

Brazosport Independent School District

Clute Intermediate

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

The mission of Clute Intermediate School is to develop and empower ALL students with the capacity to excel in an ever-changing world.

Vision

Empowering our Future!

Value Statement

Every child deserves the highest quality education.

Everyone is accountable for student success.

We are team players who work collaboratively to solve problems with positive attitudes.

We go the extra mile to promote student success.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	6
School Processes & Programs	7
Perceptions	9
Comprehensive Needs Assessment Data Documentation	10
Goals	13
Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.	12
Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.	26
Goal 3: Brazosport ISD will recruit, develop, and retain highly effective staff.	37
Goal 4: Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.	42
Goal 5: Brazosport ISD will promote, communicate and market the accomplishments, achievements, and successes of students and staff.	47
Comprehensive Support Strategies	53
State Compensatory	54
Budget for Clute Intermediate:	54
Personnel for Clute Intermediate:	55
Title I Schoolwide Elements	56
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	56
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	56
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	56
Plan Notes	57
Campus Education Improvement Committee	69
Campus Funding Summary	70

Comprehensive Needs Assessment

Demographics

Demographics Summary

Clute Intermediate School's demographic make-up is comprised of students in Grades 5-8 coming primarily from the Clute and Richwood communities. The three elementary campuses feeding to Clute Intermediate are Polk Elementary, T.W. Ogg Elementary, and Madge Griffith Elementary. Clute Intermediate also houses the Deaf-Coop program which provides instruction for all Brazoria County Deaf students fifth through eighth grade. In addition, Clute Intermediate incorporates the 5-8 grades Best program for the ED students of the district which is designed to provide behavioral support for students who are identified as Special Education Services. Finally, we also house all the fifth and sixth grade bilingual students with less than three years in US.

Clute Intermediate student ethnicity for the 2017-18 school year is as follows (ordered largest percentage to smallest):

Hispanic - 71.2%

White - 17.3%

African American - 7.7%

Two or more races - 2.0%

Other - 0.8%

Based on data from home survey's, Spanish is the predominately spoken language of Clute students. Clute Intermediate student socioeconomic, at-risk and special programming data follows:

Economically disadvantaged - 65.7%

At-Risk (per TEA definition) - 65.1%

Gifted and Talented - 4.6%

Career and Technology Education - 25.3%

Special Education - 10.0%

English Language Learners - 12.7%

Mobility - 17%

Clute Intermediate has a very diverse population, with many socioeconomic challenges. Comparing AEIS data over the past several years indicates an increase in our Hispanic, and economically disadvantaged students.

Demographics Strengths

- Strong representation in a variety of ethnic and socioeconomic backgrounds.
- Variety of background experiences represented, as students come from 3 different campuses.
- Age range from 10 to 14.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The bilingual/ ESL population is a rapidly growing population and overall scores are not at the desired level as a whole. We are expecting a growth in STAAR scoring in this population. **Root Cause:** With this consistent growth in this population, we will make program adjustments that will better suit the needs of all Bilingual/ ESL learners

Problem Statement 2: CIS has failed to meet our attendance goal for the 2016-2017 school year. Attendance contacts and conferences need to be made in a timely manner following frequent absences. **Root Cause:** CIS demographics are becoming more migrant. More students are moving in and out due to apartment rent and parent's jobs.

Student Academic Achievement

Student Academic Achievement Summary

Clute Intermediate's goal for the 2017-18 school year is an overall improvement in all core areas by 5% and to meet the state passing level by the 2020. In the 2016-17 school year, we experienced overall improvement in Index 1 by 7%, Index 2 of 5%, and Index 4 by 5% percent growth. We maintain the same rate in Index 2. We continue to have issues with all four grade levels in Reading, where student performance was well below the state passing standard. LEP students outperformed 2017 across the board on STAAR. Data to support these findings include STAAR results and campus Accountability.

Annual Goal: Teachers will improve the quality of instruction to raise the performance of identified populations in Index 1 by 5% on the STAAR and STAAR A grades 5 - 8 exams, (70 percent in Reading and 65 percent in Writing) for all students on all STAAR exams, and by improving the performance of LEP identified students by 5%.

Student Academic Achievement Strengths

- High levels of student involvement and achievement in Fine Arts contests, extracurricular activities, and community services.
- Addition of another full time Instructional coach assigned to campus to work on instructional strategies with core subjects.
- 100% passing rate on the Algebra 1 EOC.

Accountability Summary:

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: CIS needs additional resources and materials for differentiation in instruction. Demographic and achievement needs **Root Cause:** CIS needs materials for ELL, Bilingual, and Special Education populations. Demographic and achievement needs

School Processes & Programs

School Processes & Programs Summary

All teachers in grades five through eight follow the district scope and sequence. Ongoing evaluation is present to redirect learning pathways. Textbooks, chrome books and materials are made available to staff members. Campus interventions (Tier II & III), and Science, Language Arts, and Social Studies progress monitoring with intervention. Instruction is individualized based on the students needs. All grade levels utilize curriculum based assessments and benchmarks to evaluate mastery of TEKS. The use of data drives year round intervention and assists teachers in building strong relationships with their students. In addition, we must hold ourselves to a high standard of attention to our strategies for pre-assessment, differentiation, intervention, instructional planning and execution, and ongoing assessment of student learning.

Clute Intermediate has maintained 100% highly qualified staff for the past seven years. Staff members typically only leave our campus through retirement or relocation. New teachers are assigned a mentor for one year. All teachers are allowed opportunities to observe other teachers on the campus. Teachers share their learning opportunities with others at grade level PLC's, department meetings, grade level meetings, and staff meetings. A great support for all staff is evident through mentors, departments, and grade levels. More work is needed in the area of staff development with a focus on the data, team building and teacher collaboration.

Goal 3 is still one of our primary focuses at CIS this year. As a school we will work to show our community how much we care for the kids we share and the people who share them with us. This is too great a community for us to fail to work together for the sake of our students. The school must constantly serve, and we must do so with an attitude of charity and understanding in response to the needs of those we educate. Clute Intermediate hosts Parental Involvement activities throughout the year. CIS continues to pursue building the PTO memberships. Local business, BASF and Dow Chemical participate in campus volunteering and the Junior Achievement yearly program. Parents are members of the CEIC and DEIC committees. However, there are certain areas of need we must address: methods to increase parental participation at academic events, teacher participation in community events, and timely communication with parents.

School Processes & Programs Strengths

- Instructional coach on campus available to provide in-time professional learning that includes modeling, co-teaching, planning, observation, reflection, and feedback
- Newly developed lesson plans turned in weekly to department chairs
- Assessments are used to form intervention groups
- Data from AWARE drives instruction
- RtI interventions for tier II & III students through RtI Interventionist
- Integration of Technology
- Ongoing training in Science, Math,, History, and Language Arts advancements in instruction

- A comprehensive and differentiated professional learning plan for the campus that affords each staff member the opportunity to set goals
- Common planning time(PLC's for each grade level) throughout the day for staff collaboration
- 100% Highly Qualified
- High level of professionalism
- Special Program Staff - RtI Interventionist
- Develop teacher learning walks periodically throughout the year
- Improve communication through vertical alignment on campus, as well as, with other district schools.
- Increase collaboration with Instructional Coach and collaboration teams
- Utilization of data to determine staff development for teachers
- Develop a strong Teachers in Training program at CIS, this program will furnish CIS with great future teachers with real classroom experience
- Volunteers from area corporations (ie;. Dow, & BASF) to assist in tutoring our students in areas of math and science.
- Junior Achievement Program for 8th grade.
- Science night and collaboration with Brazoswood H.S. & Brazosport Planetarium.
- Four-year opportunity to build ongoing relationships with families that carry forward into secondary and post-secondary education
- Provide technical support for families without computer.
- Create partnerships with business community members.
- Improve parent attendance of Bilingual/ESL parents nights

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: CIS needs to maintain the PLC process on campus. Need for collaboration, planning, and common assessments. **Root Cause:** CIS needs instructional time for silent student reading and more classroom volunteers to read with students. More students need assistance with taking AR tests and reading.

Problem Statement 2: CIS needs time for PLC collaboration during the school day. **Root Cause:** We are continuing to grow our PLC sustainability at Clute Intermediate.

Problem Statement 3: While CIS has family involvement, we need to increase our classroom volunteers. **Root Cause:** Parents need opportunities to be involved at school.

