/2016	5/25/2017		*Student contact logs
C. transportation of students, as appropriate, to & fm. campus, community service agency, place of employment	*Travel allowance	*Janis Inman *Nurses & Counselors	8/22/2016	5/25/2017		*Travel logs
D. assistance in obtaining PEP students' services such as health & nutrition programs & prenatal health care fm. governmental agencies & community service organizations	*Agencies' expertise *Agencies' resources	*Janis Inman *Nurses *Counselors	8/22/2016	5/25/2017		*Services provided

ACTIONS, ACTIVITIES & STRATEGIES	RESOURCES	PERSON (S) RESPONSIBLE	TIME LINE		Monitor & Adjust	FORMATIVE EVALUATION
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			Implement	Complete		
E. instruction in knowledge/skills in child development, parenting, home/family living and appropriate job readiness training pregnancy	*curriculum guides	Janis Inman	8/22/2016	5/25/2017		
F. child care for students' existing children	*Child care agencies	*Janis Inman	8/22/2016	5/25/2017		*Child care enrollment
G. case management, service coordination & specialized counseling	*State & local guidelines	*Janis Inman *Nurses	8/22/2016	5/25/2017		*Services provided
H. compensatory education home instruction	*Instructional units	*Janis Inman	8/22/2016	5/25/2017		*Students' assignments *Travel logs
I. second medical opinions	*Medical personnel	*Janis Inman	8/22/2016	5/25/2017		*Telephone logs *Travel logs
8. Provide the following documentation concerning expectant students:			8/22/2016	5/25/2017		
A. verification of pregnancy	*Medical personnel	*Janis Inman	8/22/2016	5/25/2017		*Medical records
B. individualized PRS plan	*School/health files	*Janis Inman	8/22/2016	5/25/2017		*PRS plan
C. certified teacher's log of weekly home instruction provided	*Instructional units *Assignments	*Janis Inman	8/22/2016	5/25/2017		*Contact logs *Travel logs
D. documentation from medical practitioner prescribing compensatory education home instruction during prenatal period	*Medical personnel	*Janis Inman	8/22/2016	5/25/2017		*Medical prescriptions
E. documentation of date of end of student's pregnancy	*Medical personnel	*Janis Inman	8/22/2016	5/25/2017		*Doctor's verification
F. verification by U.S. licensed physician that a student is anticipated to be confined for a two- to six-week postpartum period	*Medical personnel	*Janis Inman	8/22/2016	5/25/2017		*Doctor's verification
H. doctor's release of student to resume services at a district facility following compensatory education home instruction	*Medical personnel	*Janis Inman	8/22/2016	5/25/2017		*Doctor's verification
9. Coordinated School Health Services	Healthy and Wise Curriculum	*P.E. Teachers	8/22/2016	5/25/2017		* Fitness Gram Testing
ACTIONS, ACTIVITIES & STRATEGIES	RESOURCES	PERSON (S) RESPONSIBLE	TIME LINE	Monitor & Adjust	FORMATIVE EVALUATION	ACTIONS, ACTIVITIES & STRATEGIES

10. All students participate in Why Know program	*Sex Respect curriculum	*Jeff Withrow *Shannon Powell *Lesa Burt	8/22/2016	5/25/2017		*Improved behavior *Decrease number of PEP students
11. Career Investigations Curriculum "Career Cruising"	*Curriculum *Speaker Bureau	*Jeff Withrow *counselors *G. Montgomery *Ed Weaver *Tony Cortez	8/22/2016	5/25/2017		*Student participation *Future Success
12. Teen Leadership/Outdoor Adventures	Elective Curriculum	*Principals *Course Instructors *Mr. Hart	8/22/2016	5/25/2017		*Acquire skills and certifications in various areas of outdoor adventures and leadership skills.

AT-RISK IDENTIFICATION CRITERIA

At-Risk indicates whether a student is currently identified as at risk of dropping out of school. A student is identified as at-risk if the student meets at least one of the following

criteria:

A student at-risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently 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 alternative education program in accordance with TEC §37.006 during the preceding or current school year;
7. has been expelled in accordance with TEC §37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by TEC §29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
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.

