

**Judson Independent School District**  
**Miller's Point Elementary School**  
**2016-2017 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Mission Statement

## Jets Misson Statement:

### Miller's Point prepares students for a promising future.

Miller's Point Elementary School seeks to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved in our students' learning.

MPE - Making Possibilities Endless

## Vision

Miller's Point is a strong and nurturing community focused on excellence in academics and character.

## Value Statement

### Guidelines for Success:

Just Believe You Can

Emphasize Safety

Take Responsibility For Your Actions

Speak And Act Respectfully

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Campus demographics remains stable from 2015-2016 along with a high mobility rate of 31%. Currently the at-risk population is at 87% and our economically disadvantaged students total 69%. We also have 10 families that are considered homeless. Staff has engaged in cultural training to engage students from diverse backgrounds and ethnicity remains relatively stable: 65% Hispanic, 15% Anglo, 15% African American, and 5% other. Each year, we are encountering more McKinney-Vento families who need considerable support; monetarily (supplies) and emotionally assistance.

### Demographics Strengths

1. Classroom sizes remained steady at 22:1
2. Staff engaged in cultural training to engage students from diverse backgrounds
3. Relatively stable with 65% Hispanic, 15% White, 15% African American, and 5% other.

### Demographics Needs

1. Enrollment of At-risk and low SES students held steady at 69% low SES-according to PEIMS data.
2. Several new students to campus – resulting in a need to quickly provide academic support to meet their individual learning needs based on PEIMS data.
3. Mobility at 31% - PEIMS data.
4. Staff training on the effects of poverty on learning-Teaching with Poverty in Mind-book study.
5. Understanding for students who have difficulty learning-diverse backgrounds with a variety of different levels of support.
6. Increase attendance for students-incentive programs for student attendance 95.39% to 97% (district goal for elementary schools)

# Student Achievement

## Student Achievement Summary

Special Education: Our special education students continue to have their needs met with several specialized units on campus (BAC, APPLE, PPCD, Resource, and Inclusion). The campus has moved to support more children in the general education classroom with inclusion support and minimal pull-out/resource time. The root cause is the need for greater structures and strategies for providing support, accommodations, acceleration and interventions for 3rd-5th grade students. STAAR passing rate average increasing as we moved to an inclusion model. BAC students increasing passing rate for STAAR.

Istation reports demonstrate a need for improvement in Tier I and II reading instruction with large numbers of students in each grade level considered below grade level, Istation reports demonstrate the greatest need for all students is in the area of vocabulary development.

Reading STAAR scores in 3rd and 4th and 5th grades were below state average:

3rd grade campus at 69% State at 72%, 4th grade campus at 67% State at 74%, 5th grade campus at 80% State at 72% and Math STAAR scores: 3rd grade campus at 69% State at 74%, 4th grade campus at 71% State at 72%, 5th grade campus at 90% State at 76%

Writing scores 72%, State at 67%

Science scores decreased from the previous year by 1% points, 5th grade campus 62% State at 72%.

## Student Achievement Strengths

1. Writing showed an increase a 7% percentage point increase.
2. 3<sup>rd</sup> Grade Reading decreased from 72% to 69%
3. 3<sup>rd</sup> Grade Math increased from 65% to 69%

5th grade Reading decreased from 83% to approximately 80%.

5th grade Math increased from 62% to an estimated 90%.

Special Program Groups:(Title I, Part A, ELLs, Migrant, GT, CTE, SpEd, etc.)

- o ELLs: Our ELL parent denial students(12) continue to perform at state levels on STAAR and TELPAS. All LPAC requirements have been met within timelines. ELL students continue to meet standard at rates above state average.
- o Migrant: No migrant students at this time.
- o GT: Our GT program will be much larger next year due to better GT referrals by teachers and parents. Our percentage of GT students in the school is growing and getting closer to the state average.
- o At-Risk: This population continues to holds steady at 87%, but is being supported by a more streamlined RtI process and protocols in place at the campus and district level. There is also additional staff to help with the increase.
- o Special Education: Our special education students continue to have their needs met with several specialized units on campus (BAC, APPLE, PPCD, Resource, and Inclusion). The campus has moved to support more children in the general education classroom with inclusion support and minimal pull-out/resource time.

## Student Achievement Needs

3rd and 4th grade reading and math STAAR scores below state average.

Training and resources should be explored to assist students in these grades (and in 5th) to increase advanced performance % for all students/all STAAR tests

4th grade Writing STAAR scores are on the rise and above State average. Continue campus writing initiative to ensure that students are writing in all content areas; continue Writing Wednesdays. Continue work on writing portfolios in all classes. Continue to hold the Writing Club for 3<sup>rd</sup> and 4<sup>th</sup> grade students.

Special Ed. students, grades 3-5th below state average on STAAR. Special Ed. teachers - training on how to choose STAAR test appropriate for disability of individual students, inclusion support

Teachers - reinforce importance of doing well and achieving on Istation and AR. Many struggle with vocabulary and comprehension. Work with teachers to ensure vocabulary focus to introduce content and reinforce reading for understanding. Provide a push-in model to support all students in classrooms. Build on Vertical Alignment and provide a safe environment for sharing and learning for our professionals. Ensure funding to address new math TEKS, resources, and training.

## School Culture and Climate

### School Culture and Climate Summary

At Miller's Point Elementary, students in all grades feel safe and are generally happy with the respectful relationships they have developed with their teachers. Students also feel their best work is expected at school. Miller's Point Elementary parents report that the school is always clean and organized and that it provides an excellent atmosphere for their kids. Parents also mentioned that the school provides help and support, and great communication between parents and teachers. School staff reported that clear expectations and protocols are established on the campus.

- Students in all grades feel safe are generally happy with MPE and the teaching staff in regards to respectful relationships between teachers and students.
- Students believe that their best work is expected at school.
- Parents report that “the school is always clean and organized. It provides an excellent atmosphere for kids.”
- Parents think the school provides help and support.
- Parents note that communication is great between the parents and teachers.

Staff reported that clear expectations and protocols are established on the campus.

### School Culture and Climate Strengths

- Bullying support and counseling is identified an area of need for all grades.

Though communication was rated high, parents report that they would like more verbal conversations versus emails.

### School Culture and Climate Needs

1. Create a counseling time (responsive services) for counselor to meet with a class/group weekly to address classroom concerns (teacher input), hold special lunches with identified students who need assistance(teacher input on who)
2. Address classroom management and discipline during Professional development at start of year.
3. Set up a year long calendar to help parents know when to join our school for volunteering/Send out a yearly events list at the beginning of the year for the entire 2016-2017 school year.
4. Improve academics by motivating students through recognition programs and end of the year awards
5. Increase recognition of students with good behavior
6. Counselor begin a Kindness Campaign to be held throughout the entire 2016-2017 school year.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

All of the teaching and support staff at Miller's Point Elementary are highly qualified. TTESS evaluations are provided to faculty along with summatives and both formal and informal conferences to provide feedback on instructional practices. Staff turnover rate remains below 10%. New staff is supported by campus and grade level mentors. All grade levels have a common planning time and there is an Academic Facilitator and a RTI facilitator that work with the grade levels during collaborative planning to assist in implementing district and campus goals. Data is discussed during staff meetings and used to determine the direction of instruction and interventions.

