

# Brazosport Independent School District

## Freeport Intermediate

### 2018-2019 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



# Mission Statement

The mission of Freeport Intermediate School is to graduate each student to be future ready.

## Vision

Freeport Intermediate School...setting the standard for educational excellence.

We believe FIS is the place where every child can catch their dreams!

## Core Beliefs

- We believe every child deserves the highest quality education
- We believe everyone is accountable for student success
- We believe students find purpose through connections with their schools
- We believe collaborative partnerships are vital to strengthening the learning experience
- We value and support the contributions of our staff

# Table of Contents

Comprehensive Needs Assessment .....	5
Demographics .....	5
Student Achievement .....	8
School Culture and Climate .....	10
Staff Quality, Recruitment, and Retention .....	11
Curriculum, Instruction, and Assessment .....	12
Parent and Community Engagement .....	13
School Context and Organization .....	14
Technology .....	15
Comprehensive Needs Assessment Data Documentation .....	16
Goals .....	18
Goal 1: BISD will provide a rigorous and relevant learning experience to ensure that every student will B*Future-Ready. ....	18
Goal 2: BISD learning environments will be safe and conducive to learning. ....	35
Goal 3: BISD will recruit, develop, and retain highly effective staff. ....	47
Goal 4: BISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming. ....	52
Goal 5: BISD will promote, communicate and market the accomplishments, achievements, and successes of students and staff. ....	54
Comprehensive Support Strategies .....	59
State Compensatory .....	61
Budget for Freeport Intermediate: .....	61
Personnel for Freeport Intermediate: .....	62
Title I Schoolwide Elements .....	63
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA) .....	63
1.1: Comprehensive Needs Assessment .....	63
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP) .....	63
2.1: Campus Improvement Plan developed with appropriate stakeholders .....	63
2.2: Regular monitoring and revision .....	63
2.3: Available to parents and community in an understandable format and language .....	64
2.4: Opportunities for all children to meet State standards .....	64
2.5: Increased learning time and well-rounded education .....	64
2.6: Address needs of all students, particularly at-risk .....	65
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE) .....	66

3.1: Develop and distribute Parent and Family Engagement Policy .....	66
3.2: Offer flexible number of parent involvement meetings .....	66
Title I Schoolwide Element Personnel .....	67
2018-2019 Campus Site-Based Committee .....	68
Campus Funding Summary .....	70

# Comprehensive Needs Assessment

Revised/Approved: August 23, 2018

## Demographics

### Demographics Summary

#### School Population

School Year	Student Total	7 <sup>Th</sup> Grade	8 <sup>Th</sup> Grade
17-18	464	245	219
16-17	507	242	265
15-16	525	269	256
14-15	532	256	276
13-14	566	298	268

### Student Demographics

School Year	White	Hispanic	African American	Two-or-More	American Indian – Alaskan Native	Asian	Native Hawaiian – Pacific Islander	Female	Male

17-18	15.30%	72.41%	8.19%	3.23%	0.86%	0.00%	0.00%	47.41%	52.59%
16-17	18.74%	67.26%	10.85%	2.37%	0.59%	0.00%	0.20%	48.72%	51.28%
15-16	21.33%	62.67%	12.38%	2.29%	0.95%	0.19%	0.19%	45.52%	54.48%
14-15	17.48%	68.98%	11.09%	1.32%	0.94%	0.19%	0.00%	47.56%	52.44%
13-14	17.31%	69.26%	12.19%	0.71%	0.53%	0.00%	0.00%	50.71%	49.29%

### Programs & Other Student Information

School Year	SPED	LEP	Gifted/ Talented	Homeless	Econ	At Risk
17-18	8.41%	15.95%	6.68%	4.31%	76.51%	73.28%
16-17	6.71%	10.06%	4.73%	3.75%	74.36%	67.26%
15-16	8.95%	9.52%	2.86%	2.48%	75.43%	69.33%
14-15	11.09%	9.02%	2.07%	3.95%	77.82%	75.19%
13-14	9.54%	7.24%	3.00%	2.65%	77.56%	62.72%

FIS strives to meet the diversified needs of our students. These needs include emotional, social, academic and personal. However,

improvements must be made in all academic areas to close student achievement gaps and prepare them for real-world application of what they have been taught. Freeport Intermediate School serves 510 students in grades 7 and 8. 72.63% percent of our students are economically disadvantaged. The ethnic breakdown is 72.4% Hispanic, 15.3% White, 8.19% African American, .8% American Indian/Alaska Native, 0% Native Hawaiian/Other Pacific Islander and 3.2% two or more races. There are approximately 16% LEP students and 73.28% At-Risk students attending Freeport Intermediate. The mobility rate is 17.1%. 6% of Freeport Intermediate's population is identified as gifted and talented and 7.9% are identified as special education students. All teachers are highly qualified and about 68.3% have 10 or fewer years of experience. Freeport Intermediate has a very diverse population. The surrounding neighborhood is a low-income poverty area. Comparing PEIMS data over the past several years indicates an increase in our Hispanic and Economically Disadvantaged students.

### **Demographics Strengths**

- Campus continues to embrace diversity with our demographics staying steady
- Campus dropout rate is 0%
- Principals and staff take great pride in the development of student relationships
- Students have not been referred to SPED department for assessment
- Teaming of ELL and SPED students has provided them with increased support time

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The campus special population groups continue to show lower growth academically than general education students. **Root Cause:** Additional in class support needed to support the needs of student special populations.

# Student Achievement

## Student Achievement Summary

2017-2018 Freeport Intermediate maintained an 87 score from TEA rating with the implementation of the 5th year STAAR standards. FIS was evaluated by the state using an index system.

Our STAAR scores for all students in

7th Reading 61%, 8th Reading 76

7th Math 52%, 8th Math 91%

Writing 49%,

Science was 63%

and Social Studies 69%.

Our EOC Algebra 1 scores for all students was 100%.

Freeport Intermediate does a great job of reaching students through alternative instructional methods. FIS does have some areas of concern that we could address by creating additional opportunities for our students to receive intervention and increased differentiated instructional strategies within the classroom. Continuation of the implementation of Classroom Instruction That Works strategies, student goal setting and intervention strategies are needed to address deficiencies as indicated in the district curriculum audit.

## Student Achievement Strengths

- Implementation of CITW and CHAMPS
- Instructional intervention built into students schedules through opportunities supports in All Subjects
- Increased STAAR scores in Math, Science, and Social Studies
- Earned Distinction Designation in Top 25% Student Progress
- Earned a Distinction In History for Mastery Performance
- Distinction earned for closing the achievement gap



## **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Freeport Intermediates' writing scores continue to be 18% behind the state average. **Root Cause:** Extended time and Instruction is needed to help close the academic achievement gap in 7th grade Writing.

**Problem Statement 2:** Seventh grade math and reading are still behind the state average on the minimum passing standard. Reading behind 11% and Math behind 19% **Root Cause:** Through increased support from campus instructional staff to address the needs of the students assessing the student data to provide intervention in areas of need.

**Problem Statement 3:** Freeport Intermediates' Staff needs additional support in developing the Essential standards and the PLC process. **Root Cause:** Freeport staff is in need of additional professional development to insure best strategies for all students.

**Problem Statement 4:** Students are in need of additional support past the school day. **Root Cause:** Freeport Intermediate Needs to offer tutorials outside of school day.

**Problem Statement 5:** Freeport 8th grade students can perform at the Approaches Level for 8th Math, and Alg 1, but are behind the state average on scoring Meets or Masters (Meets= On Grade Level; Masters= Above grade level. **Root Cause:** Freeport Staff needs to provide Intensive additional academic support beyond what is provided as a core curriculum.

**Problem Statement 6:** Freeports' students performed 11% behind the 2018 State of Texas average of 74% in 8th Grade Science. **Root Cause:** Freeport Staff needs to provide Intensive additional academic support beyond what is provided as a core curriculum.

# School Culture and Climate

## School Culture and Climate Summary

Freeport Intermediate School maintains a positive school climate from year to year. Student recognition focuses on student success and allows our students to feel respected and appreciated. However, we need to consider opportunities for clubs and extracurricular activities to improve the number of students involved on campus. Positive Behavior Intervention Supports establishes expectations for students in order to ensure a safe and orderly school environment. Incentives are offered to encourage positive behavior and compliance with school-wide expectations.

## School Culture and Climate Strengths

- Teaming by hallways
- Celebrations of student achievements
- Administrative support for students and staff
- Student centered staff
- School-wide Token Economy (Arrow Bucks spent in Trading Post)
- Monthly student after school activities (dances, movie nights, STAR gazing, etc.)

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** We have a slow decline in participation numbers throughout the last two years. **Root Cause:** The events on campus were not appropriate for grade level.

**Problem Statement 2:** Students report not feeling safe on campus, 18% from campus survey data. **Root Cause:** Due to the increase in school violence, additional safety measures are needed to insure student safety.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

FIS has 100% highly qualified staff. High percentage of teachers have over 10 years of experience and serve as role models for other staff. Teachers are trained to provide special programs such as opportunities classes. A great support for all staff is evident through mentors and departments. A continued focus on staff development regarding data dis aggregation, curriculum alignment and rigor, student goal setting, CITW, team building, student engagement and teacher collaboration are essential.

## Staff Quality, Recruitment, and Retention Strengths

- 100% Highly qualified staff
- Common planning time
- Horizontal and vertical alignment
- Embedded professional development and district work groups
- Large percentage of the staff have over 10 years experience

In the 17-18 year the campus had Low staff turnover. 3 teachers

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Staff new hires need support in addressing the needs of our at-risk students. **Root Cause:** New staff will be provided additional support throughout their first two years to provide training and resources to address the needs of all students.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

At Freeport Intermediate School, we utilize data to positively influence curriculum, instruction, and assessment decisions. The use of data drives student interventions throughout the school year. Staff use the data to assist in building strong relationships with their students. Based on data, students are provided additional supports through opportunity Reading and/or Math classes, teacher tutorials, and campus based instructional supports.

## Curriculum, Instruction, and Assessment Strengths

- Instructional coaching
- Data dis aggregation
- PLC team meetings (vertical and horizontal)
- Campus walk-throughs
- Rapport with students
- Academic growth produced through co-teach & opportunities classes

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Staff needs additional professional development for best practices. **Root Cause:** Additional professional development funding needed to support staff growth.

# Parent and Community Engagement

## Parent and Community Engagement Summary

At Freeport Intermediate School, we have many activities and programs that promote family and community involvement throughout the year such as End of the Year Celebration, FIS Annual Color Run, Band Parent Dessert Soiree, Beginning of the Year Parent Orientation, and FIS PTO. Parents are encouraged to actively participate in their students' education by volunteering and/or visiting classrooms. Open lines of communication are maintained through the distribution of our monthly newsletter, social media, campus website, and teacher contacts.

Parents and community representatives are members of the CEIC, DEIC, EVAC, and Ambassadors committees.

## Parent and Community Engagement Strengths

- Supportive parents and involvement in class field trips, athletics, and fine arts
- Generous community members (partnerships with City of Freeport)
- Student celebrations
- Social media, school messenger, and school calendar communications
- Many staff live within the community and are home grown
- Citizenship classes offered

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Freeport has historically had low parent involvement. **Root Cause:** Parents fear of not being able to communicate (Spanish families), and events must be planned for working families.

**Problem Statement 2:** Parents are unable to make campus events because of work. **Root Cause:** Parents work during the school day, making evening optimal time for school events.