ADDITIONAL ACKNOWLEDGMENT: STUDENT ATTENDANCE

GOAL #3 Maximize student **ATTENDANCE** to improve student academic achievement

NEEDS ASSESSMENT: In 2013-2014, SMS had a **96%** average daily attendance

GOAL #3 OBJECTIVE #1: In 2014-2015, SMS will have an average daily attendance of **97%**

EVALUATION DESIGN: Calculate student attendance each six weeks, and revise strategies for student attendance

IMPROVEMENT PLAN: Attendance Rate

ACTIONS, ACTIVITIES & STRATEGIES	RESOURCES	PERSON (S) RESPONSIBLE	TIME LINE		Monitor & Adjust	FORMATIVE EVALUATION
			Implement	Complete		
1. Provide awards for students who have perfect attendance & all "A's"	*Awards & Kiwanis Club)	*Principal *Terry Pittman	8/22/2016	5/25/2017		* Attendance Records
2. Provide incentives for perfect attendance each six weeks	*Rewards (\$120 * 6-Agency Funds, student council, and Business donations)	*Principals *Counselor	8/22/2016	5/25/2017		* Attendance Records
3. Work with Parents to decrease number of trancies by actively calling and making home visits when students are absent.	*None needed	*Principal *Attendance Officer *Classroom Teachers	8/22/2016	5/25/2017		*Attendance Records
4. Aggressively pursuing truancy violations through the court system	*None needed	*Principal *Attendance Officer	8/22/2016	5/25/2017		Attendance Records
5. Saturday School	Attendance Records	*Principal *Attendance Officer	5/13/2017	5/13/2017		Attendance Records

OTHER INITIATIVES: TEXAS SCHOLARSHIPS and TEACH FOR TEXAS GRANTS

GOAL #4: Sweetwater Middle School will maximize students' success in post-secondary educational programs.

NEEDS ASSESSMENT: Students' academic training and preparation are critical to students' successful college career and for the world of work. To prepare students, Sweetwater ISD needs to increase (1) participation/achievement for ACT/SAT, (2) STAAR equivalent scores, (3) Participation in the State Board's Recommended High School Program, & Campus Comparable Improvement & (4) improve attendance

ACTIONS, ACTIVITIES & STRATEGIES	RESOURCES	PERSON (S) RESPONSIBLE	TIME LINE		Monitor & Adjust	FORMATIVE EVALUATION
			Implement	Complete		
1. Instruct all 8th grade students regarding TEXAS Grant & Teach for TEXAS Grant	*Four-Year Plan	*SHS Counselors	8/22/2016	5/25/2017		*Student participation
2. Career Exposure	*Professionals in the Community to inform and demonstrate profession to students	*Jeff Withrow *Anita Withrow *Mickey Scott	8/22/2016	5/25/2017		*Class visits by local business professionals

VIOLENCE PREVENTION AND INTERVENTION ON CAMPUSES

(State law requires that this indicator be developed by each campus)

GOAL #5: To provide a safe, orderly environment in which teachers can teach effectively and students learn without disruption

NEEDS ASSESSMENT: Although Sweetwater ISD campuses enjoy safe and orderly environments, campuses must develop strategies to prevent violence.

GOAL #5, OBJECTIVE: Each campus will develop goals and methods for violence prevention and intervention.
 Components will include (1) actions, activities, & strategies
 (2) resources
 (3) person(s) responsible
 (4) time line
 (5) formative evaluation.

EVALUATION DESIGN: Referrals to On-Campus Suspension and Alternative Center will be monitored.

ACTIONS, ACTIVITIES & STRATEGIES	RESOURCES	PERSON (S) RESPONSIBLE	TIME LINE		Monitor & Adjust	FORMATIVE EVALUATION
			Implement	Complete		
1. Maintain Crisis Management Plan Campus Safety Procedures and Plans	*CMP Notebook *Drills/Practice	*Principals *Counselor *Teachers	8/22/2016	5/25/2017		*CMP
2. Continue using the Alternative Center for On Campus Suspension for violent behavior.	*PBIS	*Principal *Asst. Principal *Campus Staff	8/22/2016	5/25/2017		*Alt. Center reports
3. Involve parents/guardians when students act inappropriately	*None needed	*Principal *Asst. Principal	8/22/2016	5/25/2017		*Counselor Records
4. Bullying Program	*Gateway Curriculum	*Gateway Family Services	8/22/2016	5/25/2017		*Discipline referrals
ACTIONS, ACTIVITIES & STRATEGIES	RESOURCES	PERSON (S) RESPONSIBLE	TIME LINE		Monitor & Adjust	FORMATIVE EVALUATION
			Implement	Complete		