### **Staff Quality, Recruitment, and Retention Strengths**

1. All teachers teaching in certification areas-All staff (professional and paraprofessional) are highly qualified and teaching in their certified areas.
2. All ELL Parent Denials are placed in classrooms with ESL certified teachers (even though not required by law).

### **Staff Quality, Recruitment, and Retention Needs**

1. Need for continued training for our special education staff (teachers and paraprofessional). Teaching independence. Autism training for entire staff
2. Sp. Ed. teachers want to leave SpEd - reasons given: paperwork and documentation overwhelm them and keep them from their job of teaching kids
3. Provide staff development to include Classroom Management techniques - with teacher and peer coaching
4. Post and hire positions more quickly to avoid the use of long term substitutes.
5. Welcome more pre-service teachers to campus.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

CBA's and Universal screens in grades K-2 continue to exceed district average, however this does not translate to STAAR passing rates when they reach 3rd grade.

**Reading:** Grades K-2 required to use Istation and complete beginning, middle, and end of year DRAs. Guided reading is required and GR notebooks are checked regularly for fidelity. It has been noted that some students score on level with DRA, however are still in Tier II on Istation. This is usually due to the lower vocabulary scores that are evident for all children at MPE. Grades 3 & 4 were using Reader's Workshop but it was not implemented with fidelity.

**Math:** Grade 3 & 4 continue to fall below STAAR state rates. Math instruction needs to be bolstered in these grades. Math teachers will need to use more checks for understanding during instruction. Math training, resources, and support is needed due to NEW Math TEKS.

**Writing:** 72% of 4th grade students met standard on the STAAR test. Writing initiatives created this past year need to be maintained (writing portfolios).

**RtI** - Each grade level had an RtI time period each day. RtI procedural guidelines were written this year by our campus to assist teachers on understanding when to begin the RtI process.

- Teachers continue the RPM model this year to reflect on campus data to make changes in instruction to support student learners.
- Teachers used a deconstruction tool to better understand the standards that they were to teach.

Teachers vertically align with other grade levels to improve rigor and consistency in all academic areas.

- Teachers have implemented the EBIES to reinforce student learning in the classroom.
- Teachers used a deconstruction tool to better understand the standards that they were to teach.
- Teachers vertically align with other grade levels to improve rigor and consistency in all academic areas.

TEKS Resource System and district-created Curriculum Maps are used to guide the curriculum at all levels. In 3rd-5th grades, teachers collaborate weekly and use student data and data folders to drive instruction through regrouping of students for small group instruction and interventions; as well as, differentiation.

The Reflective Practice Model (RPM) is held for all teachers in grades K-5 to allow time to collaborate and analyze the student work so that adjustments can be made in instruction to address identified areas of instructional and/or student weakness. In addition, teachers meet with the Title I, Compensatory Education teachers and RTI Facilitator to review student progress and collaborate on the needs of at-risk students that are not meeting grade level expectations.

Although the curriculum is aligned to the TEKS, problems with assessment include alignment of instruction and misunderstanding the student expectations and knowledge statements causing horizontal and vertical alignment issues with instruction.



## Curriculum, Instruction, and Assessment Strengths

1. Improvement or consistency on scores for STAAR in all 3rd, 4th, and 5th grade assessments.

## Curriculum, Instruction, and Assessment Needs

1. Teachers continue to need support during planning to ensure alignment and focus on process STAAR standards-increase percentage of students passing all STAAR assessments.
2. Student engagement needs improvement (student surveys, walkthrough data).
3. Math support is needed (checking for understanding during instruction, formative assessments).
4. RtI time period (in schedule every day) teachers use wisely
5. Writing plan implementation needs to continue (writing portfolios, writing across curriculum, etc.)
6. Grade K-2 need continued support in Guided Reading and moving students to independence and reading on level by end of year.
7. Grades 3, 4, & 5 need to implement R W workshop with fidelity (materials will be needed for student binders/ folders / tabs)
8. Create Data Folders to include RtI services for every child not meeting standard
9. Continue Guided Reading notebooks with weekly checks to ensure the program is being implemented with fidelity.
10. Increase the use of high order thinking skills in all content areas
11. Increase Reading: Silent Reading time, novels, AR, fluency with comprehension questions
12. Continue to Create Data Binders/folders to include RtI services for every child not meeting standard
13. Create RtI fidelity checks to ensure quality instruction in the classroom and during intervention / tutoring time – using school-wide benchmarks, iStation, AR points/progress, First in Math, CBAs.
14. Ensure tutoring begins in the first semester (not second)-tutoring/RtI time built in during day.

# Family and Community Involvement

## Family and Community Involvement Summary

The campus continues to explore ways to engage parents in more academic endeavors, including experimenting with a list of different times during the day, in the evening, and on weekends. 100% of parents responded on the survey that the campus has programs to ensure student success, and report that the campus provides students with positive and fun events. Multiple community members, such as the Mayor of Converse, have visited our campus this year for community-school events.

The campus continues to explore ways to engage parents in more academic endeavors, including experimenting with times during the day, in the evening, and on weekends. One hundred percent parents responded on survey that the campus has programs to ensure students success, and report that the campus provides students with positive and fun events such as literacy and math events. Multiple community members have visited our campus this year for community-school events such as our Math Night, Veteran's Day program and various campus volunteer opportunities.

### CSBDM Team:

Site-Based team was fully staffed with 2 parents, 2 community members, and 1 business member. Four meetings were held throughout the 2015-2016 School Year.

**Events:** Academic Night, STAAR Night, Open House, Meet the Teacher Night, Book Fairs (2), Dyslexia Awareness night, TAG Awareness night, Autism Awareness Training (in conjunction with Any Baby Can), Helping children with sensory integration difficulties (parent training), PTO - 6 meetings throughout the year, Music programs - 6 throughout the year with each grade level performing for parents, DOGS (Dads of Great Students), Pre-K / Kinder Round up, Communication, Monthly/Weekly newsletters sent home (Teachers and Principal), and Blackboard Connect Reminders were all used to continue contact with all.

### Website:

The Parent Portal was used and information sent home several times (and in newsletter) about how to access the portal. A presentation at the beginning of the year was also given to support parent communication. Mandatory Parent Conferences in Fall were held for all students, and also included were Parent Spring conferences for more needy students. Rtl parent meetings were also used to continue feedback and support for parents and student success.

### Community:

JISD Community Sweep - principal and several staff members attended along with posting of PK / K Roundup flyers in area businesses.