Perceptions

Perceptions Summary

With respect to student, staff, and parent identity, surveys revealed that a positive school climate exists when all students feel valued, accepted, and secure in an environment where they can interact with teachers. The campus participates in a campus wide positive behavior support initiative programs "Capturing Kids Hearts" and RAP. Character discussions through the physical education program have contributed to the campus's positive climate. However, we need to consider opportunities such as clubs and extracurricular activities so more students will be involved on campus. Students who have ownership in their school perform better and behave better. The social context of our campus is the foundation for our pyramid of success, upon which we will build innovative strategies and tools that transform the teaching and learning process.

Perceptions Strengths

- Strong sense of campus identity -- students, staff, and parents wearing school colors and logos on a regular basis at campus and around the community.
- Increased attendance in the Boys and Girls Club after school program.
- Creation of Student and Teacher of the Month
- Campus wide Student Council elections
- Great sense of school pride demonstrated in campus participation in activities, contests, and rallies.
- Announcements reminders of positive expectations are made throughout the day.
- Communication of school information via technology: website, school messenger, and Remind101.
- Increase opportunities for parents to participate on campus (field trips, parent informational meetings in ESL/Bilingual population)
- Support College and Career readiness and all student groups to link learning to real world values
- Great sense of school pride demonstrated in campus participation in activities, contests, and rallies.
- Announcements reminders of positive expectations are made throughout the day.
- Communication of school information via technology: website, school messenger, and Remind 101.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: CIS needs time for PLC collaboration during the school day. **Root Cause:** We are continuing to grow our PLC sustainability at Clute Intermediate.

Problem Statement 2: Clute Intermediate will become and needs to maintain positive reinforcements for staff attendance. Staff attendance needs to increase.

Root Cause: Clute Intermediate needs to maintain our current decreasing discipline trend. Our discipline numbers have shown a decrease over the last few years.

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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 End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Revised/Approved: September 11, 2018

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 1: In 2018-19, all Closing the Gaps indicators identified for Additional Targeted Support will exceed the cut score in the following identified groups: African American, White, 2 or more races, and all students. (Constraint 3)

Evaluation Data Source(s) 1: 2019 Domain 3: Closing the Gaps Report

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy Critical Success Factors CSF 2</p> <p>1) Identify White, African American and Two-or-More identified at-risk students based on prior year assessments and develop an intervention plan that provides academic and behavioral support.</p>	2.4, 2.6	Administrators, counselor, and Rtl interventionist	State assessments, local benchmark test, report card grades				
<p>Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Demographics 1</p> <p>Funding Sources: Local 24 - State Comp - 5390.00</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>2) Collaborate with appropriate regular education teachers to provide student support through co-teaching and modification information for at-risk students in the White, African American and Two-or-More Races population groups..</p>	2.6	General Ed, Bilingual, ESL and Special Education teachers	Improved grades in core classes, assessment data				
<p>Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Demographics 1</p>							

Targeted Support Strategy Critical Success Factors CSF 1 CSF 5 3) Implement Bilingual parent nights throughout the school year that are geared to foster their students learning outside of the school day.		Principal, Bilingual staff	Parent attendance rosters, material checkout sheets				
Problem Statements: Parent and Community Engagement 3 Funding Sources: 199 - General Fund - 750.00							
Targeted Support Strategy Critical Success Factors CSF 4 4) Continue with Reading and Math Interventionists that will help all students that have been unsuccessful in past STAAR Testing.	2.6	Principal	Campus interventionists will be retained for the 2018-2019 school year.				
Problem Statements: Demographics 3 - Student Achievement 2, 3 - Curriculum, Instruction, and Assessment 2 Funding Sources: Local 24 - State Comp Personnel - 195000.00							
Targeted Support Strategy Critical Success Factors CSF 4 5) Targeted groups of tutorials and STAAR Boot Camps will be provided during the year to target struggling students.	2.6	Principals, Interventionists	The Mater Schedule and other supporting schedules will reflect times set aside for tutorials and the boot camp that addresses the learning needs of at-risk students.				
Problem Statements: Demographics 3 - Student Achievement 2, 3 - Curriculum, Instruction, and Assessment 1, 2							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: CIS homeless student numbers are increasing which in turn affects STAAR scores. Root Cause 1: With this consistent growth in this population, we will make program adjustments that will better suit the needs of all Homeless students.
Problem Statement 3: Students in special populations need to show further growth on STAAR. Root Cause 3: Greater emphasis needs to be placed on special populations in classroom instruction.
Student Achievement
Problem Statement 1: CIS needs additional resources and materials for differentiation in instruction for ELL and SpEd learners. Root Cause 1: CIS has all of the ELL students from the Brazoswood feeder pattern and houses a life skills, BEST program.
Problem Statement 2: STAAR scores for Writing, Science and Social Studies need to improve. Root Cause 2: Instruction and tutorials needs improvement in these areas.
Problem Statement 3: STAAR scores for Reading and Math need to continue to improve in all grade levels. Root Cause 3: Resources for reading and math instruction are needed. Professional development for staff is needed.
Curriculum, Instruction, and Assessment
Problem Statement 1: STAAR results have improved and still need to grow in all subject areas for all populations.
Problem Statement 2: At Risk and special populations need to continue to show growth in all STAAR areas. Root Cause 2: RTI interventions need to be strengthened and utilized.

Parent and Community Engagement

Problem Statement 3: Greater parent participation is needed for CIS family events. **Root Cause 3:** Working parents and students being raised by others than their parents contributes to the lack of participation.

Demographics

Problem Statement 1: The bilingual/ ESL population is a rapidly growing population and overall scores are not at the desired level as a whole. We are expecting a growth in STAAR scoring in this population **Root Cause 1:** With this consistent growth in this population, we will make program adjustments that will better suit the needs of all Bilingual/ ESL learners

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 2: In 2018-19, CIS fifth grade students will outperform the state passing standard in both Mathematics and Reading by improving math scores by:

- 3% in the All Students math;
- 5% in the Meets Grade Level math;
- 3% in the Masters Grade Level math;
- 6% in the All Students reading;
- 5% in the Meets Grade Level reading; and
- 3% in the Masters Grade Level reading.

(Outcome Goal 2)

Evaluation Data Source(s) 2: District CBAs
 District Mock STAAR
 Campus formative assessments
 2019 STAAR Math and Reading results

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) ALEKS		Gen Ed Teacher, Interventionists	Students will improve at least 3% in the area of mathematics.				
2) Istation No Red Ink LLI		Gen. Ed Teachers, Interventionists, Admin	Continuous improvement in reading and comprehension skills				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 3: In 2018-19, CIS sixth grade students will outperform the state passing standard in both Mathematics and Reading by improving math scores by:

- 7% in the All Students math;
- 5% in the Meets Grade Level math;
- 5% in the Masters Grade Level math;
- 7% in the All Students reading;
- 6% in the Meets Grade Level reading; and
- 5% in the Masters Grade Level reading.

(Outcome Goal 2)

Evaluation Data Source(s) 3: District CBAs

District Mock STAAR

Campus formative assessments

2019 STAAR Math and Reading results

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Purchase and implementation of TEKSing Towards STAAR curriculum for mathematics.		Administrators, interventionists, general education teachers	Sixth grade students will demonstrate growth of at least 7% in the area of mathematics.				
2) Students will utilize supplementary programs such as No Red Ink, LLI, and iStation to enhance their understanding of ELA concepts and to increase their reading comprehension.		Administrators, interventionists, general education teachers	Sixth grade students will improve at least 7% in the area of reading.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 4: In 2018-19, CIS seventh grade students will outperform the state passing standard in both Mathematics and Reading by improving math scores by:

- 5% in the All Students math;
- 5% in the Meets Grade Level math;
- 2% in the Masters Grade Level math;
- 7% in the All Students reading;
- 5% in the Meets Grade Level reading; and
- 5% in the Masters Grade Level reading.

(Outcome Goal 2)

Evaluation Data Source(s) 4: District CBAs

- District Mock STAAR
- Campus formative assessments
- 2019 STAAR Math and Reading results

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) TEKSing to STAAR curriculum		Gen. Ed Teachers Interventionists, Admin	Seventh grade students will improve at least 5% in the area of mathematics.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 5: In 2018-19, CIS seventh grade students will close the gap on the state passing standard in writing by improving Writing scores by 10 percent in all students, 5 percent in Meets, and 5 percent in Mastery. (Constraint 3)

Evaluation Data Source(s) 5: District CBAs
 District Mock STAAR
 Campus formative assessments
 2019 STAAR Writing results

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teacher Professional Development in the area of Writing		Campus administrators	More consistent and up to date instruction leading to increased student performance in the area of writing				
2) Specialized student instruction from writing consultant "Just-In-Time STAAR EXPOSITORY Student Writing CAMP"		Campus administration	More consistent and up to date instruction leading to increased student performance in the area of writing				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 6: In 2018-19, CIS eighth grade students will outperform the state passing standard in both Mathematics and Reading by improving math scores by:

- 3% in the All Students math;
- 5% in the Meets Grade Level math;
- 3% in the Masters Grade Level math;
- 8% in the All Students reading;
- 5% in the Meets Grade Level reading; and
- 3% in the Masters Grade Level reading.