# School Context and Organization

## School Context and Organization Summary

At Freeport Intermediate School, our goal is to focus on overall academic and social-emotional needs of our students to be successful productive members of the community. The district has provided campuses with adjustments of the teacher workday and student instructional hours to support efforts for collaboration among staff, parents, and students. Our campus staff is fully invested in our students academic and social-emotional development.

## School Context and Organization Strengths

- Collaborative time built into staff work hours
- Parental support for the school and education
- Campus leadership opportunities
- Collaborative campus decision making
- Student and teacher relationships
- Decrease in student discipline
- Increase in student attendance

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Campus culture and morale drops during the school year. **Root Cause:** During times of state testing and throughout other points in the year stress level becomes higher than normal.

# Technology

## Technology Summary

At Freeport Intermediate School, we have a wide variety of instructional technology, qualified technology support, and administrative support of classroom technology integration. The majority of our teachers and students are not adequately equipped with the training and exposure to utilization of technology to enhance the learning experiences for our students.

## Technology Strengths

- Campus technology representation
- Classroom technology (Mimio bars, Mimio pads, classroom projectors, & document cameras)
- Google instructional applications
- Grant Chromebook carts
- Departmental Chromebook carts
- Teacher laptops
- District professional development opportunities

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Students need to move past web-browsing for technology use. **Root Cause:** Enhanced lessons and activities are needed.

**Problem Statement 2:** Teacher technology is in need of updating and repairs. **Root Cause:** Over time technology can become less effective during classroom instruction.

# 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

## 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

## 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,
- Special education population, including performance, discipline, progress, and participation data
- 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

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

- Annual dropout rate data
- Attendance 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
- Professional development needs assessment 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**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

# Goals



Revised/Approved: September 11, 2018

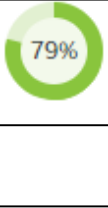

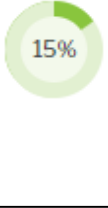






## Goal 1: BISD will provide a rigorous and relevant learning experience to ensure that every student will B\*Future-Ready.

**Performance Objective 1:** In 2018-2019, FIS will improve all students' academic performance by utilizing Prime Time to teach and monitor students' application of organizational strategies, self monitoring tools, and instructional technology enrichment activities.

**Evaluation Data Source(s) 1:** Less than 2% retention rate; less than 5% failure rate in each core subject; 7th grade and 8th grade students will equal or exceed the "Meets" State standards in reading, writing, mathematics, science, and social studies.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6  1) Collaboratively develop a daily structure of activities for Prime Time to implement school-wide RTI .		Principal, Administrative Team, Staff	Weekly Prime Time Plan				
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6  2) Teach and monitor students' implementation of Student Self Serve to self monitor and log their grades weekly.		Principal, Administrative Team, Staff & Teachers	Students' Weekly Grade Check Sheet				
<b>Problem Statements:</b> Student Achievement 4 - Staff Quality, Recruitment, and Retention 1 <b>Funding Sources:</b> 199 - General Fund - 800.00							

<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>3) Teach and monitor students' implementation of AVID binder system to promote organizational skills weekly.</p>		Principal, Administrative Team, Staff & Teachers	Students' AVID Binders, Students' Weekly Binder Grades				
<p><b>Problem Statements:</b> Student Achievement 1, 2</p> <p><b>Funding Sources:</b> 199 - General Fund - 2000.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>4) Teach and monitor students' development and reflection of individual academic SMART goals weekly.</p>		Principal, Administrative Team, Staff & Teachers	Students' Weekly Goal Reflection Sheet				
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>5) Implementation of 30 minutes of DEAR time (Drop Everything And Read) to support an increase students' reading comprehension, fluency, and stamina weekly.</p>		Principal, Administrative Team, Staff & Teachers	Weekly Prime Time Plan				
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>6) Implementation of the Friday Flex Time schedule to allow students to participate in enrichment opportunities such as StuCo, NJHS, Science Club, Chess Club, Art Club, UIL, Band, tutorials, etc.</p>		Principal, Administrative Team, Staff & Teachers	Weekly Prime Time Flex Plan				
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>7) Design and implement engaging lessons that incorporate research based strategies and are student centered, illicit higher order thinking skills, and integrate effective use of technology.</p>	2.5, 2.6	Principal, Administrative Team, Department Heads, & Teachers	Lesson Plans, student work samples, T-TESS Walk Through/Observation Data				
<p><b>Problem Statements:</b> Student Achievement 5, 6 - Curriculum, Instruction, and Assessment 1 - Technology 2</p> <p><b>Funding Sources:</b> 199 - General Fund - 2500.00, 211 - Title I, Part A - 7468.00</p>							
<p style="text-align: center;">  = Accomplished       = Continue/Modify       = No Progress       = Discontinue </p>							

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> Freeport Intermediates' writing scores continue to be 18% behind the state average. <b>Root Cause 1:</b> Extended time and Instruction is needed to help close the academic achievement gap in 7th grade Writing.

**Problem Statement 2:** Seventh grade math and reading are still behind the state average on the minimum passing standard. Reading behind 11% and Math behind 19% **Root Cause 2:** Through increased support from campus instructional staff to address the needs of the students assessing the student data to provide intervention in areas of need.

**Problem Statement 4:** Students are in need of additional support past the school day. **Root Cause 4:** Freeport Intermediate Needs to offer tutorials outside of school day.

**Problem Statement 5:** Freeport 8th grade students can perform at the Approaches Level for 8th Math, and Alg 1, but are behind the state average on scoring Meets or Masters (Meets= On Grade Level; Masters= Above grade level. **Root Cause 5:** Freeport Staff needs to provide Intensive additional academic support beyond what is provided as a core curriculum.

**Problem Statement 6:** Freeports' students performed 11% behind the 2018 State of Texas average of 74% in 8th Grade Science. **Root Cause 6:** Freeport Staff needs to provide Intensive additional academic support beyond what is provided as a core curriculum.

**Staff Quality, Recruitment, and Retention**

**Problem Statement 1:** Staff new hires need support in addressing the needs of our at-risk students. **Root Cause 1:** New staff will be provided additional support throughout their first two years to provide training and resources to address the needs of all students.

**Curriculum, Instruction, and Assessment**

**Problem Statement 1:** Staff needs additional professional development for best practices. **Root Cause 1:** Additional professional development funding needed to support staff growth.

**Technology**

**Problem Statement 2:** Teacher technology is in need of updating and repairs. **Root Cause 2:** Over time technology can become less effective during classroom instruction.

**Goal 1:** BISD will provide a rigorous and relevant learning experience to ensure that every student will B\*Future-Ready.



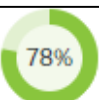
**Performance Objective 2:** The percentage of students in seventh grade who perform above the state passing standards in reading and mathematics will increase from at or below state level to eight percentage points above the state by the year 2020 (Outcome Goal 2).

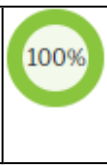
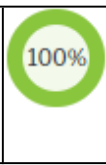
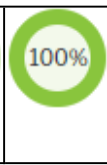
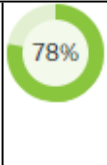





**Evaluation Data Source(s) 2:** FIS seventh grade students will meet or exceed the state passing standards in reading and mathematics.

2017-2018 7th Reading 61 % the State Average was 72%

2017-2018 7th Math 52 % the State Average was 71%

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Align each content unit to state standards, study the results of the last assessment, identify problem areas, and develop specific strategies to address those areas in our course through the PLC process.</p>		Principal, Administrative Team, Department Heads, & Teachers	PLC Training, PLC sign-in sheets/Agendas/Minutes, STAAR/EOC Data, Common Unit Assessments, District CBA's & Mock STAAR				
<p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1  <b>Funding Sources:</b> 199 - General Fund - 2000.00, 255 - Title II, Part A - 4732.00</p>							
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Train Reading and Math Interventionists, administrators, and teachers in RtI best practices to systematically approach interventions for struggling students through the campus RtI process.</p>	2.4	Principal, Administrative Team, Intervention Teachers, & Teachers	Training Certificates, PLC Sign-in Sheets/Agendas/Minutes, eSPED RtI Documentation				
<p><b>Problem Statements:</b> Demographics 1 - Student Achievement 3  <b>Funding Sources:</b> 211 - Title I, Part A - 1947.00, 199 - General Fund - 1500.00</p>							
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 3</p> <p>3) Implement a systematic approach to RtI to provide targeted support for students struggling to meet state standards through campus master scheduling and data talks with students and teachers.</p>	2.4, 2.5, 2.6	Principal, Administrative Team, Department Heads, & Teachers	RtI Team Meetings, Campus: Grade/Attendance/Discipline Data, STAAR/EOC Data, Assessment Data				
<p><b>Problem Statements:</b> Student Achievement 1, 2 - Technology 1  <b>Funding Sources:</b> 211 - Title I, Part A - 905.00, 199 - General Fund - 600.00</p>							

<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p>	2.4, 2.5, 2.6	Principal, Administrative Team, & Intervention Teachers	STAAR Data, Common Unit Assessments, District CBA's & Mock STAAR, STAR Ren BOY/MOY/EOY				
<p>4) Provide students identified through RTI process an additional 30-50 minutes of targeted instruction during Reading and/or Math BISD classes.</p> <p><b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> Local 24 - State Comp Personnel - 65000.00, 211 - Title I, Part A - 65000.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6</p>		Principal, Administrative Team, Department Head, Interventionists, and Counselor	Master Schedule, PLC Agendas/Minutes				
<p>5) Develop master schedule that ensures core departments and ELL/SPED departments are provided time to plan, collaborate, and analyze data during common planning periods.</p> <p><b>Problem Statements:</b> Student Achievement 3 - Staff Quality, Recruitment, and Retention 1 <b>Funding Sources:</b> 199 - General Fund - 400.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p>	2.4, 2.6	Principal, Administrative Team, Department Head, Instructional Coach, & Teachers	STAAR Data, Common Unit Assessments, District CBA's & Mock STAAR				
<p>6) Design and implement strategies (including ELPS in planning instruction, English Language Development, and ELL Progress Measure) for addressing the needs of ELLs.</p>							
<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p>		Principal, Administrative Team, Department Head, Instructional Coach, & Teachers	STAAR/EOC Data, Common Unit Assessments, District CBA's & Mock STAAR				
<p>7) Train and support campus staff in utilizing the Sheltered Instruction Protocol Model.</p> <p><b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> 199 - General Fund - 700.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p>	2.5, 2.6	Principal, Administrative Team, Department Head, & Teachers	STAAR/EOC Data, Common Unit Assessments, District CBA's & Mock STAAR				
<p>8) Provide comprehensive tutorials during the school day for identified students who are in need of additional academic assistance to bridge demonstrated achievement gaps.</p> <p><b>Problem Statements:</b> Demographics 1 - Student Achievement 3 <b>Funding Sources:</b> 211 - Title I, Part A - 5081.00</p>							

<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  9) Provide ESL and SPED students, identified through RtI process, an additional 30-50 minutes of targeted instruction during Reading and/or Math ESL/Principles classes.		Principal, Administrative Team, ESL Teacher, SPED Teachers, & Intervention Teachers	STAAR Data, Common Unit Assessments, District CBA's & Mock STAAR, STAR Ren BOY/MOY/EOY				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3  10) Train and support campus staff in utilizing writing across the curriculum in all content areas.		Principal, Administrative Team, Department Head, Instructional Coach, & Teachers	STAAR Data, Common Unit Assessments, District CBA's & Mock STAAR				
<b>Problem Statements:</b> Student Achievement 1 - Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> 199 - General Fund - 2180.00							
<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6  11) Implementation of Accelerated Reader school-wide to promote and encourage students to read frequently to improve their fluency, comprehension, and stamina in reading.	2.4, 2.5	Principal, Administrative Team, Librarian, & Teachers	STAR Ren Reports, STAR Ren BOY/MOY/EOY Data				
<b>Problem Statements:</b> Student Achievement 2 <b>Funding Sources:</b> 211 - Title I, Part A - 1630.00, 199 - General Fund - 370.00							
= Accomplished              = Continue/Modify              = No Progress              = Discontinue							

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> The campus special population groups continue to show lower growth academically than general education students. <b>Root Cause 1:</b> Additional in class support needed to support the needs of student special populations.
<b>Student Achievement</b>
<b>Problem Statement 1:</b> Freeport Intermediates' writing scores continue to be 18% behind the state average. <b>Root Cause 1:</b> Extended time and Instruction is needed to help close the academic achievement gap in 7th grade Writing.
<b>Problem Statement 2:</b> Seventh grade math and reading are still behind the state average on the minimum passing standard. Reading behind 11% and Math behind 19% <b>Root Cause 2:</b> Through increased support from campus instructional staff to address the needs of the students assessing the student data to provide intervention in areas of need.
<b>Problem Statement 3:</b> Freeport Intermediates' Staff needs additional support in developing the Essential standards and the PLC process. <b>Root Cause 3:</b> Freeport staff is in need of additional professional development to insure best strategies for all students.
<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> Staff new hires need support in addressing the needs of our at-risk students. <b>Root Cause 1:</b> New staff will be provided additional support throughout their first two years to provide training and resources to address the needs of all students.