## Family and Community Involvement Strengths

1. Parent surveys support that the campus is communicating effectively and frequently to meet needs.
2. DOGS program successful and parents are appreciative of DOGS on campus
3. Special Needs programming successful in reaching parents with needy students
4. There is a need for educational workshops for parents to assist them with their child's learning.

## Family and Community Involvement Needs

1. Need more academic support programming for parents
2. Survey results were so positive that the campus needs to continue to implement programs in place
3. More community outreach along with community partners
4. Create a master schedule of trainings that would be beneficial for parents to attend and send the notification earlier in the year. This includes a yearly schedule for all programs and events with volunteer inclusion.

5. Parent Newsletters by all grade levels, library, music, physical education, Rtl - notes for student growth including IStation and Stride Academy news, PTO, nurse, and school-wide(administration)

## School Context and Organization

### School Context and Organization Summary

School had several after school events for children: basketball club for girls and boys, robotics, and tutoring, With that student surveys suggest that kids believe MPE is a great place for learning and fun. Teachers continue to have a voice in decision making through various campus avenues.

There was 100% participation on Site Based Team this year which is also where decision making for the campus was discussed and decided upon.

### School Context and Organization Strengths

**PLC's** need to continue on campus to ensure student learning is the focus. Revisit homework assistance program.

1. Address time on task and active student learning to address those areas in which students have historically performed poorly.
2. Address time on task and active student learning to address those areas in which students have historically performed poorly.

### School Context and Organization Needs

1. Increase the number of clubs on campus for students
2. Continue to work on respectful relationships between teacher - teacher, focusing on helping each team member to be successful
3. Each Wednesday-grade level planning in grade level classroom (PLC)
4. Continue Vertical Planning sessions Monday at 3:00 pm

Use collaborative coaching tool to have teachers give each other feedback on active/engaged student learning (RPM).

2016-2017: Vertical Planning Mondays, PLC/RPM Wednesdays during planning

# Technology

## Technology Summary

**Campus STaR report** - Campus is in implementation phase through the use of Mimios on campus. Mimio's were purchased to help teachers increase engagement- third grade math teachers.

Students have access to computers every week to learn keyboarding skills, and attend computer literacy once per week through computer lab classes during specials time. Students in grades 3 - 5 have use of Mobi-Carts, equipped with Chromebooks and students can access programs such as First in Math and IStation from home. Not all families have access to technology at home. Students have access to computers every week to learn keyboarding skills. Miller's Point has Initiated the use of All in Learning throughout the campus for grading, reduction of paper, technology integration tools, and immediate feedback for students and teachers.

## Technology Strengths

1. Students rated as successful on meeting technology standards (district criteria) - 3rd-5th limited time for technology standards in lab
2. Administration proficient with all technology standards and needs in order to more efficiently handle job demands
3. Cameras are not in the hands of teachers – each grade level should have a camera for project based learning and student engagement.
4. Teachers are reluctant to implement new technology in classrooms (Mimio).

## Technology Needs

1. Provide in-depth training on the use of Mimios to a pilot group of teachers to build support for future technology devices.
2. Provide more awareness of items that can be checked out by the teachers for use in the classroom and training on how to use those items.
3. Provide STAAR aligned software/programs to reinforce TEKS and STAAR categories
4. Provide in-depth training on the use of programs that teachers can use to implement more learning through technology in the classrooms using the Chromebooks and other technology available on the campus.
5. Develop a technology plan specifically to address MPE's technology to provide hands on and development of ongoing computer usage.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) 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
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data



# Goals






## Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness







**Performance Objective 1:** All students in grades 3, 4, and 5 will meet or exceed the state average on the 2017 STAAR and STAAR ALT Reading assessments. Increase STAAR Reading All Student performance from 73% to 90%.

**Evaluation Data Source(s) 1:** 2017 STAAR and STAAR ALT Reading results, Universal Screen data, CBA data, Student Journals and Student Work.

### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All reading teachers will support student learning through the monitored use of iStation, ensuring time on task, intervention and remediation based on the campus iStation expectations (Letter Sound, Alphabetic Decoding in Primary and Comprehension in Intermediate). Teachers will improve student comprehension through easy to read storybooks, Journeys and easy to administer assessments, and provide STAAR testing incentives along with CLOSE Reading strategy. Students will create high-interest and hands-on, interactive notebooks to engage in the learning of new concepts.	2, 9	Classroom reading teachers, RtI teachers Others involved: Principal, Assistant Principal, Academic Facilitator, RtI Facilitator	Tier Movement of Istation (decrease in Tier III students and increase of Tier I students) by teacher and by grade level 1)Implementation of iStation with fidelity - check on growth and time amounts per student/teachers 2)Growth				
Funding Sources: 171-7 State Compensatory Education - \$5,000.00, 211-7 - Title I - \$3,304.54							
2) All primary reading teachers will implement Balanced Literacy to include Guided Reading instruction, as well as, Daily 5 and support comprehension through the use of the Journeys texts with questioning and reflections in interactive journals. At Risk, SPED, LEP(denials), and RtI students will utilize Phonics Skill Bags to ensure grade readiness. As a means of improving engagement, students in grades K - 5 will choose high interest award winning books, including Caldecott and Newbery, as book studies for Literacy Circles.	2, 9	Classroom reading teachers, RtI teachers, students Others involved: Principal, Assistant Principal, Academic Facilitator, RtI Facilitator, Librarian	Guided Reading plans, walkthroughs, lesson plans, AR(Renaissance Lrng) usage				

<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2</p> <p>3) Grades 2 - 5 will integrate Poetry as an integrated Genre Study targeted for At-Risk, LEP(denials), Special Ed, and RtI students through the use of Forde-Ferrier and consumable support materials. MPE students (3rd-5th) will receive individualized reading support: using Scholastic News. Additionally, RtI students will utilize Word Families Activity Journals, Magnetic Foam Word Family Tiles, Vocabulary Acquisition Journals, and Reading Comprehension Practice Cards.</p>	2, 8, 9	Principal; Leader of Reading Vertical Team, grade level teachers 3rd - 5th	Lesson plans, journals, vertical team notes, walkthroughs				
Funding Sources: 211-7 - Title I - \$150.00, 171-7 State Compensatory Education - \$2,200.00							
<p>4) Tutoring (before, during, and after school) will be provided to students who struggle in meeting grade level and STAAR passing standards. At Risk, LEP(denials), SPED, and RtI students will utilize consumable Student Workbooks (Forde-Ferrier/STAAR Bright, Mentoring Minds).</p>	2, 9	Classroom teachers, RtI teachers, RtI Facilitator, Academic Facilitator Others involved: Principal, Assistant Principal	Passing rate of tutored students on the STAAR assessment				
Funding Sources: 171-7 State Compensatory Education - \$4,000.00							
<p>5) Continue PLCs - Develop a vision for Balanced Literacy that includes Guided Reading instruction(K-2nd) and Readers/Writers workshop(3rd-5th).</p>	3, 4	Academic Facilitator, RtI Facilitator, RtI teachers, classroom teachers Others involved: Principal, Assistant Principal	Professional Development Agenda, Balanced Literacy Plan(Vision), Increase in achievement levels(report cards, iStation scores, CBAs, Universal Screens, STAAR)				
<p align="center"><b>State System Safeguard Strategy</b></p> <p>6) Provide opportunities for all special needs students to meet the state performance standards (STAAR). Increase the amount and quality of learning time (inclusion, extended school year, before- and after-school programs), provide enriched and accelerated curriculum-inclusion, resource, address the needs of all children in the school. Continue to implement Co-teach model and ensure accommodations and modifications are provided.</p>	2, 9	Principal, Assistant Principal, SPED teachers/staff, GEN ED teachers/staff	Increase in 50% points/raw scores in STAAR				
<p>7) Implement State plan for Talented and Gifted Students</p>	1, 3, 4, 10	Administration, TAG Teacher, General Ed. Teachers	Lesson Plans, Meetings with teachers, unit test data, CBA scores and STAAR Scores				