(Outcome Goal 2)

Evaluation Data Source(s) 6: District CBAs
 District Mock STAAR
 Campus formative assessments
 2019 STAAR Math and Reading results

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) ALEKS will continue to be utilized as a means of improving mathematical understanding and comprehension.		Admin, Gen Ed Teachers Interventionists	Students will improve at least 3% in the area of mathematics.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 7: In 2018-19, CIS will continue to have a perfect passing rate in Algebra 1, but will improve the mastery passing level of students by 5 percent. (Outcome Goal 3)

Evaluation Data Source(s) 7: District CBAs
 District Mock STAAR
 Campus formative assessments
 2019 STAAR Algebra 1 EOC results

Summative Evaluation 7: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continued implementation of ALEKS.		Administrators, interventionists, general ed teacher	Algebra I students will continue to achieve a perfect passing rate and will improve mastery level by 5%.				
2) Continued collaboration with other Algebra I teachers across the district.		Administrators, general ed teacher	Algebra I students will continue to have a perfect passing rate and will improve mastery by 5%.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 8: In 2018-19, CIS fifth and eighth grade students will continue to close the gap with the state passing standard in Science by improving Science scores in fifth and eighth grades by 7 percent in all students, 5 percent in Meets, and 5 percent in Mastery. (Constraint 3)

Evaluation Data Source(s) 8: District CBAs
 District Mock STAAR
 Campus formative assessments
 2019 STAAR Math and Reading results

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CAST Training		Admin, Gen Ed Science Teachers					
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 9: In 2018-19, CIS eighth grade students will improve on closing the gap with the state passing standard in Social Studies by improving Social Studies scores by 10 percent in all students, 7 percent in Meets, and 5 percent in Mastery. (Constraint 3)

Evaluation Data Source(s) 9: District CBAs
 District Mock STAAR
 Campus formative assessments
 2019 STAAR Math and Reading results

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Lead4ward							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 10: CIS will be at the sustaining stage of the PLC Continuum rubric in all grade level teams by June of 2019. (Constraint 1)

Evaluation Data Source(s) 10: PLC Evaluation Rubric and documentation accumulated throughout the year that is aligned with the Sustaining indicators.

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) School staff members will attend the Solution Tree training pertaining to effective PLCs.		Administrators	All staff members will have a working knowledge of PLCs and how they positively impact a campus.				
2) Grade level PLCs occurring consistently, at least monthly, and agendas are kept documenting meetings.		Grade level leads, administrators	On-going collaboration among grade level teams				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 11: In 2018-19, CIS will improve in STAAR state accountability in Domain 1 and Domain 2, Part B by improving student achievement results by 5 percent.

- Evaluation Data Source(s) 11:** District CBAs
 District Mock STAAR
 Campus formative assessments
 2019 STAAR Math and Reading result
 2019 State Accountability Domain 1 Table of Results
 2019 State Accountability Domain 2, Part B: Relative Performance results

Summative Evaluation 11: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CIS PLC groups will focus on Meets and Masters for student accountability		Teachers, PLC groups, campus administrators	Increased student growth, and a refocus of tutorial/boot camp groupings				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 12: In 2018-19, CIS will earn one or more TEA distinctions.

Evaluation Data Source(s) 12: 2019 TEA Distinctions Report

Summative Evaluation 12:

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 1: In 2018-2019, CIS will provide a safe learning environment for the student body as evidenced by a 90% approval rating on staff, student and parent surveys.

Evaluation Data Source(s) 1: Student Survey Feedback

- Parent Survey Feedback
- Reduction in Discipline referrals
- Staff Development Sign In Sheets
- Evidence of student safety training

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 6 1) Develop and utilize school-wide procedures for implementation of PBIS (Positive Behavior Intervention and Supports) and RTI.	2.6	All teachers, support staff and administration	Office discipline data, Teacher and student participation in the program(s).				
Problem Statements: School Culture and Climate 4							
Critical Success Factors CSF 5 CSF 6 2) Teachers will collaborate with parents and guardians regarding student behaviors.		Administrators, classroom teaches	Eduphoria journal records, communication logs, call logs, email logs, parents conferences.				
Problem Statements: School Culture and Climate 3, 4							

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p>	2.5	Boys and Girls Club staff, administrators, CIS tutorial teachers, classroom teachers	Boys and Girls Club enrollment, sign-in sheets, school clubs				
<p>3) Teachers and staff will provide safe and positive opportunities for after school enrichment and tutorials for students.</p> <p>Problem Statements: School Culture and Climate 3</p>							
<p>Critical Success Factors CSF 6</p> <p>4) Office referrals and DAEP placements will be reduced using Capturing Kid's Hearts and PBIS strategies school-wide.</p>	2.5	Teachers and administration	Reduction in overall number of referrals / placements.				
<p>Problem Statements: School Culture and Climate 4</p>							
<p>Critical Success Factors CSF 6</p> <p>5) SRO and Safety Specialist will constantly monitor for unsafe students-to-student conditions.</p>	2.5	SRO and Safety Specialist	Reduction in number of student-to-student altercations.				
<p>Problem Statements: School Culture and Climate 4</p> <p>Funding Sources: 199 - General Fund - 200.00</p>							
<p>Critical Success Factors CSF 6</p> <p>6) Right-Choice/Rewards programs will encourage students to be stakeholders in a safe and educationally rich environment.</p>		All teachers, support staff and administration	Growing number of students in PBIS events.				
<p>Problem Statements: School Culture and Climate 1, 4 - Curriculum, Instruction, and Assessment 2 - Demographics 2</p> <p>Funding Sources: 199 - General Fund - 4500.00</p>							
<p>Critical Success Factors CSF 6</p> <p>7) Implement Crime stoppers program school wide.</p>	2.5	SRO, Administration	Number of tips that result in legal prosecution.				
<p>Problem Statements: School Culture and Climate 4</p> <p>Funding Sources: 199 - General Fund - 150.00</p>							
<p>Critical Success Factors CSF 6</p> <p>8) All students will be trained in railroad crossing safety procedures.</p>	2.5	Counselors	Better student awareness				
<p>Problem Statements: Parent and Community Engagement 1</p>							
<p>9) Implementation of Power Snacks for after school programs, the Backpack Program and various food drives</p>	2.5	All teachers and staff	Sign-in rosters for Power Snacks, enrollment in Backpack Program and student participation				
<p>Problem Statements: Demographics 1 - School Culture and Climate 3</p> <p>Funding Sources: 199 - General Fund - 100.00</p>							

<p>10) Implementation of BACODA Boys and Girls Positive Action Groups for 5th and 6th grade</p>	<p>2.5</p>	<p>Counselors, 5th and 6th grade teachers, BACODA representatives</p>	<p>behavioral improvement for students involved</p>				
<p>Problem Statements: School Culture and Climate 3, 4 - Parent and Community Engagement 1 Funding Sources: 199 - General Fund - 300.00</p>							
<p>Critical Success Factors CSF 6</p> <p>11) Implementation of Right Choice Field Trips and/or Jamborees</p>	<p>2.5</p>	<p>All faculty and staff</p>	<p>Number of students who qualify, reduce referrals, increase attendance, improve grades</p>				
<p>Problem Statements: Student Achievement 2, 3 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 199 - General Fund - 1500.00</p>							
<p>Critical Success Factors CSF 6</p> <p>12) Continuation of the Capturing Kids Hearts program</p>	<p>2.5</p>	<p>grade level leads, principal</p>	<p>discipline referrals, use of social contracts and "four questions" in all classrooms</p>				
<p>Problem Statements: School Culture and Climate 4 Funding Sources: 199 - General Fund - 350.00</p>							
<p>Critical Success Factors CSF 6</p> <p>13) Camfel "Worth It" presentation to promote positive behavior</p>	<p>2.6</p>	<p>Counselors</p>	<p>Decrease in student referrals</p>				
<p>Problem Statements: School Culture and Climate 4 Funding Sources: 199 - General Fund - 475.00</p>							
<p>Critical Success Factors CSF 6</p> <p>14) Provide breakfast for all students during STAAR testing; both March and May administrations</p>	<p>2.6</p>	<p>Admin</p>	<p>All students given breakfast</p>				
<p>Problem Statements: Demographics 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 2 Funding Sources: 199 - General Fund - 1600.00</p>							
<p>Critical Success Factors CSF 6</p> <p>15) Unbound: Human Trafficking Program for 7th & 8th graders</p>	<p>2.5</p>	<p>Counselors</p>	<p>Increase of awareness of human trafficking</p>				
<p>Problem Statements: School Culture and Climate 4 Funding Sources: 199 - General Fund - 100.00</p>							
<p>Critical Success Factors CSF 6</p> <p>16) NED Program- Character education program for 5th and 6th grade</p>	<p>2.5</p>	<p>Counselors</p>	<p>Improve student behavior, increase academic achievement, motivate students</p>				
<p>Problem Statements: School Culture and Climate 4 Funding Sources: 199 - General Fund - 175.00</p>							