<b>Curriculum, Instruction, and Assessment</b>
--

<b>Problem Statement 1:</b> Staff needs additional professional development for best practices. <b>Root Cause 1:</b> Additional professional development funding needed to support staff growth.
--

<b>Technology</b>
-------------------

<b>Problem Statement 1:</b> Students need to move past web-browsing for technology use. <b>Root Cause 1:</b> Enhanced lessons and activities are needed.
--



**Goal 1:** BISD will provide a rigorous and relevant learning experience to ensure that every student will B\*Future-Ready.

**Performance Objective 3:** FIS will improve students writing performance for 7th grade students form 49% 17-18 to 55% 18-19 School Year

**Evaluation Data Source(s) 3:** State results from STAAR performance.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Collaboratively develop and implement a Writing Camp for all 7th grade students during Prime time. Conduct a writing workshop for ALL students prior to Writing STAAR Administration.</p>		Principal, Administrative Team	BOY/MOY/EOY Benchmark data, Mock STAAR results,				
<p><b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> 199 - General Fund - 2000.00, 211 - Title I, Part A - 4400.00</p>							
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Performance Objective 3 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> Freeport Intermediates' writing scores continue to be 18% behind the state average. <b>Root Cause 1:</b> Extended time and Instruction is needed to help close the academic achievement gap in 7th grade Writing.</p>

**Goal 1:** BISD will provide a rigorous and relevant learning experience to ensure that every student will B\*Future-Ready.




**Performance Objective 4:** The percentage of students in eighth grade who perform above the state passing standards in reading and mathematics will increase from at or below state level to ten percentage points above the state by the year 2020 (Outcome Goal 2).





**Evaluation Data Source(s) 4:** FIS eighth grade students will equal or exceed the state passing standards in reading and mathematics.

2017-2018 8th Reading 76 % the State Average was 78%

2017-2018 8th Math 91 % the State Average was 70%

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Align each content unit to state standards, study the results of the last assessment, identify problem areas, and develop specific strategies to address those areas in our course through the PLC process.</p>		Principal, Administrative Team, Department Heads, & Teachers	PLC Training, PLC sign-in sheets/Agendas/Minutes, STAAR/EOC Data, Common Unit Assessments, District CBA's & Mock STAAR				
<p><b>Problem Statements:</b> Student Achievement 3, 4  <b>Funding Sources:</b> 199 - General Fund - 400.00</p>							
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 3</p> <p>2) Design and implement engaging lessons that incorporate Research Based Strategies ie: writing across curriculum, SIOP strategies and are student centered, illicit higher order thinking skills, and integrate effective use of technology.</p>		Principal, Administrative Team, Department Heads, & Teachers	Lesson Plans, student work samples, T-TESS Walk Through/Observation Data				
<p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1  <b>Funding Sources:</b> 199 - General Fund - 1000.00</p>							
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Train Reading and Math Interventionists, administrators, and teachers in RtI best practices to systematically approach interventions for struggling students through the campus RtI process.</p>		Principal, Administrative Team, Intervention Teachers, & Teachers	Training Certificates, PLC Sign-in Sheets/Agendas/Minutes, eSPED RtI Documentation				
<p><b>Problem Statements:</b> Student Achievement 1, 2, 3  <b>Funding Sources:</b> 199 - General Fund - 1300.00</p>							

<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>4) Implement a systematic approach to RtI to provide targeted support for students struggling to meet state standards through campus master scheduling and data talks with students and teachers.</p>		Principal, Administrative Team, Department Heads, & Teachers	RtI Team Meetings, Campus: Grade/Attendance/Discipline Data, STAAR/EOC Data, Assessment Data				
<p><b>Problem Statements:</b> Student Achievement 1, 2 <b>Funding Sources:</b> 199 - General Fund - 800.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>5) Provide students identified through RtI process an additional 30-50 minutes of targeted instruction during Reading and/or Math BISD classes.</p>	2.4, 2.5, 2.6	Principal, Administrative Team, & Intervention Teachers	STAAR Data, Common Unit Assessments, District CBA's & Mock STAAR, STAR Ren BOY/MOY/EOY				
<p><b>Problem Statements:</b> Student Achievement 1, 2 <b>Funding Sources:</b> Local 24 - State Comp Personnel - 65000.00, 211 - Title I, Part A - 65000.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6</p> <p>6) Develop master schedule that ensures core departments and ELL/SPED departments are provided time to plan, collaborate, and analyze data during common planning periods.</p>		Principal, Administrative Team, Department Head, Interventionists, and Counselor	Master Schedule, PLC Agendas/Minutes				
<p><b>Problem Statements:</b> Student Achievement 1, 2 <b>Funding Sources:</b> 199 - General Fund - 500.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>7) Design and implement strategies (including ELPS in planning instruction, English Language Development, and ELL Progress Measure) for addressing the needs of ELLs.</p>		Principal, Administrative Team, Department Head, Instructional Coach, & Teachers	STAAR Data, Common Unit Assessments, District CBA's & Mock STAAR				
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>8) Train and support campus staff in utilizing the Sheltered Instruction Protocol Model.</p>	2.4, 2.6	Principal, Administrative Team, Department Head, Instructional Coach, & Teachers	STAAR/EOC Data, Common Unit Assessments, District CBA's & Mock STAAR				
<p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> 211 - Title I, Part A - 500.00, 199 - General Fund - 1140.00</p>							

<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b></p> <p>9) Provide comprehensive tutorials during the school day for identified students who are in need of additional academic assistance to bridge demonstrated achievement gaps.</p>		Principal, Administrative Team, Department Head, & Teachers	STAAR/EOC Data, Common Unit Assessments, District CBA's & Mock STAAR				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>10) Provide ESL and SPED students, identified through RtI process, an additional 30-50 minutes of targeted instruction during Reading and/or Math ESL/Principles classes.</p>	2.5, 2.6	Principal, Administrative Team, ESL Teacher, SPED Teachers, & Intervention Teachers	STAAR Data, Common Unit Assessments, District CBA's & Mock STAAR, STAR Ren BOY/MOY/EOY				
<p><b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> 211 - Title I, Part A - 25000.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>11) Train and support campus staff in utilizing writing across the curriculum in all content areas.</p>		Principal, Administrative Team, Department Head, Instructional Coach, & Teachers	STAAR Data, Common Unit Assessments, District CBA's & Mock STAAR				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>12) Implementation of Accelerated Reader school-wide to promote and encourage students to read frequently to improve their fluency, comprehension, and stamina in reading.</p>		Principal, Administrative Team, Librarian, & Teachers	STAR Ren Reports, STAR Ren BOY/MOY/EOY Data				
<p>  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

**Performance Objective 4 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> The campus special population groups continue to show lower growth academically than general education students. <b>Root Cause 1:</b> Additional in class support needed to support the needs of student special populations.
<b>Student Achievement</b>
<b>Problem Statement 1:</b> Freeport Intermediates' writing scores continue to be 18% behind the state average. <b>Root Cause 1:</b> Extended time and Instruction is needed to help close the academic achievement gap in 7th grade Writing.








<b>Problem Statement 2:</b> Seventh grade math and reading are still behind the state average on the minimum passing standard. Reading behind 11% and Math behind 19% <b>Root Cause 2:</b> Through increased support from campus instructional staff to address the needs of the students assessing the student data to provide intervention in areas of need.
<b>Problem Statement 3:</b> Freeport Intermediates' Staff needs additional support in developing the Essential standards and the PLC process. <b>Root Cause 3:</b> Freeport staff is in need of additional professional development to insure best strategies for all students.
<b>Problem Statement 4:</b> Students are in need of additional support past the school day. <b>Root Cause 4:</b> Freeport Intermediate Needs to offer tutorials outside of school day.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> Staff needs additional professional development for best practices. <b>Root Cause 1:</b> Additional professional development funding needed to support staff growth.












**Goal 1:** BISD will provide a rigorous and relevant learning experience to ensure that every student will B\*Future-Ready.

**Performance Objective 5:** The percentage of students assessed on Algebra I STAAR end-of-course exams who perform above the state passing standards will exceed the state level to reach one hundred percent at the masters level by the year 2020 (Outcome Goal 3).

**Evaluation Data Source(s) 5:** The percentage of all students who perform at or above the state Masters Level on STAAR end-of-course exams will exceed 87% the 17-18 FIS Algebra 1 Masters level percentage.

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Provide students with a technology-based math support program to improve student performance.</p>		Administrative Team, Math Department Head, & Math Teachers	100% of students exceeding masters level on Algebra I STAAR EOC.				
<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>2) Align each content unit to state standards, study the results of the last assessment, identify problem areas, and develop specific strategies to address those areas in our course through the PLC process.</p>		Principal, Administrative Team, Department Heads, & Teachers	PLC Training, PLC sign-in sheets/Agendas/Minutes, STAAR/EOC Data, Common Unit Assessments, District CBA's & Mock STAAR				
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>3) Design and implement engaging lessons that incorporate Research Based Strategies ie SIOP or Writing across curriculum strategies and are student centered, illicit higher order thinking skills, and integrate effective use of technology.</p>		Principal, Administrative Team, Department Heads, & Teachers	Lesson Plans, student work samples, T-TESS Walk Through/Observation Data				

<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>4) Implement a systematic approach to RtI to provide targeted support for students struggling to meet state standards through campus master scheduling and data talks with students and teachers.</p>		Principal, Administrative Team, Department Heads, & Teachers	RtI Team Meetings, Campus: Grade/Attendance/Discipline Data, STAAR/EOC Data, Assessment Data				
<p><b>Problem Statements:</b> Student Achievement 1, 2 <b>Funding Sources:</b> 199 - General Fund - 800.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>5) Design and implement strategies (including ELPS in planning instruction, English Language Development, and ELL Progress Measure) for addressing the needs of ELLs.</p>		Principal, Administrative Team, Department Head, Instructional Coach, & Teachers	STAAR Data, Common Unit Assessments, District CBA's & Mock STAAR				
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>6) Train and support campus staff in utilizing the Sheltered Instruction Protocol Model.</p>		Principal, Administrative Team, Department Head, Instructional Coach, & Teachers	STAAR/EOC Data, Common Unit Assessments, District CBA's & Mock STAAR				
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>7) Provide comprehensive tutorials during the school day for identified students who are in need of additional academic assistance to bridge demonstrated achievement gaps.</p>	2.4, 2.5, 2.6	Principal, Administrative Team, Department Head, & Teachers	STAAR/EOC Data, Common Unit Assessments, District CBA's & Mock STAAR				
<p><b>Problem Statements:</b> Student Achievement 4 <b>Funding Sources:</b> Local 24 - State Comp - 2715.00, 211 - Title I, Part A - 3000.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>8) Train and support campus staff in utilizing writing across the curriculum in all content areas.</p>		Principal, Administrative Team, Department Head, Instructional Coach, & Teachers	STAAR Data, Common Unit Assessments, District CBA's & Mock STAAR				
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

**Performance Objective 5 Problem Statements:**

## Student Achievement

**Problem Statement 1:** Freeport Intermediates' writing scores continue to be 18% behind the state average. **Root Cause 1:** Extended time and Instruction is needed to help close the academic achievement gap in 7th grade Writing.