8) Professional Development in Guided Reading and Readers/Writers Workshop: Book Study during PLC: Teaching Reading in Small Groups. District support through content area specialists	Academic Facilitator, RtI Facilitator, RtI teachers, classroom teachers Others involved: Principal, Assistant Principal	Assessments throughout year, project based learning assignments, STAAR, istation, stride, TTM, and First in Math scores and progress				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						










**Goal 1:** To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

**Performance Objective 2:** Students in grades 3, 4, and 5 will meet or exceed the state average on the 2017 STAAR and STAAR ALT Math assessments. Increase STAAR Math: All Student performance, including special education students(40% to 80%), from 69% to 90%.

**Evaluation Data Source(s) 2:** 2017 STAAR and STAAR ALT Math results, Universal Screen data, CBA data, Student Journals and Student Work.

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students in grades 2-5 will use Region 4 Engaging Mathematics to provide students with meaningful activities and problem-solving situations that can be used as warm-ups/engage activities for teacher-developed lessons, support for retention of skills and concepts, or short formative assessments. Included are hands-on activities, rigorous problem-solving situations, vocabulary development activities, and writing prompts. In addition, teachers will spiral the curriculum through the use of Daily Moose Math. High-interest and hands-on, interactive math notebooks will be used to effectively engage students in learning new concepts.	2, 9	Math teachers in grades 2-5, Academic Facilitator, RtI Facilitator, RtI Teachers  Others involved: Principal, Assistant Principal	Stride Academy Data  Increase in benchmark scores  STAAR Data				
				Funding Sources: 211-7 - Title I - \$638.48			
2) Students in grades K-5 will continue to participate in Think Through Math and First in Math to improve math skills, and be rewarded by the campus for their efforts(Trophies, medals).	2, 9	RtI math, FIM leader; math teachers  Others Involved: Principal, Assistant Principal, Academic Facilitator, RtI Facilitator	First In Math and Think Through Math data				









<p>3) Tutoring (before, during, and after school) will be provided to students who struggle in meeting grade level and STAAR passing standards. ESC Learning STAAR Materials for tutoring. This will include Pearson Lone STAAR 2.0 for grades K - 2.</p>	2, 9	<p>Math tutors Others Involved: Principal, Assistant Principal, Academic Facilitator, RtI Facilitator</p>	<p>Passing rate of these students on STAAR assessments</p>				
<p>Funding Sources: 171-7 State Compensatory Education - \$4,000.00</p>							
<p>4) Students in grades K-5 will use manipulatives to focus and visualize math concepts. In addition, a common vocabulary designed to aid At-Risk students will be established through the use of Forde-Ferrier Word Walls. Additionally, students will use Lego Markerspace to support algebraic thinking, measurement, spatial reasoning, and problem solving. Markerspace purchases will include Legos, shelving, and storage boxes. At Risk, LEP(denials), RtI, and special education students will receive further remediation services utilizing individualized mathematics support.</p>	2, 9	<p>Math tutors, RtI teachers, classroom teachers Others Involved: Principal, Assistant Principal, Academic Facilitator, RtI Facilitator</p>	<p>Passing rate of these students on STAAR math assessments</p>				
<p>Funding Sources: 171-7 State Compensatory Education - \$5,000.00, 211-7 - Title I - \$829.73</p>							
<p>5) Professional Development in mathematical thinking, reasoning, and sense making: Book Study during PLC: Principles to Actions and High Yield Routines K-8 District support through content area support specialists.</p>	3, 4	<p>All math teachers Others Involved: Principal, Assistant Principal, Academic Facilitator, RtI Facilitator, District Math Specialist</p>	<p>Data in all forms, own resources, on-going study throughout first semester</p>				
<p>Funding Sources: 211-7 - Title I - \$624.57</p>							
<p>6) Continue to implement Co-teach /inclusion model and ensure accommodations and modifications are provided for special education and 504 students.</p>		<p>SPED and GEN ED Teachers Others Involved: Principal, Assistant Principal, Academic Facilitator, RtI Facilitator</p>	<p>Increase 35% points/raw scores in STAAR-Reading and Math</p>				
<p> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</p>							

**Goal 1:** To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

**Performance Objective 3:** Students in 4th grade will meet or exceed the state average on the 2017 STAAR and STAAR ALT Writing assessment. Increase all Student performance from 65% to 90%.

**Evaluation Data Source(s) 3:** 2017 STAAR and STAAR ALT Writing results, Universal Screen data, CBA data, Student Journals and Student Work.

**Summative Evaluation 3:**



Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All students will engage in activities to write across the curriculum by participating in writing in all subject areas as well as participate in at least two yearly Writing Contests. Students will utilize Journals provided by the school and consumables for writing support.	1, 2, 9	All classroom teachers; Writing vertical team; Others Involved: Principal, Assistant Principal, Academic Facilitator, RtI Facilitator	Increase in both the quantity and quality of writing in each grade level.				
				Funding Sources: 171-7 State Compensatory Education - \$500.00			
2) Tutoring (before and after school) will be provided to students who struggle in meeting grade level and STAAR passing standards. A writing camp, employing Mentoring Minds Curriculum and Countdown to Writing STAAR will be used.	1, 2, 9, 10	Writing tutors Others Involved: Principal, Assistant Principal, Academic Facilitator, RtI Facilitator	Passing rate of tutored students on the STAAR Writing assessment				
				Funding Sources: 171-7 State Compensatory Education - \$1,000.00			
3) Continue to implement Co-teach /inclusion model and ensure accommodations and modifications are provided for special education and 504 students.		SPED and GEN ED teachers Others Involved: Principal, Assistant Principal, Academic Facilitator, RtI Facilitator	Increase 35% points/raw scores in STAAR Reading and Math				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							










**Goal 1:** To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

**Performance Objective 4:** Students in 5th grade will meet or exceed the state average on the 2017 STAAR and STAAR ALT Science assessment. Increase all student performance from 63% to 90%. Economically disadvantaged students % increase by 20% points.