Critical Success Factors CSF 6 17) College and Career Readiness Presentations	2.5	Counselors and Teachers	To use Career Cruising to generate and implement a 4-year plan among all students and to use it to match interest to potential careers				
	Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 3 - Student Academic Achievement 1 Funding Sources: 199 - General Fund - 400.00						
Critical Success Factors CSF 6 18) CIS students and staff will have training on suicide prevention, conflict resolution, and violence prevention.	2.5	Principal Counselors	Decreased violence, student conflicts and suicide outcries				
	Problem Statements: School Culture and Climate 4 Funding Sources: 199 - General Fund - 717.00						
Critical Success Factors CSF 6 19) Behavior Intervention and education will be provided to bullies and their victims.	2.5	Behavior Specialist5	Reduce bullying reports				
	Problem Statements: Demographics 3 - Student Achievement 4 - School Culture and Climate 4						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: CIS homeless student numbers are increasing which in turn affects STAAR scores. Root Cause 1: With this consistent growth in this population, we will make program adjustments that will better suit the needs of all Homeless students.
Problem Statement 3: Students in special populations need to show further growth on STAAR. Root Cause 3: Greater emphasis needs to be placed on special populations in classroom instruction.
Student Achievement
Problem Statement 2: STAAR scores for Writing, Science and Social Studies need to improve. Root Cause 2: Instruction and tutorials needs improvement in these areas.
Problem Statement 3: STAAR scores for Reading and Math need to continue to improve in all grade levels. Root Cause 3: Resources for reading and math instruction are needed. Professional development for staff is needed.
Problem Statement 4: Accelerated instruction is needed for GT and populations to master grade level on STAAR. Root Cause 4: The focus of instruction is on students passing STAAR and needs to be expanded.
School Culture and Climate
Problem Statement 1: The student attendance rate for 2018-19 needs to improve. Root Cause 1: With the increase in low socioeconomic, homeless populations and mobility rates, the importance of attendance needs to be stressed to students and parents.
Problem Statement 3: Clubs and organizations for students need to continue in order for students to find an area of interest outside the classroom. Root Cause 3: Many students are not connected to the school culture which causes lower test scores and discipline issues.

Problem Statement 4: Bullying, cyberbullying, and classroom discipline are continuing issues at CIS. **Root Cause 4:** Student needs training on these issues. Tier I instruction needs to strengthen.

Curriculum, Instruction, and Assessment

Problem Statement 1: STAAR results have improved and still need to grow in all subject areas for all populations.

Problem Statement 2: At Risk and special populations need to continue to show growth in all STAAR areas. **Root Cause 2:** RTI interventions need to be strengthened and utilized.

Problem Statement 3: Classroom Tier I instruction needs to be strengthened. **Root Cause 3:** Training for staff in RTI needs to continue.

Parent and Community Engagement

Problem Statement 1: Student safety training is needed in multiple areas such as, bullying, traffic safety, cyber safety and areas affecting adolescents. **Root Cause 1:** Students are exposed to greater dangers in their environment and safety training is needed.

Demographics

Problem Statement 2: CIS has failed to met our attendance goal for the 2016-2017 school year. Attendance contacts and conferences need to be made in a timely manner following frequent absences. **Root Cause 2:** CIS demographics are becoming more migrant. More students are moving in an out due to apartment rent and parent's jobs.

Student Academic Achievement

Problem Statement 1: CIS needs additional resources and materials for differentiation in instruction. Demographic and achievement needs **Root Cause 1:** CIS needs materials for ELL, Bilingual, and Special Education populations. Demographic and achievement needs

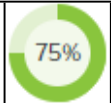





Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 2: In 2018-2019, CIS will provide and maintain safe facilities for students and staff as evidenced by a 90% satisfaction rating on staff, student and community surveys.

Evaluation Data Source(s) 2: Response time for work orders and emergency situations will be reduced by 15% over previous year.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Create a safety committee to discuss safety guidelines and procedures.</p>	2.6	AP, committee chair, and administration	committee agendas/sign in roster				
<p>Problem Statements: School Context and Organization 3 Funding Sources: 199 - General Fund - 125.00</p>							
<p>Critical Success Factors CSF 6</p> <p>2) Install and maintain security cameras to enhance security and safety.</p>	2.5	AP	Working cameras all year long.				
<p>Problem Statements: School Context and Organization 3, 4 Funding Sources: 199 - General Fund - 100.00</p>							
<p>Critical Success Factors CSF 6</p> <p>3) Maintain & enhance existing vestibule/foyer to streamline and control visitor flow.</p>	2.5	Support staff	Staff assessments, visitor sign-in sheets				
<p>Problem Statements: School Context and Organization 3, 4 Funding Sources: 199 - General Fund - 545.00</p>							
<p>Critical Success Factors CSF 6</p> <p>4) Plan and conduct safety drills to prepare for crisis situations. Train faculty on safety procedures.</p>	2.5	Administration team	Crisis flip chart				
<p>Problem Statements: School Context and Organization 3, 4 Funding Sources: 199 - General Fund - 125.00</p>							
<p>Critical Success Factors CSF 6</p> <p>5) Continue to monitor traffic flow patterns to allow safer and more effective drop off</p>	2.5	AP and teachers. Clute PD	Faster parent drop off and pick up				
<p>Problem Statements: School Context and Organization 4 Funding Sources: 199 - General Fund - 100.00</p>							

6) Student and staff ID badges		All staff	Everyone in building has a current ID				
Problem Statements: School Context and Organization 3 Funding Sources: 199 - General Fund - 2000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

School Context and Organization	
Problem Statement 3: With the increase in school violence, CIS needs to evaluate student safety materials and procedures.	Root Cause 3: An increase in school shootings has caused all campuses to review safety measures.
Problem Statement 4: Continued building maintenance is needed to provide a safe and secure environment for CIS staff and students. Root Cause 4: Building maintenance and upkeep needs improvement	

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 3: In 2018-2019, 100% CIS students will utilize safe and secure hardware and software solutions for 21st century digital citizenship.

Evaluation Data Source(s) 3: Complete students adoption of digital campus requirements and to have every student (100 %) following the digital citizenship pact that was created by students.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 1) Digital Citizenship training will be completed by every CIS student.	2.5	classroom teachers and staff	100% completion, campus-wide.				
Problem Statements: Parent and Community Engagement 1 Funding Sources: 199 - General Fund - 345.00							
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 6 2) CIS students will use technology in the classroom appropriately.	2.5, 2.6	technology representatives and classroom teachers	Reduction of Internet-related discipline referrals.				
Problem Statements: Technology 1, 2 Funding Sources: 199 - General Fund - 3000.00							
Critical Success Factors CSF 1 3) Look for solutions with students not having access to Wifi once they leave the CIS campus.	2.5	Technology Coach	STAAR Scores Decreased Failure Rate				
Problem Statements: Technology 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Student safety training is needed in multiple areas such as, bullying, traffic safety, cyber safety and areas affecting adolescents. Root Cause 1: Students are exposed to greater dangers in their environment and safety training is needed.

Technology

Problem Statement 1: There is limited internet access for students off campus to complete work with their chrome book. **Root Cause 1:** Due to the high number of low socioeconomic students, mobility and homeless students, access to the internet outside of CIS is limited.