5. CPI Certification Program	*CPI Training /Refresher Courses	*TBSI committee members	8/22/2016	5/25/2017		
6. Choice Academy	Core Curriculum Elective Curriculum TBSI/PBIS Boys Town Model	*Principals *Counselors *Paraprofessional *Campus Educators	8/22/2016	5/25/2017		*Discipline Referrals *Bullying Issues
7. Counseling	*TBSI/PBIS	*Mickey Scott *Anita Withrow	8/22/2016	5/25/2017		*Discipline Referrals *Bullying Issues *Counseling Records
8. FCA Fellowship of Christian Athletes	*	*Student Leaders *Mario Heredia	8/22/2016	5/25/2017		*Discipline Referrals *Bullying Issues *Counseling Records
9. Capturing Kids' Hearts	CKH	*Campus Principals *Campus Faculty *Campus Staff	8/22/2016	5/25/2017		*Discipline Referrals *Bullying Issues *Counseling Records

PARENTAL INVOLVEMENT

(State law requires that this indicator be developed by each campus)

GOAL #6: Encourage parents and community to be involved in our children's education.

NEEDS ASSESSMENT: Research indicates that children's academic achievement levels are higher when parents are regularly involved in the student's education.

educational process.

GOAL #6, OBJECTIVE: Each campus will develop a program to encourage parental involvement.
 Components will include (1) actions, activities, & strategies
 (2) resources
 (3) person(s) responsible
 (4) time line
 (5) formative evaluation.

EVALUATION DESIGN:

ACTIONS, ACTIVITIES & STRATEGIES	RESOURCES	PERSON (S) RESPONSIBLE	TIME LINE		Monitor & Adjust	FORMATIVE EVALUATION
			Implement	Complete		
1. Community Cook-out on Campus	*Library/Atrium	*Principal *Assistant Principal *Counselors	3/2015	3/2015		*Parent Involvement *Campus Climate *Community
2. Family Access	*Parent Brochures	*Administration	8/22/2016	5/25/2017		*Sign-in sheets
3. Fall and Spring Semester Open House	*No extra resources needed	*Principal *Teachers	10/5/2016	2/15/2017		*Report cards not picked up *Sing In Sheets
4. Community PR through news, radio, and web based media.	*Local Newspaper *Local Radio *Billboards	*Principal *All staff	8/22/2016	5/25/2017		*Newspaper, radio, Web Site, Community Billboards
5. "School-wide parent invite – join during lunch or class"	*General Funds	*Principal *All staff * Parents	1/18/2017	1/18/2017		*Sign-in rosters
6. Academic Pep Rally	General Funds	*Principal *All staff * Parents	3/13/2017	4/20/2017		*STAAR Results *Community Involvement
7. Grade level Parent Tech Night to teach parents the basics of the I-Pad and the apps their children will be using.	General Funds	*Principal *All staff * Parent *Mike Marlett	1/19/2017	1/19/2017		Parent Participation

SPECIAL EDUCATION DAS INDICATORS

GOAL #1: To reduce the percentage of students in Special Education (SPE) to a level that does not exceed the state median.

GOAL #2: To reduce the percentage of each ethnic group (African American, Hispanic and White) of SPE students to a level equal

to or less than the state median.

GOAL #3: To reduce the percentage of Economically Disadvantaged SPE students to a level equal to or less than the state median.

ACTIONS, ACTIVITIES & STRATEGIES	RESOURCES	PERSON (S) RESPONSIBLE	TIME LINE		Monitor & Adjust	FORMATIVE EVALUATION
			Implement	Complete		
1. Reduce the percentage of students in special education, Resource classes, and taking the Modified State Assessment	Region 14 staff SSA Staff RTI	*Jeff Withrow *Danette Price *counselors *Guernsey/Ehlert *SSA Staff	8/22/2016	5/25/2017		Less that 5% of the Special Education Population will remain on the STAAR M
2. Adequately implement pre-referral intervention teams.	*SSA Staff *Pre-referral Manual	*Principal *Counselor	8/22/2016	5/25/2017		*Lesson plans
3. Provide professional development and training for staff in: distinguishing between a learning disability and a cultural difference.	*Workshop materials	*Principal *SSA staff	8/22/2016	5/25/2017		*Workshop sign-in sheet
4. Discuss the effects of cultural and environment influences at ARD Meetings.	*SSA materials	*Principal *SSA staff	8/22/2016	5/25/2017		*Team minutes *ARD minutes
5. Ensure use of evaluation instruments that are not discriminatory on a racial or cultural basis.	*No extra resources needed	*Principal *SSA staff	8/22/2016	5/25/2017		*Student Full and Individual Evaluations