**Evaluation Data Source(s) 4:** 2017 STAAR and STAAR ALT Science results, Universal Screen data, CBA data, Student Journals and Student Work.

**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1) All science teachers will increase their percentage of science instructional time spent on student-conducted experiments that follow the scientific process to 80%, including classroom investigations using STEMscopes for 5th grade and the NSTA book, entitled Bringing STEM to the Elementary Classroom. To further support STEM, Makerspace materials will be purchased. Region 4 materials, such as Warm Up to Science, Reading to Learn Science, and STAAR Reviews/Support will also be used to increase student engagement during science lessons. In addition, teachers in K-5 will use science probes, like the Uncovering Student Ideas in Science books, to reveal the variety of conceptions, including misconceptions, naive ideas, partially correct or incomplete ideas, and scientific ideas students bring to their learning. Fifth grade science will also incorporate a spiraling review of curriculum through the use of Moose Science. High-interest and hands-on, interactive science notebooks will be used to effectively engage students in learning new concepts.	2	Science Teachers, Science Vertical Team Others Involved: Principal, Assistant Principal, Academic Facilitator, RTI Facilitator	Number of student-conducted science experiments in lesson plans, walkthroughs in science labs, Economically Disadvantaged students percentage passing will increase by 20% points on STAAR.				
	Funding Sources: 211-7 - Title I - \$2,760.95						
2) Offer Science Camp to students in grade 5. Use science mini-camps to enhance science process skills/research/content and problem solving skills.	2, 3, 9	5th Grade Science Teacher Science Camp Teachers Principal Academic Facilitator	Journalling, during camp, increased interest in science as evident in journals, 90% STAAR science scores				
	Funding Sources: 199-7 -General Operating - \$8,500.00						

3) Science Day in the Park/on campus - school-wide science day with activities aligned to TEKS for all levels	9	Teachers Others Involved: Principal, Assistant Principal, Academic Facilitator, RtI Facilitator	Increased interest in Science, critical thinking skills development in journals, increase in test scores and grades(science)				
4) Continue to implement Co-teach /inclusion model and ensure accommodations and modifications are provided for special education and 504 students. .		SPED and GEN ED Teachers Others Involved: Principal, Assistant Principal, Academic Facilitator, RtI Facilitator	Increase in 35% points/raw scores in STAAR				
5) District support through district science specialists.		Science Teachers Others Involved: Principal, Assistant Principal, Academic Facilitator, RtI Facilitator	Data in all forms				
6) Develop an Outdoor Learning Center with amphitheater, raised bed gardens, activity stations, compost bin and rain barrel. The OLC will help with reinforcement of science concepts through outdoor, hands-on learning experiences that increase student interest and engagement.. These will include: forces that change the Earth, soil types and characteristics, the Earth's orbit around the Sun, life-cycles, adaptations, force and motion, and properties of matter		All staff  Others Involved: Principal, Assistant Principal, Academic Facilitator, RtI Facilitator, District Science Specialists, Science Vertical Team	Data in all forms				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							



**Goal 1:** To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

**Performance Objective 5:** Miller's Point Elementary will remain at a low percentage rate for office referrals with no variance of 5% between any given subpopulation. ISS/OSS consequences will be limited for all subpopulations.

**Evaluation Data Source(s) 5:** Discipline referral data, increase in scores due to students optimizing classroom instruction time

**Summative Evaluation 5:**








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create a campus discipline committee to develop a plan to support all student demographics.	4	All staff Others Involved: Principal, Assistant Principal, Academic Facilitator, RtI Facilitator	Discipline plan, discipline data,				
2) Bully Awareness and Prevention activities referred to as Kindness Matters will provide students with experiences that connect to their "real work" needs: Red Ribbon Week, Toys for Tots, food Drives - timely community and national charitable causes as they arise. Career Day		Counselor, Student Council, MPE Ambassadors, PTO	Bully Prevention Activities, Number of Bully referrals, End-of-year surveys from parents, students, and staff				
3) Second Step curriculum will be delivered to every classroom at least once per month.	1, 2	Counselor	Second Step schedule / agendas  Second Step EOY surveys  Reduction in discipline referrals				
4) Provide researched based staff development for professional staff and paraprofessionals including Crisis Prevention Intervention for special education staff members. Provide professional development through the discipline committee, the Texas Behavior Support Initiative and CPI Training to support SPED, including AU students, RtI students, and at-risk students..	1, 3, 4	All staff, especially special education educators and paraprofessionals, PLCs	Staff development calendars, attendance, certificates of completion.				
5) Provide students the opportunity for extra-curricular activities such as robotics, art classes, basketball dribble group, 24, chess club.	1	Administration, RtI	Reduction in campus referrals Student understanding of cause-effect				
Funding Sources: 199-7 -General Operating - \$300.00							
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 1:** To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

**Performance Objective 6:** The average daily attendance will increase by 2.7% points from 95.3% to 98%.

**Evaluation Data Source(s) 6:** Attendance rate data at benchmark periods, attendance letters and parent attendance meetings.

**Summative Evaluation 6:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Share information with parents concerning HB5 school attendance law. Provide incentives such as the attendance dance, medals, trophies, and certificates to students with excellent attendance; seek new incentives to encourage excellent discipline with Self-Managers program. Team up with the district dropout prevention officer to offer Spurs' tickets as incentives for perfect attendance.	1, 2, 4, 6, 9, 10	Administration, counselor, staff	Letters home, phone calls home				
				Funding Sources: 211-7 - Title I - \$200.00			
2) Provide awards for attendance, grades, honor society to promote desired behaviors.	1, 2, 4, 6	All faculty, administration	increase in student awards				
				Funding Sources: 199-7 -General Operating - \$500.00			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							









## Goal 2: To improve communication with all stakeholders by creating additional information pathways with increasing participation

**Performance Objective 1:** Staff will offer a minimum of 4 academic nights to assist parents in their understanding of state assessments, academic and behavioral standards.