**Problem Statement 2:** Seventh grade math and reading are still behind the state average on the minimum passing standard. Reading behind 11% and Math behind 19% **Root Cause 2:** Through increased support from campus instructional staff to address the needs of the students assessing the student data to provide intervention in areas of need.

**Problem Statement 4:** Students are in need of additional support past the school day. **Root Cause 4:** Freeport Intermediate Needs to offer tutorials outside of school day.



**Goal 1:** BISD will provide a rigorous and relevant learning experience to ensure that every student will B\*Future-Ready.

**Performance Objective 6:** FIS will move from a Developing PLC campus to a Sustaining PLC campus (Constraint 1).

**Evaluation Data Source(s) 6:** Through the PLC Continuum and rating system.

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 3 CSF 4 CSF 7</p> <p>1) Develop the capacity of all core teachers to collaboratively identify essential outcomes, develop learning targets, develop formative assessments, and analyze student data to provide learning support by standard for each student during class and Prime time.</p>		Principal and Campus Leadership Team	PLC evidence PLC Agendas FIS Classifies as a Model PLC Campus				
<p><b>Problem Statements:</b> Student Achievement 3 <b>Funding Sources:</b> 199 - General Fund - 6400.00</p>							
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Performance Objective 6 Problem Statements:**






Student Achievement
<p><b>Problem Statement 3:</b> Freeport Intermediates' Staff needs additional support in developing the Essential standards and the PLC process. <b>Root Cause 3:</b> Freeport staff is in need of additional professional development to insure best strategies for all students.</p>

**Goal 1:** BISD will provide a rigorous and relevant learning experience to ensure that every student will B\*Future-Ready.

**Performance Objective 7:** In 2018-19, all Closing the Gaps indicators identified for Additional Targeted Support will exceed the cut score. (Constraint 3)

**Evaluation Data Source(s) 7:** 2019 Domain 3: Closing the Gaps Report

**Summative Evaluation 7:**




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  1) Collaborate with appropriate regular education teachers to provide student support through co-teaching and modification information for at-risk students in the Two-or-More Races population group	2.4, 2.5	Principal, Administrative Team, and all Departments	STAAR Data, Common Unit Assessments, District CBA's & Mock STAAR				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

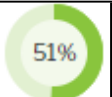





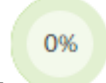

## Goal 2: BISD learning environments will be safe and conducive to learning.

**Performance Objective 1:** In 2018-2019, FIS will move from developing to sustaining Professional Learning Communities and the Response to Intervention process resulting in an improved performance (Constraint 1).

**Evaluation Data Source(s) 1:** RtI and PLC process that includes master schedule, RtI tracking documents, PLC meeting sign-in sheets and minutes, and improved student growth and performance. Use PLC continuum to evaluate campus progress.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  1) Continue to further develop an effective, research-based system of Response to Intervention.		Principal, Administrative Team, Counselor, Interventionists, & Teachers	Decrease in % of students in RtI Tier II & III				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  2) All campus teaching staff will receive additional training in Response to Intervention.	2.5, 2.6	Principal, Administrative Team, Interventionists, & Teachers	Agendas, Sign in Sheets, Presentation				
<b>Problem Statements:</b> Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> 211 - Title I, Part A - 11352.00							
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  3) Improve the master schedule planning process to ensure targeted interventions during the school day.		Principal, Administrative Team, and Counselor	Master Schedule - Identified Targeted Intervention Time, Master Schedule - Departmental Planning, Eduphoria Team Planners				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> 199 - General Fund - 400.00							

<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>4) Initiate targeted responsive instructional support techniques for struggling learners.</p>		Principal, Administrative Team, & Interventionists	BISD Math & Reading, Math & Reading Prime Time class schedules reflect opportunities for targeted instruction, % increased results for ALL students on district and state assessments				
<p><b>Problem Statements:</b> Demographics 1 - Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> 199 - General Fund - 100.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>5) Utilize a targeted response framework that supports small group instruction for the hardest concepts, and increase the use of high yield strategies (ie graphic organizers for math processes) for struggling learners, and extend learning for high achieving students.</p>	2.4, 2.5, 2.6	Principal, Administrative Team, Interventionists, & Teachers	Master schedule reflect opportunities for planned intervention and enrichment, % increased results for all students on district and state assessments, Interventionist attending curriculum work groups				
<p><b>Problem Statements:</b> Demographics 1 - Student Achievement 1, 2 <b>Funding Sources:</b> 199 - General Fund - 500.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>6) Initiate targeted responsive individual and small group sessions to provide additional intervention focused on content vocabulary, creating visual images, and making concrete connections to prior knowledge for struggling learners.</p>		Principal, Administrative Team, Interventionists, & Teachers	% Increased results for all students on district and state assessments				
<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>7) Initiate targeted responsive instructional support techniques for writing; including graphic organizers for planning writing assignments and specific instruction in revising/editing processes such as peer review and purposeful timing between student revisions for struggling learners.</p>		Principal, Administrative Team, & Teachers	% Increased results for all students on district and state assessments, # of intervention classes scheduled will reflect opportunities for targeted instruction				
<p><b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> 199 - General Fund - 500.00</p>							
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 1:** The campus special population groups continue to show lower growth academically than general education students. **Root Cause 1:** Additional in class support needed to support the needs of student special populations.

### Student Achievement

**Problem Statement 1:** Freeport Intermediates' writing scores continue to be 18% behind the state average. **Root Cause 1:** Extended time and Instruction is needed to help close the academic achievement gap in 7th grade Writing.

**Problem Statement 2:** Seventh grade math and reading are still behind the state average on the minimum passing standard. Reading behind 11% and Math behind 19% **Root Cause 2:** Through increased support from campus instructional staff to address the needs of the students assessing the student data to provide intervention in areas of need.

**Problem Statement 3:** Freeport Intermediates' Staff needs additional support in developing the Essential standards and the PLC process. **Root Cause 3:** Freeport staff is in need of additional professional development to insure best strategies for all students.

### Staff Quality, Recruitment, and Retention

**Problem Statement 1:** Staff new hires need support in addressing the needs of our at-risk students. **Root Cause 1:** New staff will be provided additional support throughout their first two years to provide training and resources to address the needs of all students.

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** Staff needs additional professional development for best practices. **Root Cause 1:** Additional professional development funding needed to support staff growth.

**Goal 2:** BISD learning environments will be safe and conducive to learning.

**Performance Objective 2:** During the 2018-2019 school year, Freeport Intermediate's student attendance rate will meet or exceed 96.5%.

**Evaluation Data Source(s) 2:** Student attendance meets or exceeds 96.5%.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6  1) Recognize students who have perfect attendance.	2.5	Principal, Administrative Team, Planning Cadre, Attendance Clerk, Counselor, & Teachers	Student Attendance Data				
	<b>Problem Statements:</b> School Context and Organization 1 <b>Funding Sources:</b> 199 - General Fund - 500.00						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6  2) Develop attendance intervention plans, contact parents, and conference with students who have accumulated 3 or more unexcused absences.		Principal, Administrative Team, Attendance Clerk, & Teachers	Student Attendance Data				
	<b>Problem Statements:</b> Student Achievement 1, 2 - Parent and Community Engagement 1 <b>Funding Sources:</b> 199 - General Fund - 400.00						
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6  3) Utilize attendance officer to contact parents and students to provide resources to assist families in improving their child's attendance.		Principal, Administrative Team, & Attendance Clerk	Student Attendance Data				
	<b>Problem Statements:</b> Student Achievement 1, 2 - Parent and Community Engagement 1 <b>Funding Sources:</b> 199 - General Fund - 400.00						
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6  4) Monitor student attendance on a weekly basis and recognize the grade level with the highest student attendance rate.		Principal & Administrative Team	Student Attendance Data				
	<b>Problem Statements:</b> Student Achievement 1, 2 - Parent and Community Engagement 1 <b>Funding Sources:</b> 199 - General Fund - 400.00						
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Performance Objective 2 Problem Statements:**

### Student Achievement

**Problem Statement 1:** Freeport Intermediates' writing scores continue to be 18% behind the state average. **Root Cause 1:** Extended time and Instruction is needed to help close the academic achievement gap in 7th grade Writing.

**Problem Statement 2:** Seventh grade math and reading are still behind the state average on the minimum passing standard. Reading behind 11% and Math behind 19% **Root Cause 2:** Through increased support from campus instructional staff to address the needs of the students assessing the student data to provide intervention in areas of need.

### Parent and Community Engagement

**Problem Statement 1:** Freeport has historically had low parent involvement. **Root Cause 1:** Parents fear of not being able to communicate (Spanish families), and events must be planned for working families.

### School Context and Organization





**Problem Statement 1:** Campus culture and morale drops during the school year. **Root Cause 1:** During times of state testing and throughout other points in the year stress level becomes higher than normal.

**Goal 2:** BISD learning environments will be safe and conducive to learning.

**Performance Objective 3:** During the 2018-2019 school year, Freeport Intermediate will utilize and enforce the district-wide student management plan resulting in an 8% drop in out of classroom placements.