Problem Statement 2: Many teachers are not utilizing technology as a productive learning tool. **Root Cause 2:** Lack of cohesive training and follow up from training is needed to increase teacher confidence in the use of technology.

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 4: In 2018-2019, all student groups will increase student attendance rate to 96.5%.

Evaluation Data Source(s) 4: 96.5% or greater in quartile one attendance rating.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Send parents school generated letters, warning about filing with courts about excessive absences.	2.4, 2.6	Administrators, attendance clerk	Student attendance data				
Problem Statements: School Culture and Climate 1 Funding Sources: 199 - General Fund - 500.00							
Critical Success Factors CSF 5 CSF 6 2) Systematically monitor and conference with students and parents with excessive absences and develop intervention plans through attendance committee.	3.2	Administrators, classroom teachers, attendance clerk, behavioral specialist, and counselor	Student attendance data				
Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 3 - Demographics 2 Funding Sources: 199 - General Fund - 500.00							
3) Students attendance that falls below 90% will be required to attend attendance makeup		Admin and attendance clerk	Increase attendance				
Problem Statements: School Culture and Climate 1 Funding Sources: 199 - General Fund - 500.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 4 Problem Statements:

School Culture and Climate
Problem Statement 1: The student attendance rate for 2018-19 needs to improve. Root Cause 1: With the increase in low socioeconomic, homeless populations and mobility rates, the importance of attendance needs to be stressed to students and parents.

Parent and Community Engagement

Problem Statement 3: Greater parent participation is needed for CIS family events. **Root Cause 3:** Working parents and students being raised by others than their parents contributes to the lack of participation.

Demographics

Problem Statement 2: CIS has failed to meet our attendance goal for the 2016-2017 school year. Attendance contacts and conferences need to be made in a timely manner following frequent absences. **Root Cause 2:** CIS demographics are becoming more migrant. More students are moving in and out due to apartment rent and parent's jobs.

Goal 3: Brazosport ISD will recruit, develop, and retain highly effective staff.

Performance Objective 1: In 2018-2019, CIS will recruit 100% highly effective staff and provide training to meet the needs of all learners.

Evaluation Data Source(s) 1: BTAS reports
100% highly qualified report
Certificates and Sign in Sheets from Training

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) We will use the mentor meetings to develop a more advanced teacher in the areas of curriculum, classroom management, and overall knowledge of school daily procedures.		Principal, Dean of Instruction, and Mentor teachers	The hiring of potential teachers that have a high ability or possess knowledge of curriculum and have the capacity to learn and understand classroom management techniques.				
Problem Statements: Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 - Demographics 1 - Student Academic Achievement 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: STAAR results have improved and still need to grow in all subject areas for all populations.
School Context and Organization
Problem Statement 1: CIS needs the appropriate amount of teachers, paraprofessionals, and administrators to support our students. Root Cause 1: CIS is the 2nd largest student population of the BISD campuses and enrollment is growing. We do not have the appropriate number of personnel to meet the needs of students.
Demographics
Problem Statement 1: The bilingual/ ESL population is a rapidly growing population and overall scores are not at the desired level as a whole. We are expecting a growth in STAAR scoring in this population Root Cause 1: With this consistent growth in this population, we will make program adjustments that will better suit the needs of all Bilingual/ ESL learners
Student Academic Achievement
Problem Statement 1: CIS needs additional resources and materials for differentiation in instruction. Demographic and achievement needs Root Cause 1: CIS needs materials for ELL, Bilingual, and Special Education populations. Demographic and achievement needs

Goal 3: Brazosport ISD will recruit, develop, and retain highly effective staff.

Performance Objective 2: In 2018-2019, CIS will develop highly effective staff through 100% participation professional development.

Evaluation Data Source(s) 2: A minimum of 11 opportunities for teacher growth by means of Faculty meetings, teacher walkthroughs, and all other PD days throughout the school year.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

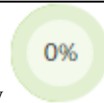
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 1) Facilitate teacher understanding and application of new state tests through grade level department meetings, staff meetings, and district staff development	2.4	Department chairs, Grade level leaders	STAAR test data, benchmarks				
	Problem Statements: Curriculum, Instruction, and Assessment 1						
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 2) Department Chairs and RTI Instructors will participate in bi-monthly curriculum meetings with the Principal.	2.4, 2.5	Administrators and instructional team	Meeting agendas				
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Processes & Programs 1						
Critical Success Factors CSF 1 CSF 3 CSF 7 3) Utilize district, region, and state workshops/conferences to improve instructional strategies for teachers and admin	2.5, 2.6	Instructional team, classroom teacher	Campus staff development, certificate of completion, agenda minutes				
	Problem Statements: Staff Quality, Recruitment, and Retention 2 Funding Sources: 199 - General Fund - 5000.00, 255 - Title II, Part A - 4732.00						
Critical Success Factors CSF 1 4) Facilitate and participate in professional development opportunities to implement technology into the classroom and increase student engagement.	2.4, 2.5, 2.6	Administrators, classroom teachers, digital learning coach	Better use of technology in the classroom, increased student performance				
	Problem Statements: Technology 2 Funding Sources: 199 - General Fund - 1000.00						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: CIS needs additional resources and materials for differentiation in instruction for ELL and SpEd learners. Root Cause 1: CIS has all of the ELL students from the Brazoswood feeder pattern and houses a life skills, BEST program.
Staff Quality, Recruitment, and Retention
Problem Statement 2: CIS staff needs training in order to maintain highly qualified status. Root Cause 2: Continued professional training is needed to increase skills of teaching and learning.
Curriculum, Instruction, and Assessment
Problem Statement 1: STAAR results have improved and still need to grow in all subject areas for all populations.
Technology
Problem Statement 2: Many teachers are not utilizing technology as a productive learning tool. Root Cause 2: Lack of cohesive training and follow up from training is needed to increase teacher confidence in the use of technology.
School Processes & Programs
Problem Statement 1: CIS needs to maintain the PLC process on campus. Need for collaboration, planning, and common assessments. Root Cause 1: CIS needs instructional time for silent student reading and more classroom volunteers to read with students. More students need assistance with taking AR tests and reading.

Goal 3: Brazosport ISD will recruit, develop, and retain highly effective staff.

Performance Objective 3: In 2018-2019, CIS will hire (100%)and retain(90%) of highly effective staff.

Evaluation Data Source(s) 3: 90% retention of the current CIS staff.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 6 CSF 7 1) Participate in goal-setting exercises to help increase teachers ownership of the school community.		Administrators, classroom teachers	Measurable campus goals				
Problem Statements: Staff Quality, Recruitment, and Retention 2 Funding Sources: 199 - General Fund - 100.00							
Critical Success Factors CSF 6 CSF 7 2) Recognize the Teacher of the month.		Principal and Admin Team	Google survey document giving the monthly results				
Problem Statements: Perceptions 2 Funding Sources: 199 - General Fund - 200.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 2: CIS staff needs training in order to maintain highly qualified status. Root Cause 2: Continued professional training is needed to increase skills of teaching and learning.
Perceptions
Problem Statement 2: Clute Intermediate will become and needs to maintain positive reinforcements for staff attendance. Staff attendance needs to increase. Root Cause 2: Clute Intermediate needs to maintain our current decreasing discipline trend. Our discipline numbers have shown a decrease over the last few years.

Goal 3: Brazosport ISD will recruit, develop, and retain highly effective staff.

Performance Objective 4: CIS teacher attendance will improve from 94.5% to 94.8% in the 2018-2019 school year (Constraint 2).

Evaluation Data Source(s) 4: Employee attendance reports

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 4 1) Provide awareness for all staff members regarding campus staff attendance data at the beginning of each semester.		Administrators	Sign-in sheets, staff attendance records				
Problem Statements: School Culture and Climate 2 Funding Sources: 199 - General Fund - 300.00							
Critical Success Factors CSF 4 CSF 7 2) Reward staff members who have perfect attendance at regular intervals during the school year.		Administrators, secretary	Staff attendance reports, incentives given				
Problem Statements: School Culture and Climate 2 - Perceptions 2 Funding Sources: 199 - General Fund - 200.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 4 Problem Statements:

School Culture and Climate
Problem Statement 2: The teacher attendance rate for the campus needs improvement. Root Cause 2: Numerous staff members (10) had family issues such as maternity/paternity leave and deaths in the family.
Perceptions
Problem Statement 2: Clute Intermediate will become and needs to maintain positive reinforcements for staff attendance. Staff attendance needs to increase. Root Cause 2: Clute Intermediate needs to maintain our current decreasing discipline trend. Our discipline numbers have shown a decrease over the last few years.

