

# **Brazosport Independent School District**

## **R.O. Lanier Middle School**

### **2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Mission Statement

At Lanier Middle School we will inspire students to achieve goals, overcome challenges, and build character through rigor, relevance, and relationships.

## Vision

**"Roaring Towards Excellence!"**

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Achievement .....	6
School Culture and Climate .....	7
Staff Quality, Recruitment, and Retention .....	8
Curriculum, Instruction, and Assessment .....	9
Parent and Community Engagement .....	11
School Context and Organization .....	12
Technology .....	13
Comprehensive Needs Assessment Data Documentation .....	14
Goals .....	15
Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady. ....	15
Goal 2: Brazosport ISD learning environments will be safe and conducive to learning. ....	26
Goal 3: Brazosport ISD will recruit, develop, and retain highly effective staff. ....	29
Goal 4: Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming. ....	34
Goal 5: Brazosport ISD will promote, communicate and market the accomplishments, achievements, and successes of students and staff. ....	36
Comprehensive Support Strategies .....	38
PBMAS Intervention Strategies .....	39
State Compensatory .....	40
Personnel for R.O. Lanier Middle School: .....	40
Title I Schoolwide Element Personnel .....	41
Campus Education Improvement Committee .....	42
Campus Based Leadership Team .....	43
Campus Funding Summary .....	44

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

R.O. Lanier Middle School's demographic make-up is comprised of students in Grades 5-6 coming primarily from the Freeport, Surfside, Oyster Creek, and Quintana communities. The elementary campuses feeding in to R.O. Lanier Middle School is Velasco Elementary. The average daily attendance for students is 95.0%. 18 students identified for 504 support and 31 students served through special education services. An RTI Team began serving students using tiered interventions last year.

R.O. Lanier Middle School student ethnicity for the 2017-2018 school year was as follows (ordered largest percentage to smallest):

- Hispanic - 73%
- White - 16.3%
- African American - 8%
- American Indian - .2%
- Asian - .5%
- Two or more races - 2%

R.O. Lanier Middle School student socioeconomic, at-risk, and special programming data follows:

- Economically Disadvantage - 85.32%
- At-Risk (per TEA definition) - 67%
- Students with Disciplinary placements (2015-2016) - 2.2%
- Gifted/Talented - 8.26%
- Career and Technology Education - 0%
- Special Education - 7.11%
- English Language Learners - 22.25%
- Mobility Rate - 18%
- Bilingual ESL - 12%

R.O. Lanier Middle School has a very diverse population, with many economic challenges.

## Demographics Strengths

- Number of GT Certified Teachers Increased
- Number of GT Students Increased
- Diversity is strong on campus.
- Increased the number of ESL certified teachers.
- SIOP model integrated to support English Language Learners

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** There is an increased need for supporting English Language Learners. **Root Cause:** Additional training in ELL instructional strategies is necessary

**Problem Statement 2:** There is a lack of parental involvement of ELL learners. **Root Cause:** Limited opportunities for Spanish speaking parents to actively participate in events.

# Student Achievement

## Student Achievement Summary

\*Student Achievement information will be added when scores are released.

## Student Achievement Strengths

Scores have increased in Mock and STAAR tests consistently through out the year.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** 50% of students in both grade levels require remediation in reading and math. **Root Cause:** Tier I instruction does not address the needs of all students due to students entering the grade level significantly below grade level.

# School Culture and Climate

## School Culture and Climate Summary

Students come to Lanier with many needs and adversities. Every student needs to be treated with respect with consideration being made that many of our students' face challenges far beyond our normal imagination. Teachers need to model respect by displaying respect for students and other staff members on campus.

- Mutual Respect lessons implemented by the counselor to help insure low incidences.
- Opportunities for students and teachers to engage in respect building activities
- Parent, Staff and Student survey taken in order to gain information about the campus climate
- Work with climate group to incorporate activities that encourage a positive climate and overall fun place to work and learn.
- Respect for **ALL** taught and emphasized
- Over 90% of students feel supported by teachers.

## School Culture and Climate Strengths

- Capturing Kids Hearts
- CHAMPS
- Staff dedication
- Staff adjusts instruction to meet individual needs
- PBIS

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Teachers are out of touch with culture and socioeconomically challenges of student population. **Root Cause:** Teachers need further training in addressing the needs of the diverse population of students.