**Evaluation Data Source(s) 3:** 8% Decline in Student Discipline Data.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6</p> <p>1) Train staff in effective classroom management methods to utilize Capturing Kids' Hearts, PBIS, and the CHAMPS model in compliance with student code of conduct policy and TEC Chapter 37 discipline laws.</p>		Principal, Administrative Team, Instructional Coach, Climate Cadre, & Teachers	Sign in Sheets, Agendas, Presentation, TEAMS Data, SWIS Data				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6</p> <p>2) Utilize SWIS to analyze student discipline data to monitor and create behavior intervention plans to positively impact student behavior.</p>		Principal, Administrative Team, Behavior Specialist, Climate Cadre, & Teachers	SWIS Data				
<p><b>Problem Statements:</b> Demographics 1 - School Context and Organization 1</p> <p><b>Funding Sources:</b> 199 - General Fund - 300.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6</p> <p>3) Develop individual student intervention plans to teach and monitor appropriate student behaviors.</p>		Principal, Administrative Team, Behavior Specialist, Climate Cadre, & Teachers.	Individual Student Intervention Plans				
<p><b>Problem Statements:</b> Student Achievement 1, 2</p> <p><b>Funding Sources:</b> 199 - General Fund - 500.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6</p> <p>4) Utilize PBIS token economy (Arrow Bucks) incentive program to reinforce appropriate behaviors in all areas of the school through student recognition program every nine weeks.</p>		Principal, Administrative Team, PBIS Team, & Teachers	TEAMS Data: Attendance, Grades, Discipline				
<p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1</p> <p><b>Funding Sources:</b> 199 - General Fund - 1000.00</p>							



<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6</p> <p>5) Provide students an opportunity to participate in the End of Year PBIS Celebration to recognize their overall attendance, passing grades, and appropriate student behavior.</p>	Principal, Administrative Team, Climate Cadre, & Teachers	TEAMS Data: Attendance, Grades, Discipline				
<p><b>Problem Statements:</b> Student Achievement 1, 2 - School Context and Organization 1</p> <p><b>Funding Sources:</b> 199 - General Fund - 1000.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6</p> <p>6) Provide interactive and relevant lessons regarding school wide and classroom expectations every nine weeks and after long breaks.</p>	Principal, Administrative Team, PBIS Team, & Teachers	Documentation of Lessons				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6</p> <p>7) Utilize Restorative Circles to support transition of students from DAEP and students with campus behavior plans to positively impact students' behavior decision making.</p>	Principal, Administrative Team, Counselor, Campus Behavior Interventionist, & Teachers	# Scheduled Circles, # of participants, Discipline Data				
<p><b>Problem Statements:</b> Demographics 1 - School Context and Organization 1</p> <p><b>Funding Sources:</b> 199 - General Fund - 400.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>8) Utilize behavior management team to assist with tiered interventions as part of RtI procedures.</p>	Principal, Administrative Team, Counselor, Campus Behavior Interventionist, Interventionists, & Teachers	Discipline Data				
= Accomplished      = Continue/Modify      = No Progress      = Discontinue						

### Performance Objective 3 Problem Statements:

<b>Demographics</b>
<b>Problem Statement 1:</b> The campus special population groups continue to show lower growth academically than general education students. <b>Root Cause 1:</b> Additional in class support needed to support the needs of student special populations.
<b>Student Achievement</b>
<b>Problem Statement 1:</b> Freeport Intermediates' writing scores continue to be 18% behind the state average. <b>Root Cause 1:</b> Extended time and Instruction is needed to help close the academic achievement gap in 7th grade Writing.
<b>Problem Statement 2:</b> Seventh grade math and reading are still behind the state average on the minimum passing standard. Reading behind 11% and Math behind 19% <b>Root Cause 2:</b> Through increased support from campus instructional staff to address the needs of the students assessing the student data to provide intervention in areas of need.

**Staff Quality, Recruitment, and Retention**

**Problem Statement 1:** Staff new hires need support in addressing the needs of our at-risk students. **Root Cause 1:** New staff will be provided additional support throughout their first two years to provide training and resources to address the needs of all students.

**School Context and Organization**







**Problem Statement 1:** Campus culture and morale drops during the school year. **Root Cause 1:** During times of state testing and throughout other points in the year stress level becomes higher than normal.

**Goal 2:** BISD learning environments will be safe and conducive to learning.

**Performance Objective 4:** During the 2018-2019 school year, Freeport Intermediate will promote physical and social emotional wellness for all students.

**Evaluation Data Source(s) 4:** Weekly Guidance Counseling Lessons and 15 or more Campus Activities.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6</p> <p>1) Provide coordinated school health services that include basic health screenings, counseling services, and education.</p>		Principal, Administrative Team, Counselor, Nurse, PE Teachers, & SRO	Documented Calendar Events/Activities				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>2) Provide at least one opportunity for students to participate in school wide family health fair to bring awareness to the importance of physical activity.</p>		Principal, Administrative Team, Climate Cadre, & Teachers	Documented Calendar Event				
<p><b>Problem Statements:</b> Parent and Community Engagement 1, 2 <b>Funding Sources:</b> 199 - General Fund - 300.00</p>							
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Provide weekly Character Counts guidance lessons through Prime Time.</p>		Principal, Administrative Team, Counselor, & Teachers	Documented Prime Time Events				
<p><b>Problem Statements:</b> Demographics 1 - Staff Quality, Recruitment, and Retention 1 <b>Funding Sources:</b> 199 - General Fund - 725.00</p>							
<p><b>Critical Success Factors</b> CSF 3 CSF 6</p> <p>4) Implement school wide student identification badges for entrance onto the campus, participation in campus curricular, and co-curricular events.</p>		Principal, Administrative Team, SRO, Staff Members, & Teachers	TEAMS Data				
<p><b>Problem Statements:</b> School Culture and Climate 2 <b>Funding Sources:</b> 199 - General Fund - 1500.00</p>							

<b>Critical Success Factors</b> CSF 3 CSF 4 CSF 6 CSF 7  5) Implement school wide student planners to reinforce organizational and goal setting skills.	3.1	Principal, Administrative Team, SRO, Staff Members, & Teachers	TEAMS Data				
	<b>Problem Statements:</b> Demographics 1 - Student Achievement 1, 2 <b>Funding Sources:</b> 199 - General Fund - 2000.00						
<b>Critical Success Factors</b> CSF 1 CSF 6  6) Host 7th grade Pow Wow Day supporting students' transition to intermediate school.		Principal, Administrative Team, Counselor, & School Climate Cadre	# Students Attending, Student Sign-in Sheets, Activity Agenda				
	<b>Problem Statements:</b> Parent and Community Engagement 1, 2 <b>Funding Sources:</b> 199 - General Fund - 1300.00						
<b>Critical Success Factors</b> CSF 5 CSF 6  7) Host 8th grade Transition Event supporting students' transition to high school.	3.1, 3.2	Principal, Administrative Team, Counselor, & School Climate Cadre	# Students Attending, Student Sign-in Sheets, Activity Agenda				
	<b>Problem Statements:</b> Parent and Community Engagement 2 <b>Funding Sources:</b> 199 - General Fund - 500.00						
<b>Critical Success Factors</b> CSF 5 CSF 6  8) Host a variety of after school events (School Dances, Movie Nights, Family Game Nights, Star Gazing Night, Family Literacy Night, etc.) to encourage students and parents to participate in school activities that support students' social emotional development.	2.5	Principal, Administrative Team, & Teachers	# Students Attending, Student Sign-in Sheets				
	<b>Problem Statements:</b> Parent and Community Engagement 1, 2 <b>Funding Sources:</b> 199 - General Fund - 725.00, 211 - Title I, Part A Parent & Family Engagement - 1440.00						
= Accomplished              = Continue/Modify              = No Progress              = Discontinue							

**Performance Objective 4 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> The campus special population groups continue to show lower growth academically than general education students. <b>Root Cause 1:</b> Additional in class support needed to support the needs of student special populations.
<b>Student Achievement</b>

**Problem Statement 1:** Freeport Intermediates' writing scores continue to be 18% behind the state average. **Root Cause 1:** Extended time and Instruction is needed to help close the academic achievement gap in 7th grade Writing.

**Problem Statement 2:** Seventh grade math and reading are still behind the state average on the minimum passing standard. Reading behind 11% and Math behind 19% **Root Cause 2:** Through increased support from campus instructional staff to address the needs of the students assessing the student data to provide intervention in areas of need.

### **School Culture and Climate**

**Problem Statement 2:** Students report not feeling safe on campus, 18% from campus survey data. **Root Cause 2:** Due to the increase in school violence, additional safety measures are needed to insure student safety.

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

**Problem Statement 1:** Staff new hires need support in addressing the needs of our at-risk students. **Root Cause 1:** New staff will be provided additional support throughout their first two years to provide training and resources to address the needs of all students.

### **Parent and Community Engagement**

**Problem Statement 1:** Freeport has historically had low parent involvement. **Root Cause 1:** Parents fear of not being able to communicate (Spanish families), and events must be planned for working families.

**Problem Statement 2:** Parents are unable to make campus events because of work. **Root Cause 2:** Parents work during the school day, making evening optimal time for school events.

**Goal 2:** BISD learning environments will be safe and conducive to learning.

**Performance Objective 5:** During the 2018-2019 school year, Freeport Intermediate will conduct 100% of the required staff and student crisis and evacuation drills.

**Evaluation Data Source(s) 5:** 100% of drills completed as evidenced by campus documentation.

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7 1) Train all staff members to respond according to the crisis response guidelines.		Principal, Administrative Team, Nurse, Counselor, & SRO	Agendas, Sign In Sheets, & Drill Documentation				
<b>Problem Statements:</b> School Culture and Climate 2							
<b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7 2) Practice routine safety procedures through mandated monthly drills and parent/visitor check-in procedures.		Principal, Administrative Team, SRO, & Teachers	Drill Documentation				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 5 Problem Statements:**

School Culture and Climate
<b>Problem Statement 2:</b> Students report not feeling safe on campus, 18% from campus survey data. <b>Root Cause 2:</b> Due to the increase in school violence, additional safety measures are needed to insure student safety.










# Goal 3: BISD will recruit, develop, and retain highly effective staff.

**Performance Objective 1:** In 2018-2019, FIS will recruit and develop the most qualified teachers available, and retain them at or below the state turnover average of 16.5%.

**Evaluation Data Source(s) 1:** Teacher retention for 2018-2019 will be at or below 16.5%.

## Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Develop and implement a plan to recruit and retain highly effective staff, with a particular emphasis on teacher diversification that is reflective of the student population, and educators with a background in teaching ELL, GT and SPED students.</p>		Principal & Administrative Team	Teacher Certifications				
<p><b>Critical Success Factors</b> CSF 7</p> <p>2) Hire and retain highly qualified teachers.</p>		Principal & Administrative Team	Campus Committee Hiring Process, Job Fair Attendance				
<p><b>Critical Success Factors</b> CSF 7</p> <p>3) Review teacher and staff certification records to ensure all members are highly qualified.</p>		Principal & Administrative Team	Teacher Certification Records, Staff Records, & Highly Qualified Report				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>4) Require all staff teaching PAP or Algebra 1 to receiving an annual 6 hour update and/or initial 30 hour GT training.</p>		Principal, Administrative Team, & Counselor	Initial & Update GT Training Hours				
<p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1</p> <p><b>Funding Sources:</b> 199 - General Fund - 500.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>5) All ELA teachers will be ESL certified by the end of the school year.</p>		Principal, Administrative Team, & Instructional Coach	% of ELA Teachers ESL Certified & # of Other Core Content ESL Certified				
<p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1</p> <p><b>Funding Sources:</b> 199 - General Fund - 1200.00</p>							

<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>6) Provide monthly opportunities for new first year teachers to meet with each other and principal in order to encourage teacher retention.</p>		Principal & Teachers	Scheduled monthly meetings				
<p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 <b>Funding Sources:</b> 199 - General Fund - 500.00</p>							
<p><b>Critical Success Factors</b> CSF 7</p> <p>7) Value and retain staff by hosting recognition events</p>		Principal, Administrative Team, Sunshine Cadre & School Climate Cadre	Host monthly recognition events				
<p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> 199 - General Fund - 1000.00</p>							
<p><b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7</p> <p>8) Train all staff on the student bullying policy, suicide prevention, social media and ethics, FERPA &amp; PPRA regulations, employee handbook, sexual harassment, child abuse awareness, teen dating violence, crisis management, and student management.</p>		Principal, Campus Administrative Team, & Teachers	Agendas, Sign In Sheets, Certificates of Attendance, STAAR Data				
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

**Performance Objective 1 Problem Statements:**

<b>Staff Quality, Recruitment, and Retention</b>
<p><b>Problem Statement 1:</b> Staff new hires need support in addressing the needs of our at-risk students. <b>Root Cause 1:</b> New staff will be provided additional support throughout their first two years to provide training and resources to address the needs of all students.</p>
<b>Curriculum, Instruction, and Assessment</b>
<p><b>Problem Statement 1:</b> Staff needs additional professional development for best practices. <b>Root Cause 1:</b> Additional professional development funding needed to support staff growth.</p>



**Goal 3:** BISD will recruit, develop, and retain highly effective staff.

**Performance Objective 2:** In 2018-2019, FIS will create a culture of highly effective staff through the implementation of three or more initiatives intended to recognize and reward high quality instruction and professional conduct.