Goal 4: Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

Performance Objective 1: In 2018-2019, CIS will identify and pursue opportunities for alternative resources that increase campus funds by 5%.

Evaluation Data Source(s) 1: 3 new members of the community will become a resource for economic growth of funds for CIS.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) Identify and apply for local (at least 5% of teachers pursue Education Foundation grants), regional, state, and national grants		CEIC, administrators, department chairs, grade level leaders	Applications, funds granted				
	Problem Statements: Parent and Community Engagement 4 Funding Sources: 199 - General Fund - 100.00						
2) CIS will increase the use of facility rentals.	3.2	Principal	Increase of funds				
	Problem Statements: Parent and Community Engagement 4						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 4: Outside sources of revenue, such as grants and awards, need to be pursued by CIS staff. Root Cause 4: Not enough campus funds are provided to cover all student needs.

Goal 4: Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

Performance Objective 2: During the 2018-2019 school year, CIS will collaboratively work with PTO booster club to raise and utilize funds by 5% for overall support of our students, staff and campus needs.

Evaluation Data Source(s) 2: Successful completion of all PTO fundraising activities and the completion of a fund allocation plan for teacher wish lists.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Provide guidance and cooperation to PTO members in implementation of fundraisers.	3.2	Administrators, PTO members, Teacher Representative	Funds raised				
	Problem Statements: Parent and Community Engagement 3, 4						
Critical Success Factors CSF 5 CSF 6 2) Facilitate collection of teacher wish lists and guidance to PTO in making decisions about how to allocate the funds.		Principal and Secretary	Purchases made				
	Problem Statements: Parent and Community Engagement 4 Funding Sources: 199 - General Fund - 100.00						
Critical Success Factors CSF 6 3) One grade level leader will be required to attend each monthly PTO booster club meeting	3.2	grade level leads, admin	Increased teacher involvement in PTO				
	Problem Statements: Parent and Community Engagement 3						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 3: Greater parent participation is needed for CIS family events. Root Cause 3: Working parents and students being raised by others than their parents contributes to the lack of participation.

Problem Statement 4: Outside sources of revenue, such as grants and awards, need to be pursued by CIS staff. **Root Cause 4:** Not enough campus funds are provided to cover all student needs.

Goal 4: Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

Performance Objective 3: In 2018-2019, CIS will utilize known computer applications as well as other accessible technologies to transform the teaching/learning process as evidenced by a 10% technology student use increase on classroom walkthroughs.

Evaluation Data Source(s) 3: Walkthroughs focusing on technology use

Eduphoria reports

Staff Development Sign In Sheets

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) Facilitate meetings for teachers to work collaboratively to implement technology into their classrooms and increase student engagement.	2.5, 2.6	Administrators, grade level leaders, Digital Learning Coach	Walkthrough data, lesson plans				
				Problem Statements: Staff Quality, Recruitment, and Retention 2 - Technology 2 Funding Sources: 199 - General Fund - 500.00			
Critical Success Factors CSF 1 CSF 7 2) Assist teachers to identify and integrate current and emerging technology skills appropriately into the curriculum.	2.5	Administrators, Digital Learning Coach, grade level and department chairs,	Teacher use and technological performance throughout the year and documented in lesson plans				
				Problem Statements: Staff Quality, Recruitment, and Retention 2 - Technology 2 Funding Sources: 199 - General Fund - 500.00			
Critical Success Factors CSF 7 3) Utilize Google docs to collaborate within departments for lesson plans and curriculum development	2.4, 2.5	Administrators, department chairs, classroom teachers	CIS Google docs site				
				Problem Statements: Curriculum, Instruction, and Assessment 1, 2, 3 Funding Sources: 199 - General Fund - 100.00			
4) Build a diverse robotics team that generates interest in STEM fields of study	2.5	Robotics team sponsor, teachers, counselor	Collaboratively work as teams to solve real-world problems through coding and building robots				
				Problem Statements: School Culture and Climate 3 Funding Sources: 199 - General Fund - 1500.00			

Critical Success Factors CSF 1 CSF 3 5) Monthly technology specific professional development and individualized instruction	2.5	Digital Learning Coach	teacher utilization of training			
Problem Statements: Technology 2						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 3: Clubs and organizations for students need to continue in order for students to find an area of interest outside the classroom. Root Cause 3: Many students are not connected to the school culture which causes lower test scores and discipline issues.
Staff Quality, Recruitment, and Retention
Problem Statement 2: CIS staff needs training in order to maintain highly qualified status. Root Cause 2: Continued professional training is needed to increase skills of teaching and learning.
Curriculum, Instruction, and Assessment
Problem Statement 1: STAAR results have improved and still need to grow in all subject areas for all populations.
Problem Statement 2: At Risk and special populations need to continue to show growth in all STAAR areas. Root Cause 2: RTI interventions need to be strengthened and utilized.
Problem Statement 3: Classroom Tier I instruction needs to be strengthened. Root Cause 3: Training for staff in RTI needs to continue.
Technology
Problem Statement 2: Many teachers are not utilizing technology as a productive learning tool. Root Cause 2: Lack of cohesive training and follow up from training is needed to increase teacher confidence in the use of technology.







Goal 5: Brazosport ISD will promote, communicate and market the accomplishments, achievements, and successes of students and staff.

Performance Objective 1: In 2018-2019, 100% of all community stakeholders have the opportunity to provide feedback and are recognized as an integral part of the campus.

Evaluation Data Source(s) 1: Community member involvement in CEIC meetings, 4 bilingual nights, and increased opportunities for parental support

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Establish a community environment through surveys, meetings, and conferences with all involved stakeholders.	3.2	Administrators, CEIC members	Increased parental involvement and community engagement				
	Problem Statements: Parent and Community Engagement 3						
Critical Success Factors CSF 5 2) Strengthen parental and community involvement through special activities such as Interact Club, PTO, volunteer options, family nights, training opportunities, and committee participation.	3.1, 3.2	Administrators, sponsors	Increase community awareness of the positive aspects of our school.				
	Problem Statements: Parent and Community Engagement 2, 3 Funding Sources: 199 - General Fund - 1000.00						
Critical Success Factors CSF 6 3) Establish a positive student body via student body groups.		Principal, sponsors	Decrease in discipline referrals and increase student participation.				
	Problem Statements: School Culture and Climate 3 Funding Sources: 199 - General Fund - 1000.00						
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 5 CSF 6 4) Facilitate bilingual parent nights which support student learning.		Principal, bilingual staff	Stronger home to school connection				
	Problem Statements: Parent and Community Engagement 3 Funding Sources: 199 - General Fund - 1000.00						

Critical Success Factors CSF 5 5) CIS will provide at least two community involvement opportunities for community involvement such as STEM days and JA in a day.	3.2	Dept Chairs	Increased community involvement Increased real world learning opportunities.				
	Problem Statements: Parent and Community Engagement 2, 3						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 3: Clubs and organizations for students need to continue in order for students to find an area of interest outside the classroom. Root Cause 3: Many students are not connected to the school culture which causes lower test scores and discipline issues.
Parent and Community Engagement
Problem Statement 2: Community volunteers are needed for mentoring, and partnerships. Root Cause 2: It is more difficult to find parent and community volunteers in the Clute area.
Problem Statement 3: Greater parent participation is needed for CIS family events. Root Cause 3: Working parents and students being raised by others than their parents contributes to the lack of participation.

Goal 5: Brazosport ISD will promote, communicate and market the accomplishments, achievements, and successes of students and staff.

Performance Objective 2: In 2018-2019, communication with parents and other stakeholders to strengthen relationships will increase as evidenced by a 90% approval rating on the parent survey.