**Problem Statement 2:** Students lack motivation necessary to acquire the necessary growth expectations. **Root Cause:** Teachers and students need increased opportunities to have engaging experiences that connect them to the school.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

R.O. Lanier Middle School recruits and retains highly qualified teachers. New teachers attend the district's New Teacher Induction Program and have a mentor for one year to support them. New teachers attend campus weekly meetings to discuss needs, successes and students. All staff members attend weekly staff meetings/professional development and weekly PLC meetings. All teachers are supported by administrators. Teachers work, collaborate and support each other in the best interest of the students.

## Staff Quality, Recruitment, and Retention Strengths

- Paraprofessionals participate in Professional Development, i.e. faculty meetings, high yield strategies, vocabulary, etc.
- Staff feel they are supported by campus administration to pursue personal and professional goals.
- When trying new approaches, grade levels, or subjects areas, campus administration is supportive and will provide PD when needed.
- Balanced Literacy Training
- PLC Training
- Math Interventionists (2)
- Reading Interventionist
- 100% highly qualified teachers
- Special Ed - 2 teachers per grade level
- Increased ESL and GT certified teachers
- Stipends for Distinguished and Accomplished Teachers

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

**Problem Statement 1:** Difficulty in hiring qualified teachers who can support the needs of learners working significantly below grade level. **Root Cause:** Teachers need additional training in RTI.



# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Lanier teachers continue to attend workshops to increase knowledge of content, current TEKS, instructional strategies, formal/informal assessment techniques and behavior intervention strategies. Staff participates in weekly PLC meeting. Balanced Literacy strategies, technology integration, instructional strategies and behavior interventions are addressed.

- Weekly content PLC meetings for sharing teaching strategies, resources and management techniques.
- RTI progress monitoring done as prescribed by the process. Math and Reading Interventionist utilize data collected and design intervention strategies that address specific student needs.
- New curriculum materials purchased to include engaging, rigorous lessons and activities.
- Teachers meet with district curriculum team to write lesson plans and review district unit assessments.
- Technology integration is monitored through provided software.

## Curriculum, Instruction, and Assessment Strengths

- PLC scheduled every week, during the school day, to increase collaboration
- District aligned PD for curriculum writing
- Technology integration in lessons
- Increase in collaboration for PLC and across the district
- One Reading Interventionist
- Two Math Interventionists
- New Resources for Reading and Science
- Increased in class support
- Increased Technology in the classroom

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

**Problem Statement 1:** Not all PLCs are at the sustaining level. **Root Cause:** There needs to be additional training and expectations for the PLC process.

**Problem Statement 2:** Due to lack of teacher training, students do not receive consistent Tier 2 intervention; as aligned with Tier I instruction. **Root Cause:** There is not a dedicated system for identifying and measuring Tier 2 needs.

**Problem Statement 3:** Enrichment activities are not readily available during flex time. **Root Cause:** Teachers need training and staff needs to be allocated to provide enrichment during flex time (PRIDE time).

**Problem Statement 4:** Less than 20% of walk throughs identify teachers working in small group with students during the middle of the class. **Root Cause:** Teachers need additional training in Guided Reading and high yield strategies.

# Parent and Community Engagement

## Parent and Community Engagement Summary

The success of our students is a joint effort for the achievement of future success of our community. Lanier is a servant of the community, and we must service our families with an attitude of servitude and acknowledgement. Lanier hosts various Parent Involvement activities throughout the year at various times to accommodate our parents and encourage involvement.

## Parent and Community Engagement Strengths

- Monthly parent activities (French Toast Fridays and Quarterly campus wide events)
- Event notifications sent home
- Local campus support
- Volunteers: DOW, PALS, BASF, BACODA, Communities in Schools, Brazosport Area Alumnae Chapter of Delta Sigma Theta Sorority, Inc., and Junior Achievement
- School Messenger utilized

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** There is a limited number of bilingual volunteers on campus. **Root Cause:** Lack of communication of needs and opportunities; including communication barriers.

**Problem Statement 2:** There is a need for more community members to build relationships with students; through mentoring or tutoring. **Root Cause:** Lack of communication of needs and access to various local stakeholders.

**Problem Statement 3:** Parental Involvement needs to increase. **Root Cause:** There is not adequate communication of opportunities for parents to actively participate in events.

# School Context and Organization

## School Context and Organization Summary

- Safety is a priority at Lanier. In order to fulfill the need to keep our students, safe, well running facilities are needed.
- Inconsistent air handling system
- Health hazards, such as plumbing, pest, and mold concerns

## School Context and Organization Strengths

- Security cameras inside and outside the building; increase of cameras planned for '18-'19
- Security at the front of the building (door)
- Master Schedule that reflects 70 minute classes
- Refinement of the PLC Process; Structured PLC Time
- Embedded Flex time Tutorials
- Effective Lunch Duty Supervision
- Campus Improved scores
- Social Media to communicate with stakeholders
- Safe Environment for students and staff

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Lack of two way communication with students and parents. **Root Cause:** Inconsistent communication plan/source for teachers.