**Evaluation Data Source(s) 2:** Three initiatives to recognize and reward high quality instruction and professional conduct implemented in 2018-2019.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7</p> <p>1) Recognize staff for going above and beyond the call of duty through district Heartworks.</p>		Principal, Administrative Team, & Teachers	Documented Heartworks				
<p><b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7</p> <p>2) Recognize staff for going above and beyond to provide students with academic and social emotional support through campus Redskin Student Choice Awards.</p>		Principal, & Administrative Team	Documented Redskin Student Choice Awards				
<p><b>Problem Statements:</b> School Context and Organization 1 <b>Funding Sources:</b> 199 - General Fund - 600.00</p>							
<p><b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7</p> <p>3) Provide opportunities for staff to build campus relationships through social activities and team collaboration.</p>		Principal, Administrative Team, Sunshine Cadre, & Teachers	Documented Calendar Events				
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7</p> <p>4) Recognize employee contributions through positive feedback, demonstrating appreciation for efforts, and promote a teamwork through positive climate, and staff morale activities.</p>		Principal, Administrative Team, Sunshine Cadre, School Climate Cadre, & Teachers	Employee Satisfaction Survey & Staff Attendance				
<p><b>Problem Statements:</b> School Culture and Climate 2 - School Context and Organization 1 <b>Funding Sources:</b> 199 - General Fund - 600.00</p>							
<p>  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Performance Objective 2 Problem Statements:**

<b>School Culture and Climate</b>
<b>Problem Statement 2:</b> Students report not feeling safe on campus, 18% from campus survey data. <b>Root Cause 2:</b> Due to the increase in school violence, additional safety measures are needed to insure student safety.
<b>School Context and Organization</b>
<b>Problem Statement 1:</b> Campus culture and morale drops during the school year. <b>Root Cause 1:</b> During times of state testing and throughout other points in the year stress level becomes higher than normal.

**Goal 3:** BISD will recruit, develop, and retain highly effective staff.

**Performance Objective 3:** In 2017-2018 FIS had staff attendance rate of 95.7%, In 2018-2019 will have Staff attendance rate of 96.5 at end of the 18-19 school year (Constraint 2).

**Evaluation Data Source(s) 3:** Staff attendance will be calculated through TEAMs, our district Data management system.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7  1) Increase staff attendance by 2% compared to last school year.		Principal & Administrative Team	2% increase in staff attendance by end of year				
<b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7  2) Reward staff with great attendance and school activity attendance monthly during faculty meetings.		Principal, Administrative Team	Faculty Meeting Agendas				
<b>Problem Statements:</b> Student Achievement 1, 2 - School Context and Organization 1 <b>Funding Sources:</b> 199 - General Fund - 300.00							
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Performance Objective 3 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> Freeport Intermediates' writing scores continue to be 18% behind the state average. <b>Root Cause 1:</b> Extended time and Instruction is needed to help close the academic achievement gap in 7th grade Writing.
<b>Problem Statement 2:</b> Seventh grade math and reading are still behind the state average on the minimum passing standard. Reading behind 11% and Math behind 19% <b>Root Cause 2:</b> Through increased support from campus instructional staff to address the needs of the students assessing the student data to provide intervention in areas of need.
School Context and Organization
<b>Problem Statement 1:</b> Campus culture and morale drops during the school year. <b>Root Cause 1:</b> During times of state testing and throughout other points in the year stress level becomes higher than normal.

# Goal 4: BISD 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, FIS will provide one or more professional learning opportunities per month that focus on individual needs in order to empower staff and foster technology-enriched learning environments.

**Evaluation Data Source(s) 1:** 100% of campus staff provided one or more professional learning opportunities each month.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7 1) Identify and monitor staff technology knowledge and comfort levels.		Principal, Digital Learning Coach, & Teachers	Wayfind Teacher/Campus Technology Assessment Reports reflecting campus ratings as proficient/advanced and/or 88% of teachers rating as proficient/advanced				
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7 2) Require staff to set individual technology goals to be reviewed annually with digital learning coach.		Principal, Digital Learning Coach, & Teachers	Goal Setting Documentation which includes teacher name, date of goal setting and progress monitoring of goals achievement.				
= Accomplished      = Continue/Modify      = No Progress      = Discontinue							

**Goal 4:** BISD 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, FIS will identify and pursue three or more opportunities for alternative funding sources that will positively impact student achievement, campus safety, and campus climate by providing resources.

**Evaluation Data Source(s) 2:** Three or more opportunities for alternative funding sources identified and documented.

**Summative Evaluation 2:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6 1) Request donations for financial support for school recognition's from businesses and community groups.		Principal, Administrative Team, Climate Cadre, Sunshine Cadre, & Teachers	Receipt of Donated Funds				
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6 2) Apply for grants which will provide resources to improve student achievement and campus climate.		Principal, Administrative Team, Climate Cadre, Sunshine Cadre, & Teachers	Grant Recipients				
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

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

**Performance Objective 1:** In 2018-2019, FIS will implement six strategies to maximize two-way communications within our schools and community

**Evaluation Data Source(s) 1:** Six strategies implemented to maximize two-way communication within schools and the community.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6</p> <p>1) Continue to utilize and expand existing parent/community specific communication tools, (i.e. marquee, School Messenger, social media applications such as Facebook and Twitter) to keep parents involved and engaged.</p>	3.1	Principal, Administrative Team, & Communication Cadre	FIS Marquee, Facebook, Twitter				
<p><b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6</p> <p>2) Submit at least two newsworthy stories each semester to our local newspaper for dissemination within our community.</p>		Principal, Administrative Team, Athletic Department, Fine Arts Department, Climate Cadre, Communication Cadre, & Teachers	News Article Submissions				
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>3) Promote and encourage students to actively participate in co-curricular and extra-curricular activities i.e. StuCo, UIL Academic Meet, AVID Elective, Robotics, Yearbook, Science Club, Name That Book, Drama Club and PALS.</p>	2.5	Principal, Administrative Team, Communications Cadre, & Teachers	Student Sign Up Sheets, Course Selections				
<p><b>Problem Statements:</b> School Culture and Climate 1 - School Context and Organization 1</p> <p><b>Funding Sources:</b> Extracurricular - 5290.00, 199 - General Fund - 200.00</p>							
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) Host Annual Title 1 Parent Involvement Meeting to discuss the important role parents have in their child's education.</p>	2.5, 2.6, 3.1, 3.2	Principal, Administrative Team, & Counselor	Agenda, Sign-in sheets, Presentation				
<p><b>Problem Statements:</b> Parent and Community Engagement 1, 2</p> <p><b>Funding Sources:</b> 211 - Title I, Part A Parent &amp; Family Engagement - 350.00</p>							

<b>Critical Success Factors</b> CSF 5 CSF 6  5) Host a variety of academic and co-curricular events to emphasize the importance of parents involvement in their student's education.	3.1, 3.2	Principal, Administrative Team, Athletic Department, Fine Arts Department, Climate Cadre, & Teachers	Sign In Sheets, Parent/Community Survey				
<b>Critical Success Factors</b> CSF 1 CSF 6  6) Host Title 1 School-Family compact meetings with individual parents.	3.1, 3.2	Principal, Administrative Team, Counselor, & Teachers	Agenda, Sign-in sheets, School-Family Compacts				
<b>Critical Success Factors</b> CSF 5 CSF 6  7) Partner with Communities In Schools to further develop and expand resources to support our students, parents, and community and encourage parent involvement in school	2.5, 3.1	Principal, Administrative Team, Counselor, & CIS Coordinator	Sign-in sheets, Community Involvement Activities				
<b>Critical Success Factors</b> CSF 6  8) Provide an opportunity for co-curricular and extra-curricular students to earn funds to purchase apparel to promote their student organizations and activities.		Principal, Administrative Team, Co-Curricular/Extra-Curricular Staff	Fundraisers				
= Accomplished              = Continue/Modify              = No Progress              = Discontinue							

**Performance Objective 1 Problem Statements:**

<b>School Culture and Climate</b>
<b>Problem Statement 1:</b> We have a slow decline in participation numbers throughout the last two years. <b>Root Cause 1:</b> The events on campus were not appropriate for grade level.
<b>Parent and Community Engagement</b>
<b>Problem Statement 1:</b> Freeport has historically had low parent involvement. <b>Root Cause 1:</b> Parents fear of not being able to communicate (Spanish families), and events must be planned for working families.
<b>Problem Statement 2:</b> Parents are unable to make campus events because of work. <b>Root Cause 2:</b> Parents work during the school day, making evening optimal time for school events.
<b>School Context and Organization</b>

**Problem Statement 1:** Campus culture and morale drops during the school year. **Root Cause 1:** During times of state testing and throughout other points in the year stress level becomes higher than normal.











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

**Performance Objective 2:** In 2018-2019, FIS will facilitate mutually beneficial and sustainable relationships/partnerships between FIS and ALL stakeholders through the implementation of three initiatives designed to enhance two-way communication and involve stakeholders in a variety of ways.

**Evaluation Data Source(s) 2:** Three initiatives designed to enhance two-way communication and involve stakeholders implemented.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Increase the school-home connection by encouraging parent input in policy decisions, surveys, student support opportunities, and programs which enhance the curriculum.</p>		Principal, Administrative Team, Communication Cadre, & Teachers	Parent/ Community Survey, Staff Survey				
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Send personal letters thanking business/community partners for their contributions to our school.</p>	3.1	Principal	Copies of letters				
<p><b>Problem Statements:</b> Parent and Community Engagement 2 - School Context and Organization 1  <b>Funding Sources:</b> 199 - General Fund - 5884.00</p>							
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Increase membership/attendance in the Parent Involvement Committee and participate in conferences to support the school community.</p>	3.1, 3.2	Principal, Administrative Team, & Counselor	# of participants at meetings				
<p><b>Problem Statements:</b> Parent and Community Engagement 1, 2  <b>Funding Sources:</b> 211 - Title I, Part A Parent &amp; Family Engagement - 1000.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>4) Freeport Intermediate has a School-Parent Compact that outlines how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact will be available in English and Spanish and accessible on the campus website.</p>	3.1, 3.2	Principal, Administrative Team, & Counselor	Parent and family engagement will increase and student achievement will increase.				
<p><b>Problem Statements:</b> Parent and Community Engagement 1</p>							

<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6  5) Freeport Intermediate will jointly develop with, and distribute to, parents and family members a written Parent and Family Engagement Policy. The policy will be available in English and Spanish, and accessible on the campus website.	3.1, 3.2	Principal, Administrative Team, & Counselor	Parent and family engagement will increase and student achievement will increase.				
	<b>Problem Statements:</b> Parent and Community Engagement 1						
<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6  6) Freeport Intermediate will conduct, with parents and family members, an annual evaluation of the Parent and Family Engagement Policy.	3.1, 3.2	Principal, Administrative Team, & Counselor	Parent and family engagement will increase and student achievement will increase.				
	<b>Problem Statements:</b> Parent and Community Engagement 1						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 2 Problem Statements:**

<b>Parent and Community Engagement</b>
<b>Problem Statement 1:</b> Freeport has historically had low parent involvement. <b>Root Cause 1:</b> Parents fear of not being able to communicate (Spanish families), and events must be planned for working families.
<b>Problem Statement 2:</b> Parents are unable to make campus events because of work. <b>Root Cause 2:</b> Parents work during the school day, making evening optimal time for school events.
<b>School Context and Organization</b>
<b>Problem Statement 1:</b> Campus culture and morale drops during the school year. <b>Root Cause 1:</b> During times of state testing and throughout other points in the year stress level becomes higher than normal.