Evaluation Data Source(s) 2: Regular call outs, parent teacher conferences, and social media posts

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Utilize several communication methods with stakeholders via marquee, parent letters, parent call outs and social media.</p>		All staff	Increased communication				
<p>Problem Statements: Parent and Community Engagement 2, 3 Funding Sources: 199 - General Fund - 100.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 5 CSF 6</p> <p>2) Utilize multilingual staff members to translate between school and families to enhance communications.</p>		Administrators, district translator, capable staff	Increased Parental participation				
<p>Problem Statements: Parent and Community Engagement 3 Funding Sources: 199 - General Fund - 200.00</p>							
<p>Critical Success Factors CSF 5</p> <p>3) Utilize campus and teacher websites, Remind 101, and School Messenger in ways that are valuable to parents.</p>	3.2	Campus administration, campus staff, technology representatives and webmaster	Improved opportunities for parental communication				
<p>Problem Statements: Parent and Community Engagement 3 Funding Sources: 199 - General Fund - 100.00</p>							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Holding banquets for fine arts and athletics to highlight the accomplishments of the current academic school year.</p>	2.5, 3.2	Fine Arts directors and Coaching staff	Increased student participation of fine arts and extracurricular. Increased parent involvement in family nights.				
<p>Problem Statements: School Culture and Climate 3 - Parent and Community Engagement 3 Funding Sources: 199 - General Fund - 1000.00</p>							

Critical Success Factors CSF 6 5) King and Queen of Courts will be awarded to students.		Teachers and Admin	Crowning Pep-rally				
	Problem Statements: School Culture and Climate 3 Funding Sources: 199 - General Fund - 300.00						
Critical Success Factors CSF 3 CSF 5 CSF 6 6) Promote student opportunities, such as, dance, cheer, robotics, Interact, NJHS, Student Council to encourage enrollment.	2.5	Teachers, Admin, Counselors and Community Members, and Sponsors.	Increase enrollment numbers for 2017-2018				
	Problem Statements: School Culture and Climate 3 Funding Sources: 199 - General Fund - 100.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 3: Clubs and organizations for students need to continue in order for students to find an area of interest outside the classroom. Root Cause 3: Many students are not connected to the school culture which causes lower test scores and discipline issues.
Parent and Community Engagement
Problem Statement 2: Community volunteers are needed for mentoring, and partnerships. Root Cause 2: It is more difficult to find parent and community volunteers in the Clute area.
Problem Statement 3: Greater parent participation is needed for CIS family events. Root Cause 3: Working parents and students being raised by others than their parents contributes to the lack of participation.

Goal 5: Brazosport ISD will promote, communicate and market the accomplishments, achievements, and successes of students and staff.

Performance Objective 3: During 2018-2019 school year, CIS will utilize and strengthen the existing community partnership for CIS by 5%.

Evaluation Data Source(s) 3: The enrollment of CIS student body in extracurricular activities will increase over 2018-2019 enrollment.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

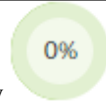
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Provide students with a safe and positive place to be after school where character/leadership development, health/life skills, art, sports/recreation, and education/career development are modeled and fostered for the CIS student body.	2.5	Boys and Girls Club staff, administrators, CIS tutorial teachers	Continued Boys and Girls Club enrollment				
	Problem Statements: School Culture and Climate 3						
Critical Success Factors CSF 5 CSF 6 2) Intramural basketball and soccer for 5th and 6th grade	2.5, 3.2	Teachers, Admin, and Community Members	Completion of the league (Season End Tournament)				
	Problem Statements: School Culture and Climate 3 Funding Sources: 199 - General Fund - 1500.00						
Critical Success Factors CSF 5 CSF 6 3) Live-streaming of school events	3.2	Administration, coaches, sponsors, staff	High number of views on school you tube channel.				
	Problem Statements: School Culture and Climate 3 - Parent and Community Engagement 3 Funding Sources: 199 - General Fund - 10.00						
Critical Success Factors CSF 5 CSF 6 4) Campus organizations participation in community parades and festivals	2.5	organization sponsors	Increase community awareness of the the great things happening at CIS				
	Problem Statements: School Culture and Climate 3 - Parent and Community Engagement 3 Funding Sources: 199 - General Fund - 300.00						
Critical Success Factors CSF 3 CSF 5 CSF 6 5) Student musical performed at Center Stages	2.5	Fine Arts Dept	Musical in May				
	Problem Statements: School Culture and Climate 3 - Parent and Community Engagement 3 Funding Sources: 199 - General Fund - 1700.00						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate

Problem Statement 3: Clubs and organizations for students need to continue in order for students to find an area of interest outside the classroom. **Root Cause 3:** Many students are not connected to the school culture which causes lower test scores and discipline issues.

Parent and Community Engagement

Problem Statement 3: Greater parent participation is needed for CIS family events. **Root Cause 3:** Working parents and students being raised by others than their parents contributes to the lack of participation.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Develop and utilize school-wide procedures for implementation of PBIS (Positive Behavior Intervention and Supports) and RTI.
2	1	3	Teachers and staff will provide safe and positive opportunities for after school enrichment and tutorials for students.
2	3	2	CIS students will use technology in the classroom appropriately.
3	2	1	Facilitate teacher understanding and application of new state tests through grade level department meetings, staff meetings, and district staff development
3	2	2	Department Chairs and RTI Instructors will participate in bi-monthly curriculum meetings with the Principal.
5	1	4	Facilitate bilingual parent nights which support student learning.
5	2	2	Utilize multilingual staff members to translate between school and families to enhance communications.

State Compensatory

Budget for Clute Intermediate:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6399.00.041.24	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$22,536.00
199.11.6119.00.041.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$195,000.00
6100 Subtotal:		\$217,536.00
6200 Professional and Contracted Services		
199.11.6399.00.041.24	6216 Professional Services - Locally Defined	\$5,390.00
6200 Subtotal:		\$5,390.00
6300 Supplies and Services		
199.11.6399.00.041.24	6390 Supplies and Materials - General	\$5,000.00
6300 Subtotal:		\$5,000.00

Personnel for Clute Intermediate:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lori Russell	Math Interventionist	Clute Intermediate School	1
Rachel Seymour	Math Interventionist	Clute Intermediate School	1
Selina Ivy	Reading Interventionist	Clute Intermediate School	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Plan Notes

Goal 1 Family and Community Involvement

	Activity	Person(s) Responsible	Timeline	Evaluation Dates	Evaluation Method	Funding Source
1	Stakeholder's Meeting					
2	Meet the Teacher : 5th, 6th, 7th, & 8th Grade					
3	Include Business Representative and Parent Representative in Campus Improvement Team (CIT) Meetings and decision making					
4	Purchase and implement the Discover: Career/College Inventory software for students					
5	Increase in Clute Booster Club participation and membership with membership drive and participation of school activities					
6	Fun Night : Parent and student rewards					

- 7 Monthly Newsletter
- 8 Academic Recognition
- 9 Science Night & Star Gazing Party
- 10 Muffins for Moms
- 11 Donuts for Dads
- 12 Blue Thunder Community Service Group
- Goal 2 Student Achievement

Activity	Person(s) Responsible	Timeline	Evaluation Date	Evaluation Methods	Funding Sources
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Improve Student Performance

- 1 Increase TAKS scores to Recognized status in all student groups

2 Continue with instructional time in Math and Language Arts from 50 minutes (traditional) to 80 minutes daily.

3 Utilize Math and Science coaches to create and implement three quadrant D lessons per six weeks grading period.

4 Assign administrators per core area to score walk throughs – three per six weeks.

5 Target meetings to evaluate student performance

6 Increase Math skills through the use of Accelerated Math (AM)

7 Target all students for TAKS improvement in Reading through the use of Web based Reading Renaissance

8 Target at risk students in Math : using ASCEND

- 9 Scholastic Reading Inventory (SRI)
Administered to all students as an evaluation tool for reading level
- 10 Targeting at risk students in Reading: Read 180 (Lexiles of 400 and above) grades 7/8
Resource, 5/6 regular classes and resource
- 11 Target small group in Resource Classes for Tier 3 intervention in Reading w/ Lexile range of 300-400 : System 44 in Resource grades 7/8 and 5/6
- Goal 3 Curriculum, Instruction, and Assessment

Activity

- 1 Common Assessment:
Target instruction and students
Teacher training to use AWARE to input
- 2 common assessments and by department and grade level

3 Teacher training to use
AWARE to analyze
common assessment data
and implementation in the
classroom of targeted
instruction

4 Co-Teach Language Arts
and Math to increase LRE
for SPED students

5 Administer curriculum
based assessments and
analyze student results.
Results will be used to
analyze instructional
strategies and student
needs.

6 Administer district TAKS
released test and analyze
student results. Results
will be used for teachers
to discern reteaching
needs.