**Problem Statement 2:** Pride Time is not utilized as effectively as is expected. **Root Cause:** Monitoring of student performance needs to increase as per communicated expectations.

**Problem Statement 3:** Materials and supplies need to be restocked. **Root Cause:** Materials and supplies are readily used in supporting our predominately at-risk school population.

# Technology

## Technology Summary

Classrooms will integrate TEKS aligned activities utilizing technology on a daily basis and use online platform (Schoology or Google Classroom) to form a web-shell for their classrooms. Teacher assessment via Learning.com indicates an overall proficient or above rating for all instructional staff. A core set of teachers integrate Schoology or Google Classroom for augmenting instruction others utilize these and other programs at the substitution level (SAMR).

## Technology Strengths

Teachers actively integrate technology in lesson planning.

1:1 student devices

Updated and high functioning campus copies

A variety of programs are available for student use (IStation, ST Math, Aleks, Moby Max, Education Galaxy)

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Technology implemented at the substitution level of SAMR. **Root Cause:** Lack of training on technology integration in Tier I & Tier 2 instruction.

# Comprehensive Needs Assessment Data Documentation

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

# Goals


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

**Performance Objective 1:** In 2018-2019, Lanier students will meet standard on 70% of all STAAR assessments taken. (Outcome Goal 2)

**Evaluation Data Source(s) 1:** All STAAR Assessments > 70% met standard for the all students population

### 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 1 CSF 2</p> <p>1) Training will be provided in the the development and administration/plan for the use of common assessments as aligned with state standards and essential outcomes.</p>	2.4, 2.5, 2.6	Campus Administrators	Teachers will utilize formative assessment training to integrate the data into instructional planning. Evidence: Faculty meeting and PLC agendas; meeting minutes from PLC; calendar; walk through/feedback; assessment results; evidence of professional development				
<p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 2 <b>Funding Sources:</b> 211 - Title I, Part A - 761.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) The campus will integrate learning software and related instructional materials during embedded tutorial time and Tiered intervention to support student mastery of SEs.</p>	2.4, 2.5, 2.6	Administrators	Student STAR Ren, assessment growth and performance will increase. Implementation will be evidenced by percentage progress in software and on student data listing.				
<p><b>Problem Statements:</b> Student Achievement 1 - Curriculum, Instruction, and Assessment 3 <b>Funding Sources:</b> 211 - Title I, Part A - 14452.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Teachers and interventionists will utilize a template to collect student progress data ongoing during the instructional year.</p>	2.4, 2.5, 2.6	Administrators and Interventionists	The expected result is the student data listing will be utilized to identify students in need of targeted support or specific intervention after each assessment or progress measure.				
<p><b>Problem Statements:</b> Student Achievement 1</p>							

<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>4) Develop, plan and implement focused tutorials.</p>	2.4, 2.5, 2.6	Administrators, Interventionists and Teachers	Tutorial plans, common assessment results; progress monitoring data; pride time lists; logs of specific SEs retaught				
<p><b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> 211 - Title I, Part A - 25002.00, Local 24 - State Comp - 2412.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) Teachers, interventionists and administrators will analyze common assessment results during PLC meetings every 3-4 weeks, and regroup students to target learning deficiencies (following training protocol and agenda).</p>	2.4, 2.5, 2.6	Teachers and Interventionists	Department data analysis sheets; PLC agendas/notes; schedule of intervention times; logs of specific targeted during intervention times; list of specific students by tiered intervention				
<p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1</p>							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>6) Training will be provided on continued integration of balanced literacy and guided reading in Tier I instruction.</p>	2.4, 2.5	Administrators	Evidence of implementation of small group reading with balanced literacy components; student writing products; leveled literacy books utilizes in Tier I instruction				
<p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1</p>							
<p><b>Critical Success Factors</b> CSF 3</p> <p>7) The Campus Leadership Team will meet bimonthly to evaluate the accomplishment level of campus goals and make adjustments as needed for 2018-2019.</p>	2.4, 2.5, 2.6	Principal	Completion of goals; new goal formation for 2019-2020				
<p><b>Problem Statements:</b> Student Achievement 1 - School Context and Organization 1</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>8) Professional development will be provided in core content areas to increase Tier I effectiveness.</p>	2.4, 2.5	Principal	Roster of teachers and administrators who attend the training; PLC evidence; completion of training outside the campus; Campus-wide PLC goals for 2018-2019				
<p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 4 <b>Funding Sources:</b> 199 - General Fund - 1000.00, 211 - Title I, Part A - 3244.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>9) Lanier will provide orientation for new students before the beginning of the new school year, and during a week long orientation during "Pride Time" at the beginning of the new school year. Character Education will continue throughout the school year.</p>	2.4, 2.5, 2.6	School Counselor	Move to the Middle Event, Pride Time Character Education Lessons, Lion's Den Messages				
<p><b>Problem Statements:</b> Parent and Community Engagement 3 - School Context and Organization 1 <b>Funding Sources:</b> 211 - Title I, Part A Parent &amp; Family Engagement - 294.00</p>							