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Align each content unit to state standards, study the results of the last assessment, identify problem areas, and develop specific strategies to address those areas in our course through the PLC process.
1	2	3	Implement a systematic approach to RtI to provide targeted support for students struggling to meet state standards through campus master scheduling and data talks with students and teachers.
1	2	4	Provide students identified through RtI process an additional 30-50 minutes of targeted instruction during Reading and/or Math BISD classes.
1	2	5	Develop master schedule that ensures core departments and ELL/SPED departments are provided time to plan, collaborate, and analyze data during common planning periods.
1	2	6	Design and implement strategies (including ELPS in planning instruction, English Language Development, and ELL Progress Measure) for addressing the needs of ELLs.
1	2	7	Train and support campus staff in utilizing the Sheltered Instruction Protocol Model.
1	2	8	Provide comprehensive tutorials during the school day for identified students who are in need of additional academic assistance to bridge demonstrated achievement gaps.
1	2	10	Train and support campus staff in utilizing writing across the curriculum in all content areas.
1	4	1	Align each content unit to state standards, study the results of the last assessment, identify problem areas, and develop specific strategies to address those areas in our course through the PLC process.
1	4	2	Design and implement engaging lessons that incorporate Research Based Strategies ie:writing across curriculum, SIOP strategies and are student centered, illicit higher order thinking skills, and integrate effective use of technology.
1	4	4	Implement a systematic approach to RtI to provide targeted support for students struggling to meet state standards through campus master scheduling and data talks with students and teachers.
1	4	5	Provide students identified through RtI process an additional 30-50 minutes of targeted instruction during Reading and/or Math BISD classes.
1	4	6	Develop master schedule that ensures core departments and ELL/SPED departments are provided time to plan, collaborate, and analyze data during common planning periods.
1	4	7	Design and implement strategies (including ELPS in planning instruction, English Language Development, and ELL Progress Measure) for addressing the needs of ELLs.
1	4	8	Train and support campus staff in utilizing the Sheltered Instruction Protocol Model.

Goal	Objective	Strategy	Description
1	4	9	Provide comprehensive tutorials during the school day for identified students who are in need of additional academic assistance to bridge demonstrated achievement gaps.
1	4	11	Train and support campus staff in utilizing writing across the curriculum in all content areas.
1	5	2	Align each content unit to state standards, study the results of the last assessment, identify problem areas, and develop specific strategies to address those areas in our course through the PLC process.
1	5	3	Design and implement engaging lessons that incorporate Research Based Strategies ie SIOP or Writing across curriculum strategies and are student centered, illicit higher order thinking skills, and integrate effective use of technology.
1	5	4	Implement a systematic approach to RtI to provide targeted support for students struggling to meet state standards through campus master scheduling and data talks with students and teachers.
1	5	5	Design and implement strategies (including ELPS in planning instruction, English Language Development, and ELL Progress Measure) for addressing the needs of ELLs.
1	5	6	Train and support campus staff in utilizing the Sheltered Instruction Protocol Model.
1	5	7	Provide comprehensive tutorials during the school day for identified students who are in need of additional academic assistance to bridge demonstrated achievement gaps.
1	5	8	Train and support campus staff in utilizing writing across the curriculum in all content areas.
2	1	1	Continue to further develop an effective, research-based system of Response to Intervention.
2	1	2	All campus teaching staff will receive additional training in Response to Intervention.
2	1	3	Improve the master schedule planning process to ensure targeted interventions during the school day.
2	1	4	Initiate targeted responsive instructional support techniques for struggling learners.
2	1	5	Utilize a targeted response framework that supports small group instruction for the hardest concepts, and increase the use of high yield strategies (ie graphic organizers for math processes) for struggling learners, and extend learning for high achieving students.
2	1	6	Initiate targeted responsive individual and small group sessions to provide additional intervention focused on content vocabulary, creating visual images, and making concrete connections to prior knowledge for struggling learners.
2	1	7	Initiate targeted responsive instructional support techniques for writing; including graphic organizers for planning writing assignments and specific instruction in revising/editing processes such as peer review and purposeful timing between student revisions for struggling learners.
3	2	4	Recognize employee contributions through positive feedback, demonstrating appreciation for efforts, and promote a teamwork through positive climate, and staff morale activities.

# State Compensatory

## Budget for Freeport Intermediate:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199.11.6119.00.042.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$130,000.00
199.11.6118.00.042.30	6118 Extra Duty Stipend - Locally Defined	\$5,328.00
199.11.6119.00.042.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$130,000.00
<b>6100 Subtotal:</b>		<b>\$265,328.00</b>
<b>6300 Supplies and Services</b>		
199.11.6399.00.042.30	6399 General Supplies	\$407.00
211.11.6399.00.042.30	6399 General Supplies	\$1,000.00
211.61.6399.00.042.30	6399 General Supplies	\$1,743.00
<b>6300 Subtotal:</b>		<b>\$3,150.00</b>
<b>6400 Other Operating Costs</b>		
211.13.6411.00.042.30	6411 Employee Travel	\$640.00
211.23.6411.00.042.30	6411 Employee Travel	\$2,122.00
<b>6400 Subtotal:</b>		<b>\$2,762.00</b>

**Personnel for Freeport Intermediate:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Michelle Hubbell	Math Interventionist	ALEKS	1
Samantha Stanley	Reading Interventionist	IStation	.9

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

Our school's Title 1 Program is developed through a campus-wide planning process that begins with a lengthy Comprehensive Needs Assessment (CNA) process. Critical to developing our Title 1 program, the campus CNA process reveals the priority areas for required focus, suggests benchmarks for the plan's evaluation and links all aspects of the school-wide program's implementation. The academic performance information about all students on our campus is analyzed in detail by student groups, including economically disadvantaged students; all ethnic groups; students with disabilities and special needs; limited English proficient students; homeless; and migrant students. The campus analyzes results by these same groups and even down to each individual student. This analysis helps personnel identify where needs are changing in our school and where efforts should be concentrated for the new school year.

The five steps that the campus undertakes throughout this process include:

1. Dis aggregation of campus data to evaluate student performance within each core department
2. Program evaluations conducted to determine program effectiveness
3. Campus cadres identify campus strengths and weakness to develop campus needs
4. Cadre leaders present findings from program evaluations and data analysis to Campus Educational Improvement Committee
5. Cadre leaders and administrative team revise and development performance objectives and strategies to address the campus needs

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

- *Freeport Intermediate will jointly develop with, and distribute to, parents and family members a written Parent and Family Engagement Policy. The policy will be available in English and Spanish, and accessible on the district website as well as in the district handbook.*

### 2.2: Regular monitoring and revision

Freeport Intermediate Campus Improvement Committee will meet once a month starting in September and ending in May to review campus

goals and needs. The committee will monitor progress towards goals and make revisions as needed in the best interest of ALL students.

### **2.3: Available to parents and community in an understandable format and language**

- *The district will jointly develop with, and distribute to, parents and family members a written Parent and Family Engagement Policy. The policy will be available in English and Spanish, and accessible on the district website as well as in the district handbook.*
- *The district will conduct, with parents and family members, an annual evaluation of the Parent and Family Engagement Policy.*

### **2.4: Opportunities for all children to meet State standards**

- 1 1 3 Train Reading and Math Interventionists, administrators, and teachers in RtI best practices to systematically approach interventions for struggling students through the campus RtI process.
- 1 1 4 Implement a systematic approach to RtI to provide targeted support for students struggling to meet state standards through campus master scheduling and data talks with students and teachers.
- 1 1 5 Provide students identified through RtI process an additional 30-50 minutes of targeted instruction during Reading and/or Math BISD classes.
- 1 1 7 Design and implement strategies (including ELPS in planning instruction, English Language Development, and ELL Progress Measure) for addressing the needs of ELLs.
- 1 1 12 Implementation of Accelerated Reader school-wide to promote and encourage students to read frequently to improve their fluency, comprehension, and stamina in reading.
- 1 2 5 Provide students identified through RtI process an additional 30-50 minutes of targeted instruction during Reading and/or Math BISD classes.
- 1 2 8 Train and support campus staff in utilizing the Sheltered Instruction Protocol Model.
- 1 3 7 Provide comprehensive tutorials during the school day for identified students who are in need of additional academic assistance to bridge demonstrated achievement gaps.
- 2 1 5 Utilize a targeted response framework that supports small group instruction for the hardest concepts, and increase the use of high yield strategies (ie graphic organizers for math processes) for struggling learners, and extend learning for high achieving students.

### **2.5: Increased learning time and well-rounded education**

Freeport Intermediate utilizes a 42 minute enrichment and intervention period to all students. Students are given opportunity to receive additional help during the school day from the campus instructional staff.

- 1 1 3 Train Reading and Math Interventionists, administrators, and teachers in RtI best practices to systematically approach interventions for struggling students through the campus RtI process.
- 1 1 4 Implement a systematic approach to RtI to provide targeted support for students struggling to meet state standards through campus master scheduling and data talks with students and teachers.
- 1 1 5 Provide students identified through RtI process an additional 30-50 minutes of targeted instruction during Reading and/or Math BISD classes.



- 1 1 7 Design and implement strategies (including ELPS in planning instruction, English Language Development, and ELL Progress Measure) for addressing the needs of ELLs.
- 1 1 12 Implementation of Accelerated Reader school-wide to promote and encourage students to read frequently to improve their fluency, comprehension, and stamina in reading.
- 1 2 5 Provide students identified through RtI process an additional 30-50 minutes of targeted instruction during Reading and/or Math BISD classes.
- 1 2 8 Train and support campus staff in utilizing the Sheltered Instruction Protocol Model.
- 1 3 7 Provide comprehensive tutorials during the school day for identified students who are in need of additional academic assistance to bridge demonstrated achievement gaps.
- 2 1 5 Utilize a targeted response framework that supports small group instruction for the hardest concepts, and increase the use of high yield strategies (ie graphic organizers for math processes) for struggling learners, and extend learning for high achieving students.

## **2.6: Address needs of all students, particularly at-risk**

Freeport Intermediate Campus Improvement Committee will meet once a month starting in September and ending in May to review campus goals and needs. The committee will monitor progress towards goals and make revisions as needed in the best interest of ALL students.

- 1 1 2 Design and implement engaging lessons that incorporate research based strategies and are student centered, illicit higher order thinking skills, and integrate effective use of technology.
- 1 1 4 Implement a systematic approach to RtI to provide targeted support for students struggling to meet state standards through campus master scheduling and data talks with students and teachers.
- 1 1 5 Provide students identified through RtI process an additional 30-50 minutes of targeted instruction during Reading and/or Math BISD classes.
- 1 1 7 Design and implement strategies (including ELPS in planning instruction, English Language Development, and ELL Progress Measure) for addressing the needs of ELLs.
- 1 1 9 Provide comprehensive tutorials during the school day for identified students who are in need of additional academic assistance to bridge demonstrated achievement gaps.
- 1 2 5 Provide students identified through RtI process an additional 30-50 minutes of targeted instruction during Reading and/or Math BISD classes.
- 1 2 8 Train and support campus staff in utilizing the Sheltered Instruction Protocol Model.