**Evaluation Data Source(s) 1:** Parent sign-in sheets, end-of-year parent surveys

### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>1) Grade Level Open House Nights - Each grade level will share grade level expectations, STAAR introductory information, and communication plans with parents.</p>	6	Grade level team members	Sign-in sheets for Open House nights (one for each grade level).				
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Academic Parent Night - to provide parents with opportunities to attend educational sessions based on their individual needs</p>	6	RTI Facilitator Supported by: MPE staff	Parent Sign-in sheets, parent feedback from event				
Funding Sources: 211-7 - Title I - \$200.00							
<p>3) Provide parent information on Pre-K and PPCD transition to Kindergarten. Hold an information session and tour for new kindergarten students.</p>	7, 10	Asst. Principal and prekindergarten and kindergarten staff	Parent sign-in sheets, parent feedback from events, flyers				
Funding Sources: 211-7 - Title I - \$200.00							
<p>4) Phone calls will be made and letters will be mailed to parents at different stages concerning individual students with attendance problems, discipline issues, counseling concerns, grade alerts, etc. Home visits will be made by principal and teacher or staff member to alert parents and instill the importance of communication. Teachers will increase communication to parents through the use of such programs as Class Messenger. Administration will continue to use Peachjar, All Calls (Bright Arrow), TAC, and marquee to promote an extensive communication avenue throughout the year.</p>	1, 6, 9	Administration, teachers	Increased attendance rate, increased parental involvement. Documentation through Peachjar, Bright Arrow, TAC, etc. printouts for the year.				







<b>Critical Success Factors</b> CSF 5 5) WATCH DOGS (Dads of Great Students) continue implementation to increase positive male role-models to volunteer in the school	6	Counselor and support from school staff	Continued increase in DADS who sign up and monitor the school grounds along with tutoring during the day. DOGS sign in sheets				
	Funding Sources: 199-7 -General Operating - \$150.00						
6) Implement increased parental involvement through updating parental involvement policy, input on school compact, and parent surveys.	1, 6	Administration	Updated parental involvement policy, agenda and sign-in sheets.				
7) Provide a parent information on Elementary School to Middle School transition for 5th grade students. Hold an information session and tour for new middle school students and parents.	7, 10	Principal, Assistant Principal, Counselor	Parent sign-in sheets, parent feedback from events, flyers				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 2:** To improve communication with all stakeholders by creating additional information pathways with increasing participation

**Performance Objective 2:** Parents will engage in after-school activities to better understand curriculum standards, STAAR tests, and the importance of reading, mathematics, and science.

**Evaluation Data Source(s) 2:** Rate of parent attendance to academic nights and will increase from previous year.

**Summative Evaluation 2:**







Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Parents of all MPE students(including, but not limited to: special education, LEP(denials), RtI, At Risk) will participate in academic nights. To ensure improved attendance, Miller's Point will provide books, demonstrations, and instruction. During these events, light snacks for parents will be provided.	1	All staff, principal, assistant principal, RtI facilitator,RtI staff.	Attendance rate				
Funding Sources: 211-7 - Title I - \$100.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 2:** To improve communication with all stakeholders by creating additional information pathways with increasing participation

**Performance Objective 3:** All primary grade students will have the opportunity to attend a Miller's Point Heroes Summer Reading Program which will support retention of learned reading skills as evident with consistent iStation scores from Summer to Fall semester.

**Evaluation Data Source(s) 3:** Parent attendance, information meeting and student attendance at program will be assessed.

**Summative Evaluation 3:**








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Miller's Point Heroes Reading Program Parent Night - to provide parents with opportunities to attend information session. To improve attendance of parent meeting, incentives and snacks will be offered.	6	Administration, RtI, faculty	Parent Sign-in sheets, parent feedback from event. Student attendance for summer program.				
Funding Sources: 211-7 - Title I - \$150.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 3: To increase employee satisfaction and retention of highly effective teachers and instructional aides**

**Performance Objective 1:** 100% of staff will be offered opportunities to share in the decision-making process to guide campus goals.

**Evaluation Data Source(s) 1:** CSBDM roster, vertical alignment team rosters, campus discipline team roster, parental involvement team roster, PTO roster

**Summative Evaluation 1:**








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will participate on various committees and academic teams to provide input into campus procedures and goals.	5	Principal, MPE staff	Agenda and notes from meetings, committee assignments and volunteer lists				
2) Ensure 100% of campus staff is highly effective	3	Administration	NCLB Highly Qualified Report				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 4: To spend money wisely, efficiently, and equitably by coordinating and integrating federal, state, and local funds to improve the overall learning environment**

**Performance Objective 1:** 100% of campus budgets (Local, Title, State Compensatory, etc.) will be developed based on the Campus Needs Assessment and input derived from the Site-Based Team.

**Evaluation Data Source(s) 1:** Campus budgets, SBDM agendas and notes, Campus Needs Assessment

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Campus Needs Assessment will be completed each year and budget needs will be recommended to the SBDM team prior to the May meeting.	1, 10	Principal, CSBMC, RTI teachers and Facilitators	CNA data and CNA summary				
2) The CSBDMC will ensure that initiatives and strategies that are deemed successful have adequate funding for the next school year.	1, 10	Principal	CSBDMC agenda and notes				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							






**Goal 5: All students will be taught in an environment that is safe, drug-free, and conducive to learning.**

**Performance Objective 1:** To increase student achievement by report card and STAAR passing rate of 85% or more, along with developing and implementing programs for social and emotional learning.

**Evaluation Data Source(s) 1:** Eschool Discipline Data, Counseling Logs, Parent Involvement Activities

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All teachers Pre-K - 5 will support student self-regulation and enforcement of Second Step, utilizing AccuTrain the "Helping" self-regulation videos; tied to school-wide discipline. Additionally, a school-wide anti-bullying program will implemented using resources such as Bully Prevention Guide in grades K - 5.	2	Classroom teachers, RtI teachers, Others involved: campus principal, assistant principal, and counselor.	Referrals to office; counseling referrals; RtI Behavior; eliminate violence prevention reports				
	Funding Sources:						
2) Student Data Folders, and leadership logs for conferences and contacts to parents will be used to communicate about student achievement during parent conferences. RTI teachers and facilitator will assist.	6, 9	Classroom teachers	Individual student data folders, parent conference notes				
3) Provide programs and services to develop college and career readiness	10	Counselor	Feedback from teachers, students, and presenters				
4) To schedule monthly LPAC meeting to identify LEP students and review their progress.	9	LPAC Coordinator, classroom teacher, administrator, special education teacher as applicable	Increase in student performance data				
5) To ensure GT testing is timely and accurate, and, that identified students are being served.		Gifted and Talented Teacher, classroom teacher, administration	Timelines met, testing data				
6) To schedule dyslexia therapy classes for students identified as having characteristics of dyslexia. Provide accommodations as recommended by 504s.	9	Dyslexia Therapist, Classroom Teacher, administration, and 504 coordinator	Increase in scores throughout the year: iStation, CBAs, Universal Screens, STAAR, Stride Academy				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue









**Goal 5:** All students will be taught in an environment that is safe, drug-free, and conducive to learning.

**Performance Objective 2:** Develop a plan to meet the needs of migrant, homeless, at-risk, and military students

**Evaluation Data Source(s) 2:** Completed plan

Review academic performances and social-emotional needs

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Identify students who are homeless by collecting SRQs during the registration process or when a student is referred by a staff member. Immediate enrollment for students identified as homeless.	9	All faculty and Staff, Counselor, Administration, Classroom and support teachers	Scores: iStation, CBAs, Universal Screens, STAAR, Stride Academy, etc. PEIMS homeless reports, Student Residency Questionnaires				
2) Provide appropriate services, including supplies, apparel, meals, and transportation to homeless students at every campus to improve academic progress, attendance, and graduation rates.	9, 10	Counselor	Academic records of homeless students, attendance records, State Assessments (STAAR) results of homeless students, TEXSHEP(ESC 10, ESC 20) mid-year review				
3) Monitor the attendance and grades of homeless students and communicate immediately when barriers or concerns exists for homeless students/families.	9	Counselor	9-weeks report card grades, attendance reports of homeless students.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	3	Grades 2 - 5 will integrate Poetry as an integrated Genre Study targeted for At-Risk, LEP(denials), Special Ed, and RtI students through the use of Forde-Ferrier and consumable support materials. MPE students (3rd-5th) will receive individualized reading support: using Scholastic News. Additionally, RtI students will utilize Word Families Activity Journals, Magnetic Foam Word Family Tiles, Vocabulary Acquisition Journals, and Reading Comprehension Practice Cards.
1	1	6	Provide opportunities for all special needs students to meet the state performance standards (STAAR). Increase the amount and quality of learning time (inclusion, extended school year, before- and after-school programs), provide enriched and accelerated curriculum-inclusion, resource, address the needs of all children in the school. Continue to implement Co-teach model and ensure accommodations and modifications are provided.

# State Compensatory

## Budget for Miller's Point Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
171-7-11-111-24-6112	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$900.00
171-7-11-111-24-6118	6118 Extra Duty Stipend - Locally Defined	\$9,000.00
171-7-11-111-24-6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$182,643.23
<b>6100 Subtotal:</b>		<b>\$192,543.23</b>
<b>6300 Supplies and Services</b>		
171-7-11-111-30-6329	6329 Reading Materials	\$5,000.00
171-7-11-111-30-6399	6399 General Supplies	\$5,000.00
<b>6300 Subtotal:</b>		<b>\$10,000.00</b>
<b>6400 Other Operating Costs</b>		
171-7-11-111-30-6411	6411 Employee Travel	\$500.00
171-7-13-111-30-6411	6411 Employee Travel	\$250.00
<b>6400 Subtotal:</b>		<b>\$750.00</b>

**Personnel for Miller's Point Elementary School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gary West	RtI Facilitator	RtI	1
Monica Rea	RtI teacher	RtI	1

# Title I

## Schoolwide Program Plan

ESEA Section 1114 (b) (1) requires a Title I schoolwide program plan to contain each of the following ten components as well as related measurable goals and strategies for implementation:

1. A comprehensive needs assessment of the entire school (including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to the state academic content standards as described in Section 1111(b)(1).
2. Schoolwide reform strategies that:
  - a. Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).
  - b. Use effective methods and instructional strategies based on scientific research that:
    - Strengthen the core academic program in the school.
    - Increase the amount and quality of learning time, by providing an extended school year, before- and after-school and summer programs and opportunities, and an enriched and accelerated curriculum.
    - Include strategies for meeting the educational needs of historically underserved populations.
  - c. Address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the schoolwide program. The services of such a program include:
    - Counseling, pupil services, and mentoring services.
    - College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies.
    - The integration of vocational and technical education programs.
  - d. Address how the school will determine if such needs have been met.
  - e. Are consistent with the state plan and any local improvement plans.
3. Instruction by highly qualified teachers.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards in accord with Section 1119 and subsection 1114 (a)(4).
5. Strategies to attract highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services in accord with Section 1118.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
8. Measures to include teachers in decisions regarding the use of academic assessments (described in Section 1111[b][3]) to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standards as required by Section 1111(b)(1). Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance.
10. Coordination and integration of federal, state, and local services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## **Ten Schoolwide Components**

### **1: Comprehensive Needs Assessment**

1. Develop system of providing contracts for high-needs students that promotes positive behaviors.
2. Review program documentation to ensure that all instructional programs, instruction strategies are supported by scientifically-based performance.

### **2: Schoolwide Reform Strategies**

1. Student Awards for good conduct.
2. Develop and implement Student ID policy.
3. Establish on-going counseling groups.
4. Implement peer mediation group.
5. Implement Understanding Our Differences sessions.
6. Red Ribbon Week-Whole campus and classroom activities focusing on drug awareness and prevention.

### **3: Instruction by highly qualified professional teachers**

1. Ensure all campus teachers are qualified to instruct the grade level assigned.
2. New teachers to the District and to Miller's Point as well as teachers new to their position will participate in the Campus District Mentor program along with Mentor teachers.
3. Ensure all paraprofessionals meet the qualifications of an associate's degree, 2 years of college or passing a District rigorous academic exam.

### **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services**



## **personnel, parents, and other staff**

1. Staff will participate in team-building activities as they broaden curriculum knowledge in content areas at staff development activities throughout the year.
2. Staff members will participate in District and Campus professional development activities to enhance personal growth.
3. Region 20 Education Service Center will provide instructional support for teachers in all content areas.
4. Professional staff book studies include but not limited to: Thinking Through Project Based Learning: Guiding Deeper Inquiry; Teaching with the Brain in Mind; and Deep Curriculum Alignment.
5. Staff will complete a climate survey.

## **5: Strategies to attract highly qualified teachers**

1. Ensure all Campus teachers are qualified to instruct the grade level assigned.
2. Ensure all paraprofessionals meet the qualifications of an associate's degree, 2 years of college or passing a District rigorous academic exam.
3. Improve Staff attendance to a minimum of 97%.

## **6: Strategies to increase parental involvement**

1. Provide opportunities for parents to attend curriculum activities where strategies and materials are shared with parents.
2. Provide STAAR Strategy Training for parents (grades 3 - 5).
3. Increase teacher participation and enrollment in PTO.
4. Actively encourage and seek new parents to participate in PTO.
5. Have student recognition for attendance during six-week assemblies.
6. Provide Quarterly Newsletters to families by classroom teachers and administration.
7. Provide Parent Volunteer Training.
8. Have Meet-The-Teacher Open House.

9. Have Family Literacy Night.
10. Provide parents with Campus Student Performance Data for 2014 – 2015 STAAR.
11. Post CIP on school website for parent access.
12. Develop a School/Parent Compact & notify parents that Miller's Point Elementary is a Title I school.
13. Require all classroom teachers to create and maintain individual web pages and have current parent links updated on the website.
14. Post information for parents and community on the school marquee.
15. Provide Information Brochures for parents on bullying and a Parent Guidebook for children to be successful in middle school.
16. Celebrate diversity with multicultural events with parents as participants.

**7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

Provide programs and events which encourage pre-school families to join Miller's Point to learn more about emerging literacy and development of critical thinking and vocabulary.