<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>10) Lanier will host family involvement activities to promote math and literacy, including literacy night and Academic Night "Camp Lanier", and Year End Academic Award Ceremony.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Administration and Department Leads	Hosting the events				
<p><b>Problem Statements:</b> Parent and Community Engagement 2, 3</p>							
<p><b>Critical Success Factors</b> CSF 1</p> <p>11) Reading Material and Software for Grades 5 and 6 to increase student reading performance.</p>	2.4, 2.5, 2.6	Media Specialist, ELA teachers	AR usage and progress reports				
<p><b>Problem Statements:</b> Demographics 1 - Student Achievement 1</p> <p><b>Funding Sources:</b> 199 - General Fund - 5034.00</p>							
<p><b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>12) The campus will employ Math and Reading Interventionists and Paraprofessionals in order to provide targeted intervention.</p>	2.4, 2.5, 2.6	Administration	RTI process will be sustained; Tier III intervention will be utilized				
<p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> 211 - Title I, Part A - 115000.00, Local 24 - State Comp Personnel - 130000.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>13) Attendance and Discipline Data will be evaluated and shared at faculty meetings, PBIS meetings or RTI meetings to determine necessary interventions.</p>	2.4, 2.5, 2.6	Administrative Team	Reduced referrals and increase attendance; reduce disproportionality				
<p><b>Problem Statements:</b> School Culture and Climate 1, 2</p>							
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> There is an increased need for supporting English Language Learners. <b>Root Cause 1:</b> Additional training in ELL instructional strategies is necessary</p>
<b>Student Achievement</b>
<p><b>Problem Statement 1:</b> 50% of students in both grade levels require remediation in reading and math. <b>Root Cause 1:</b> Tier I instruction does not address the needs of all students due to students entering the grade level significantly below grade level.</p>
<b>School Culture and Climate</b>

**Problem Statement 1:** Teachers are out of touch with culture and socioeconomically challenges of student population. **Root Cause 1:** Teachers need further training in addressing the needs of the diverse population of students.

**Problem Statement 2:** Students lack motivation necessary to acquire the necessary growth expectations. **Root Cause 2:** Teachers and students need increased opportunities to have engaging experiences that connect them to the school.

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

**Problem Statement 1:** Difficulty in hiring qualified teachers who can support the needs of learners working significantly below grade level. **Root Cause 1:** Teachers need additional training in RTI.

### **Curriculum, Instruction, and Assessment**

**Problem Statement 1:** Not all PLCs are at the sustaining level. **Root Cause 1:** There needs to be additional training and expectations for the PLC process.

**Problem Statement 2:** Due to lack of teacher training, students do not receive consistent Tier 2 intervention; as aligned with Tier I instruction. **Root Cause 2:** There is not a dedicated system for identifying and measuring Tier 2 needs.

**Problem Statement 3:** Enrichment activities are not readily available during flex time. **Root Cause 3:** Teachers need training and staff needs to be allocated to provide enrichment during flex time (PRIDE time).

**Problem Statement 4:** Less than 20% of walk throughs identify teachers working in small group with students during the middle of the class. **Root Cause 4:** Teachers need additional training in Guided Reading and high yield strategies.

### **Parent and Community Engagement**

**Problem Statement 2:** There is a need for more community members to build relationships with students; through mentoring or tutoring. **Root Cause 2:** Lack of communication of needs and access to various local stakeholders.

**Problem Statement 3:** Parental Involvement needs to increase. **Root Cause 3:** There is not adequate communication of opportunities for parents to actively participate in events.

### **School Context and Organization**

**Problem Statement 1:** Lack of two way communication with students and parents. **Root Cause 1:** Inconsistent communication plan/source for teachers.

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

**Performance Objective 2:** In 2018-2019, Lanier MS will utilize campus-wide Professional Learning Communities to improve teacher collaboration and response to intervention (Constraint 1).