- 1 2 10 Provide ESL and SPED students, identified through RtI process, an additional 30-50 minutes of targeted instruction during Reading and/or Math ESL/Principles classes.
- 1 3 7 Provide comprehensive tutorials during the school day for identified students who are in need of additional academic assistance to bridge demonstrated achievement gaps.
- 2 1 2 All campus teaching staff will receive additional training in Response to Intervention.
- 2 1 5 Utilize a targeted response framework that supports small group instruction for the hardest concepts, and increase the use of high yield strategies (ie graphic organizers for math processes) for struggling learners, and extend learning for high achieving students.
- 5 1 4 Host Annual Title 1 Parent Involvement Meeting to discuss the important role parents have in their child's education.

Save

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

Freeport Intermediate has a School-Parent Compact that outlines how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact will be available in English and Spanish, and accessible on the campus website.

### **3.2: Offer flexible number of parent involvement meetings**

Freeport Intermediate offers all parent meetings in the evening for our working parents, and provide translators for Spanish speaking families.

# Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Courtney Grill	Math Interventionist	ALEKS	1
Jennifer Martinez	LEP Support	Freeport Intermediate	1
Paula McDonald	Reading Interventionist	IStation	1

## 2018-2019 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Ana Flores	Assistant Principal
Principals Secretary	Daniela SantaCruz	Campus Secretary
Administrator	Ian White	Principal
Classroom Teacher	Marvin Chizer	Math Teacher
Classroom Teacher	Rikki Calbert	ESL Teacher
Classroom Teacher	Justin Garcia	Band Director
Paraprofessional	Courtney Grill	math intervention
Classroom Teacher	Mary Hendrix	CTE Teacher
Classroom Teacher	Shelby Hollen	ELA Teacher
Classroom Teacher	Michelle Hubbell	Math Intervention
Classroom Teacher	Julie James	Sped Department Chair
Community Representative	Leigh-Ann Jennings	CIS
Classroom Teacher	Jackie Jones	Science Department Chair
Non-classroom Professional	Terry Koneschick	Health, Safety and Security Specialist
Non-classroom Professional	Sher-Lyn Layman	CIS
Classroom Teacher	Cami Lott	ELA Teacher
Parent	Sophia Madrigal	Parent
Classroom Teacher	Martin Martinez	Athletic coordinator
Non-classroom Professional	Karen Medway	School nurse
Counselor	Robin Pate	Counselor
Administrator	David Rayburn	Assistant Principal
Classroom Teacher	Jonnie Shields	History Department chair
Classroom Teacher	Anna Shirtum	Math Sped Teacher
Classroom Teacher	Natalie Singh	Electives Department Chair
Parent	Samantha Stanley	Parent/ Staff

Classroom Teacher	LaShaye Thompson	Math Department Chair
Non-classroom Professional	Emily Turner	Technology Coach
Non-classroom Professional	Lekay White	behavior Specialist
Non-classroom Professional	Susan Williams	Librarian
Classroom Teacher	Dencel Woodley	ESL Teacher
Business Representative	Jenni Wailes	Business and Parent
Parent	Jaime Morales	Parent
Parent	Paula Aucoin	Parent
Parent	Nohemi Ramirez	Parent

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Cardstock, plastic protective sleeves, & toner for grade check sheets		\$800.00
1	1	3	Binders, dividers, plastic pencil pouch, pencils, pens, highlighters, & paper for AVID binders		\$2,000.00
1	1	7	Technology Updates		\$2,500.00
1	2	1	Professional Development		\$2,000.00
1	2	2	Professional Development for Intervention	199.11.6395.75.042.25	\$1,500.00
1	2	3	TOP Binder		\$600.00
1	2	5	Paper Highlighters Toner		\$400.00
1	2	7	Training for new and additional staff		\$700.00
1	2	10	Writing Curriculum		\$2,180.00
1	2	11	Reading Incentive Program		\$370.00
1	3	1	Writing supplies, and curriculum		\$2,000.00
1	4	1	Paper, highlighters, pens, sticky notes, chart paper		\$400.00
1	4	2	Professional Development		\$1,000.00
1	4	3	Intervention Professional Development		\$1,300.00
1	4	4	TOP Binder Supplies (dividers, 1" binders, card stock), Student Data Binders (card stock, plastic sleeves, highlighters, pens)		\$800.00
1	4	6	Intervention Supplies Paper, highlighters, toner		\$500.00
1	4	8	Supplies for SIOP strategies		\$1,140.00
1	5	4	TOP Binder Supplies (dividers, 1" binders, card stock), Student Data Binders (card stock, plastic sleeves, highlighters, pens)		\$800.00
1	6	1	Professional Development		\$6,400.00
2	1	3	Paper & training		\$400.00
2	1	4	Intervention Supplies		\$100.00

2	1	5	instructional supplies		\$500.00
2	1	7	Instructional Supplies		\$500.00
2	2	1	Student Awards/Recognitions		\$500.00
2	2	2	Paper & toner		\$400.00
2	3	2	SWIS License		\$300.00
2	3	3	Paper & toner		\$500.00
2	3	4	Behavior reward incentives		\$1,000.00
2	3	5	Student Lunch Supplies	199.36.6412.00.042.99	\$1,000.00
2	3	7	Restorative Circles Materials		\$400.00
2	4	2	Supplies for Event		\$300.00
2	4	3	Paper & toner		\$100.00
2	4	3	Character Education Assembly	199.36.6399.00.042.99	\$625.00
2	4	4	ID system yearly maintenance agreement & ID Supplies		\$1,500.00
2	4	5	Student Planners and Supplies	199.11.6395.36.042.11	\$2,000.00
2	4	6	Student T-Shirts	199.36.6399.00.042.99	\$800.00
2	4	6	Student Lunches	199.36.6412.00.042.99	\$500.00
2	4	7	Materials for Campus Transition Events		\$500.00
2	4	8	Attendance Incentives & Movie Service Subscription	199.36.6399.00.042.99	\$225.00
2	4	8	Supplies for enrichment nights	199.11.6395.36.042.11	\$500.00
3	1	4	Additional training		\$500.00
3	1	5	ESC services		\$400.00
3	1	5	Teacher travel		\$800.00
3	1	6	Refreshments		\$500.00
3	1	7	Teacher and Principal Recognition Luncheons		\$1,000.00
3	2	2	Supplies		\$600.00
3	2	4	Teacher Morale supplies		\$600.00
3	3	2	Packing labels for jeans passes and other rewards		\$300.00
5	1	3	Name That Book Team Shirts	199.36.6399.00.042.99	\$200.00

5	1	5	Department specific supplies ELA	199.11.6395.33.042.11	\$200.00
5	1	5	Department specific supplies math	199.11.6395.47.042.11	\$200.00
5	1	5	Department specific supplies sci	199.11.6395.54.042.11	\$200.00
5	1	5	Department specific supplies hist	199.11.6395.56.042.11	\$200.00
5	1	6	Supplies for Parent Involvement		\$600.00
5	2	2	paper & toner	199.11.6395.84.042.11	\$100.00
5	2	2	Campus Stationary		\$284.00
5	2	2	Color Copier for Campus Flyers and advertisement		\$4,000.00
5	2	2	Maintenance		\$1,500.00
<b>Sub-Total</b>					\$52,224.00
<b>Budgeted Fund Source Amount</b>					\$52,224.00
<b>+/- Difference</b>					\$0
<b>Local 24 - State Comp</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	5	7	Extra pay for teachers to support student targeted tutorials after Mock STAAR & supplies		\$2,715.00
<b>Sub-Total</b>					\$2,715.00
<b>Budgeted Fund Source Amount</b>					\$2,715.00
<b>+/- Difference</b>					\$0
<b>Local 24 - State Comp Personnel</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	4	Salaries for 1 8th grad Math & 1 8th grade Reading Interventionist		\$65,000.00
1	4	5	Salaries for 1 8th grad Math & 1 8th grade Reading Interventionist		\$65,000.00
<b>Sub-Total</b>					\$130,000.00
<b>Budgeted Fund Source Amount</b>					\$130,000.00
<b>+/- Difference</b>					\$0
<b>211 - Title I, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>



1	1	7	Staff Development		\$6,668.00
1	1	7	Instructional materials		\$800.00
1	2	2	RtI Professional Development Staff	211.13.6411.00.042.30	\$1,947.00
1	2	3	Licenses for online Review	211.11.6399.00.042.30	\$905.00
1	2	4	Salaries for 1 7th grad Math & 1 7th grade Reading Interventionist		\$65,000.00
1	2	8	Online Resources For Enrichment/Intervention		\$5,081.00
1	2	11	Reading Celebrations		\$1,630.00
1	3	1			\$4,400.00
1	4	5	Salaries for 1 7th grad Math & 1 7th grade Reading Interventionist		\$65,000.00
1	4	8	Additional Professional Development for new Staff		\$500.00
1	4	10	Salary for 1 ESL Paraprofessional		\$25,000.00
1	5	7	Saturday Enrichment/Intervention		\$3,000.00
2	1	2	Ongoing Professional Development		\$11,352.00

**Sub-Total** \$191,283.00

**Budgeted Fund Source Amount** \$199,957.00

**+/- Difference** \$8,674.00

**211 - Title I, Part A Parent & Family Engagement**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	8	Parent Training	211.61.6399.00.042.30	\$440.00
2	4	8	Books for Family Literacy Night	211.61.6399.00.042.30	\$1,000.00
5	1	4	Refreshments	211.61.6499.00.042.30	\$350.00
5	1	5	event materials	211.61.6399.00.042.30	\$300.00
5	2	3	Parent/Family Nights Supplies and Childcare		\$1,000.00

**Sub-Total** \$3,090.00

**Budgeted Fund Source Amount** \$2,156.00

**+/- Difference** \$-934.00

**255 - Title II, Part A**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
------	-----------	----------	------------------	--------------	--------

1	2	1	PLC Conference		\$4,732.00
<b>Sub-Total</b>					\$4,732.00
<b>Budgeted Fund Source Amount</b>					\$4,732.00
<b>+/- Difference</b>					\$0
<b>Extracurricular</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	3	PALS District Training & Lunch	199.36.6399.00.042.99	\$350.00
5	1	3	StuCo Membership Pins	199.36.6399.00.042.99	\$100.00
5	1	3	Science Club Materials	199.36.6399.00.042.99	\$195.00
5	1	3	UIL Supplies	199.36.6399.00.042.99	\$500.00
5	1	3	Junior Thespian Student Induction Fee	199.36.6399.00.042.99	\$100.00
5	1	3	Yearbook Student Summer Workshop	199.36.6399.00.042.99	\$1,700.00
5	1	3	Yearbook Student Summer Workshop Travel & Meals	199.36.6412.00.042.99	\$400.00
5	1	3	StuCo Membership Fee	199.36.6495.00.042.99	\$100.00
5	1	3	NJHS Membership Fee	199.36.6495.00.042.99	\$400.00
5	1	3	Junior Thespian Membership Fee	199.36.6495.00.042.99	\$150.00
5	1	3	Student incentives	199.36.6399.00.042.99	\$1,295.00
5	1	5	Campus Field Trips and Instructional activities		\$1,910.00
<b>Sub-Total</b>					\$7,200.00
<b>Budgeted Fund Source Amount</b>					\$7,200.00
<b>+/- Difference</b>					\$0
<b>Grand Total</b>					\$391,244.00