7 Attend Margaret Kilgo
seminar to learn strategies
for analyzing TAKS
results

8 Apply Margaret Kilgo Strategies to analyze 2010 TAKS results and write plan for academic area incorporating TEKS and Student Expectations

9 Improve student health and fitness through physical education.

10 Improve the quality of Physical Education activities through the use of interactive games and student participation.

11 Improve student awareness of options for physical activities available for lifelong fitness.

12 Improve student awareness of the relationship between nutrition and a healthy lifestyle.

Goal 4 Demographics
Reduce the percent of unsuccessful students at CIS

Activity	Person(s) Responsible	Timeline	Evaluation Date	Evaluation Method	Funding Source
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1 Regular department meetings and grade level meetings during teacher's administrative time to focus on student learning: TAKS TALKS

	1. Disaggregate assessment data				
2	Form tutorial groups for Accelerated Instruction Grant (AIG) and Optional Extended Year Program (OEYP)				
3	Arrange parent conferences: Individual Improvement Program (IIPs)				
4	Select students for Science Plus, Ascend Math, Read 180 classes				
5	Involve the community in mentoring students and academic support: Volunteerism: BASF; PTO; PALS;				
6	Admin and teachers participate in implementing school wide PBS Program				
Goal 5	Teacher Quality Retain and develop highly qualified staff				
	Activity	Person(s) Responsible	Timeline	Evaluation Date(s)	Evaluation Method
1	Use PDAS to evaluate and assign teacher training to develop effective teachers				

2 Recruit and secure highly qualified paraprofessionals. and secure highly qualified teachers during the hiring periods - Dec., April - August

3 Continue to support and encourage high performing aides to continue education to become teachers on our campus through training

4 Recruit and secure highly qualified paraprofessionals.

5 Attend research based conferences that will address engaging all students

6 Attend research based conferences that will address engaging all students

Goal 6 Technology
Increase knowledge and use technology in the classroom

Activity

Person(s) Responsible Timeline

Evaluation Date(s)

Evaluation Method

Funding source

1 Increase the use of technology used in the classroom by observing 100% of the staff using advanced technology to present information

- 2 Staff members lead new explorations in the use of technology in the classroom – Conference
 - 3 Staff increase technology usage in the classroom: CourseLinks/Aware: data analysis
 - 4 Record the use of technology in presenting material to students – walk-throughs and formal observations
- Goal 7 School Culture and Climate

	Activity	Person(s) Responsible	Timeline	Evaluation	Date(s)	Evaluation Method	Funding Source
1	Maintain a safe and drug free campus Decrease office discipline referrals by 10% with Positive Behavior Support programs and activities						
2	Decrease percentages of Special Education Students that are assigned to In- School Suspension by providing Positive Behavior Support: Lessons from Bully Binder						
3	Implement a Bully Program from Bully Binder to ensure that students feel safe at school						

- 4 Improve student awareness of bullying and strategies to reduce bullying and improve campus safety: Camfield “Trust Me “ video presentation to all students
- 5 Increase collaborative communication between Assistant Principals and teachers to address disciplinary issues. Grade Level meetings for students with habitual misbehavior
- 6 Continue disciplinary action form for teachers to use as a classroom management technique.
- 7 Promote positive reinforcement techniques through incentive awards for each grade level and individual students on a periodic basis.
- 8 CIT will review and evaluate discipline concerns throughout the year
- 9 Provide direct assigning of consequences for tardies to teachers in Harold.: Tardy D-Hall

10	Fire Drills/Weather Drills/Hazard Chem. Release Drills				1. Fire Drill Rpt 2.Crisis Instruction Manual	1.Local 2.District
11	Train and disperse Campus Phone Tree for communication during disaster evacuation					
12	DARE Program – 5th grade					
13	Implement behavior education lessons as another step before assignment to ISS, DAEP, or Project Grow to increase time in class: Bully Binder					
14	Increase communication to students and parents in the common area (cafeteria) with TV, broadcast, video, PPT and announcements for TAKS, academics, rewards, acknowledgements, extra curricular events etc.					
15	Discipline Assembly “Listening to Mr. Whitehead”					
Goal 8	School Context & Organization					
	Activity	Person(s) Responsible	Timeline	Evaluation Date(s)	Evaluation Method	Funding Source

- 1 Teachers attend District Staff Development to increase their expertise within their teaching field
- 2 Professional Learning Communities (PLC) strategy – evaluate data
- 3 PLC strategy – review researched based best practices
- 4 PLC strategy – evaluate program effectiveness
- 5 PLC strategy – restructure lesson plans and teacher strategies to provide interventions for unsuccessful students
- 6 Develop administrators leadership skills PLC through attending TASSP conference

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Chris Loftin	Principal
Administrator	Melanie Pierson	Assistant Principal
Classroom Teacher	Melody Fabian-Ewald	5th Grade Teacher
Classroom Teacher	Megan Caruso	History Teacher
Classroom Teacher	Amber Crawford	Science Teacher
Classroom Teacher	Carey Dworacek	ELA Teacher
Classroom Teacher	Teresa Elliot	History Teacher
Classroom Teacher	Karen Hightshoe	8th Grade ELA Teacher
Classroom Teacher	Rebecca Henderson	BISD Math Teacher
Classroom Teacher	Shannon Parten	ELA Teacher
Classroom Teacher	Christina Giles	Math Teacher
Classroom Teacher	William Heath	Special Ed. Teacher
Classroom Teacher	Scott Thompson	ELA Teacher
Classroom Teacher	Andrew Meraz	Multimedia Teacher
Classroom Teacher	Maurice Williams	Fine Arts Teacher - Music, Choir
Administrator	Hawkins Charles	Assistant Principal
Administrator	Brent Duvall	Assistant Principal
District-level Professional	Michelle Hernandez	Math Coach
Community Representative	Brent Welson	Pastor of Temple Baptist
Community Representative	Dave Hargrove	Clute Businessman
Administrator	Liz Guzman	Assistant Principal
Classroom Teacher	Lori Russell	Intervention
Classroom Teacher	Luther Allen	Math Teacher
Classroom Teacher	Miguel Duarte	ELL Teacher
Classroom Teacher	Michelle Crowell	ELA Teacher

Parent	Crystal Lucero	parent
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Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$750.00
2	1	5			\$200.00
2	1	6			\$4,500.00
2	1	7			\$150.00
2	1	9			\$100.00
2	1	10			\$300.00
2	1	11			\$1,500.00
2	1	12			\$350.00
2	1	13	Program		\$475.00
2	1	14	breakfast		\$1,600.00
2	1	15			\$100.00
2	1	16			\$175.00
2	1	17			\$400.00
2	1	18			\$717.00
2	2	1			\$125.00
2	2	2			\$100.00
2	2	3			\$545.00
2	2	4			\$125.00
2	2	5			\$100.00
2	2	6			\$2,000.00
2	3	1			\$345.00
2	3	2			\$3,000.00
2	4	1			\$500.00
2	4	2			\$500.00

2	4	3		\$500.00
3	2	3		\$5,000.00
3	2	4		\$1,000.00
3	3	1		\$100.00
3	3	2		\$200.00
3	4	1		\$300.00
3	4	2		\$200.00
4	1	1		\$100.00
4	2	2		\$100.00
4	3	1		\$500.00
4	3	2		\$500.00
4	3	3		\$100.00
4	3	4	robotics kits, competition entry fees and registration, transportation, t-shirts, computers, competition playing field	\$1,500.00
5	1	2		\$1,000.00
5	1	3		\$1,000.00
5	1	4		\$1,000.00
5	2	1		\$100.00
5	2	2		\$200.00
5	2	3		\$100.00
5	2	4	food, awards, utensils, paper products, payment of staff, decorations	\$1,000.00
5	2	5	crowns, flowers, sashes	\$300.00
5	2	6	Computer program, staff payment, production equipment	\$100.00
5	3	2	medals, t-shirts, awards	\$1,500.00
5	3	3	live-streaming program, video cameras	\$10.00
5	3	4		\$300.00
5	3	5	Staffing materials	\$1,700.00
Sub-Total				\$37,067.00

Budgeted Fund Source Amount					\$84,290.00
+/- Difference					\$47,223.00
Local 24 - State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Math Curriculum		\$5,390.00
Sub-Total					\$5,390.00
Budgeted Fund Source Amount					\$5,390.00
+/- Difference					\$0
Local 24 - State Comp Personnel					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	2 Math Interventionists & 1 Reading Interventionist		\$195,000.00
Sub-Total					\$195,000.00
Budgeted Fund Source Amount					\$195,000.00
+/- Difference					\$0
Local 24 - Title I, Part A "Skipped Campus"					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$210,694.00
+/- Difference					\$210,694.00
255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	3	Training in the Professional Learning Communities model	255.13.6411.14.041.24	\$4,732.00
Sub-Total					\$4,732.00
Budgeted Fund Source Amount					\$4,732.00
+/- Difference					\$0
Grand Total					\$242,189.00