**8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

1. Provide training on the Judson ISD Instructional Planning Process.
2. Grade Level Planning meetings utilizing the Judson ISD Instructional Planning Process.
3. Provide academic support through instructional coaching.
4. Meet with Administrative team to look at data and determine strategies aimed at improving instruction.
5. Ongoing analysis of student work and/or data to monitor and adjust lesson plans.
6. Provide instructional feedback from classroom walk-throughs.
7. Develop and implement Parent involvement activities that support the campus goal of increasing student performance.
8. Document ELL, Special Education and GT accommodations/modifications in weekly lesson plans.
9. Provide Instructional support to teachers of students in Special Education.
10. Provide teachers of ELL students with Sheltered Instructional Support.

Mathematics

1. Utilization of effective common planning practices to include all JISD middle school Mathematics teachers.

## Reading

1. Provide training to teachers on Reader's Workshop (Crafting, Independent Reading, Reader's Response, invitational Groups).
2. Utilizing technology in the classroom - Nooks, iPods and eReaders.
3. The dictionaries will be used as accommodations to support English-as-Second Language Learners for local assessments (CBAs/Semester Exams, STAAR, and STAAR-L).
4. IPADs and accessories will be used by Department Chairs to assess department alignment, enhance instruction, and assist struggling students.
5. The International Readers Association Conference will provide instructional strategies for campus Reading teachers to assist with struggling readers and improve STAAR scores.

## English Language Arts

1. Provide training to teachers on Writer's Workshop (mini-lessons, writing process, use of mentor texts, conferencing).

## Social Studies

1. Utilization of effective common planning practices for campus.
2. Utilization of effective common planning practices to include all JISD middle school Social Studies teachers.
3. Utilization of common Social Studies Department assessment data in planning instruction.

## Science

1. Use common content and instructional planning and protocols.
2. Collaborating with District curriculum specialists.

## Technology

1. Students will take Computer Literacy I by the end of 8th Grade.
2. Teachers deliver at least four technology integration projects.
3. Teachers will create and maintain campus web pages.

## **9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

1. Provide training on RtI, including using data to determine appropriate tiers and interventions to use within each tier.
2. Collect and utilize student data to determine appropriate tiers and interventions.
3. Develop and implement parent involvement activities that support the campus goal of increasing student performance.
4. Conduct data team meetings where RtI data, intervention effectiveness and future implications, and solutions are discussed.
5. IPADS and accessories will be used by Department Chairs to assess department alignment, enhance instruction, and assist struggling students.
6. Provide Tutoring before and after school
7. Homework Assistance Center
8. Remediation Classes
9. ESC - 20

## Mathematics

1. Provide math intervention program training to teachers.
2. ALEKS is an online math intervention program that provides individualized learning with immediate feedback and progress monitoring for struggling learners.

## Reading

1. Hire 1 Comp Ed and 2 Title I teachers.
2. I-Station web-based diagnostic and intervention software for struggling students.

## Social Studies

1. Provide training on Document Based Questions.
2. History Fair
3. Journaling

## Science

1. Training with Science consultant, Ms. Minnux-Wilkes.
2. Tutoring
3. Homework Assistance Center

## Behavior Intervention

1. Ripple Effect for In-School Suspension
2. Alpha Phi Fraternity Mentoring Program

## **10: Coordination and integration of federal, state and local services and programs**

1. Guidance Curriculum – Dating Violence, Bullying, Drug Education (Drug Free/Weapon Free Environment), Study Skills, relationships, self-esteem and anger management. Programs to provide counseling intervention to assist students and parents.
2. Train staff who are in high risk positions in Crisis Prevention Intervention CPI.
3. Conduct monthly evacuation drills.
4. Have a Family Literacy Night.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brian Krasiewski	RtI teacher	RtI	1
Nicole Reich	RtI teacher	RtI	1

## 2016-2017 Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Barbara Smejkal	Principal
Business Representative	Thomas Connor	Business Representative
Classroom Teacher	Tiffany Arrambide	Teacher
Classroom Teacher	Katherine Buss	2nd Grade Teacher
Classroom Teacher	Kira McAhren	Teacher
Classroom Teacher	Michelle Trevino	2nd Grade Teacher
Classroom Teacher	Meagan Voight	Teacher
Classroom Teacher	Lucia West	Teacher
Community Representative	Hewitt Ballard	Church Pastor
District-level Professional	Todd Pope	Science Specialist
Non-classroom Professional	Phyl Nielsen	Dyslexia Therapist
Paraprofessional	Rodney Rodriguez	Paraprofessional
Parent	Nicole Dahlquist	Parent
Parent	Javier Marquez	Parent

# Campus Funding Summary

<b>199-7 -General Operating</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	4	2	Camp Honey Creek along with transportation		\$8,500.00
1	5	5	Chess Sets, 24 (Game), basketballs, art supplies		\$300.00
1	6	2	Certificates and Trophies		\$500.00
2	1	5	General items for support		\$150.00
<b>Sub-Total</b>					<b>\$9,450.00</b>
<b>171-7 State Compensatory Education</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1		6300	\$5,000.00
1	1	3	Reading Support Materials for At-Risk students	6329	\$1,500.00
1	1	3	Consumable materials-workbooks-At Risk Students	6399	\$700.00
1	1	4	Extra Duty Pay - Tutoring		\$4,000.00
1	2	3	Tutoring		\$4,000.00
1	2	4	Forde-Ferrier Word Wall math, Resource consumable materials and supplies		\$5,000.00
1	3	1	consumable writing supplies		\$500.00
1	3	2	Tutoring funding - extra duty pay	6118	\$1,000.00
<b>Sub-Total</b>					<b>\$21,700.00</b>
<b>211-7 - Title I</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Accelerated Reader		\$3,100.00
1	1	1	Language Arts Interactive Notebooks K-5		\$204.54
1	1	3	Supplies and Materials (journals, tabs, workbooks support materials )		\$150.00
1	2	1	Region 4 Engaging Mathematics Books Grades 2,3,4,5		\$204.00



1	2	1	Daily Moose Math		\$229.94
1	2	1	Interactive Notebooks		\$204.54
1	2	4			\$829.73
1	2	5	Principles to Actions/High Yield Strategies Books		\$624.57
1	4	1	Region 4	211-4-11-111-30-6329	\$637.50
1	4	1	Moose Science		\$45.94
1	4	1	STEMscopes		\$472.50
1	4	1	NSTA		\$1,039.66
1	4	1	Makerspace Materials: Baseplates		\$360.81
1	4	1	Interactive Notebooks		\$204.54
1	6	1	certificates, trophies, incentives		\$200.00
2	1	2	Instructional materials for parents		\$200.00
2	1	3	Parent flyers and materials for transition		\$200.00
2	2	1	Snacks		\$100.00
2	3	1			\$150.00
5	1	1			\$0.00
<b>Sub-Total</b>					\$9,158.27
<b>Grand Total</b>					\$40,308.27