**Evaluation Data Source(s) 2:** Meet standard in Domain 2 of the state accountability system.

**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 2 CSF 3  1) Create data walls to track student progress toward mastery of objectives in each tested subject area.	2.4, 2.5, 2.6	Administration, Content area teachers	Utilization of data walls in the PLC process				
<b>Problem Statements:</b> Student Achievement 1 - Curriculum, Instruction, and Assessment 2, 3							
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7  2) Provide professional development in the PLC and RTI process.	2.4, 2.5, 2.6	Principal	Improved Tier I instruction as a result of effective collaboration				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1							
<b>Funding Sources:</b> 211 - Title I, Part A - 10411.00, 255 - Title II, Part A - 4732.00							
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Performance Objective 2 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> 50% of students in both grade levels require remediation in reading and math. <b>Root Cause 1:</b> Tier I instruction does not address the needs of all students due to students entering the grade level significantly below grade level.
<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> Difficulty in hiring qualified teachers who can support the needs of learners working significantly below grade level. <b>Root Cause 1:</b> Teachers need additional training in RTI.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> Not all PLCs are at the sustaining level. <b>Root Cause 1:</b> There needs to be additional training and expectations for the PLC process.
<b>Problem Statement 2:</b> Due to lack of teacher training, students do not receive consistent Tier 2 intervention; as aligned with Tier I instruction. <b>Root Cause 2:</b> There is not a dedicated system for identifying and measuring Tier 2 needs.

**Problem Statement 3:** Enrichment activities are not readily available during flex time. **Root Cause 3:** Teachers need training and staff needs to be allocated to provide enrichment during flex time (PRIDE time).

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

**Performance Objective 3:** In 2018-2019, Lanier Middle School teachers will provide instruction matching the depth and complexity of the state standards in all core subjects.

**Evaluation Data Source(s) 3:** Meet standard in all 4 state accountability domains.

**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</p> <p>1) Utilize Learning management software for instructional support and progress monitoring of students in intervention and Tier I settings.</p>	2.4, 2.5, 2.6	Administration and Interventionist	Progress monitoring and summative/formative assessments to drive instruction; usage reports from Schoology, Google Classroom or Go Guardian				
<p><b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> 211 - Title I, Part A - 4959.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Utilize materials and related resources to provide pictorial and nonlinguistic representations of concepts as necessitated by the TEKS to support all learners.</p>		Administration	Walkthrough data				
<p><b>Problem Statements:</b> Demographics 1 - Student Achievement 1 - School Culture and Climate 1</p>							
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> There is an increased need for supporting English Language Learners. <b>Root Cause 1:</b> Additional training in ELL instructional strategies is necessary
<b>Student Achievement</b>
<b>Problem Statement 1:</b> 50% of students in both grade levels require remediation in reading and math. <b>Root Cause 1:</b> Tier I instruction does not address the needs of all students due to students entering the grade level significantly below grade level.
<b>School Culture and Climate</b>

**Problem Statement 1:** Teachers are out of touch with culture and socioeconomically challenges of student population. **Root Cause 1:** Teachers need further training in addressing the needs of the diverse population of students.

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

**Performance Objective 4:** Lanier will provide quality preparation and equipment in all available programs in order to increase performance in physical education, extracurricular and UIL events.

**Evaluation Data Source(s) 4:** Increased student successful participation in physical education, extracurricular and UIL events.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1  1) Repair or replace damaged fine arts equipment in a timely fashion.		Fine Arts Department	Equipment in sound working order				
<b>Problem Statements:</b> School Culture and Climate 2							
<b>Critical Success Factors</b> CSF 1 CSF 6  2) Provide funding and supplies for fine arts; including: competitions, extracurricular activities and UIL events (such as band, orchestra, choir, art, robotics, coding, spelling be or UIL).		Admin	Training Scheduled				
<b>Problem Statements:</b> School Culture and Climate 2							
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1  3) Utilize fitnessgram to monitor students' participation in physical activity.							
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Performance Objective 4 Problem Statements:**

School Culture and Climate
<b>Problem Statement 2:</b> Students lack motivation necessary to acquire the necessary growth expectations. <b>Root Cause 2:</b> Teachers and students need increased opportunities to have engaging experiences that connect them to the school.

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








**Performance Objective 5:** In 2018-19, all Closing the Gaps indicators identified for Additional Targeted Support will exceed the cut score. (Constraint 3)

**Evaluation Data Source(s) 5:** 2019 Domain 3: Closing the Gaps Report

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4</p> <p>1) Develop, plan and implement focused tutorials.</p>	2.4, 2.5, 2.6	Administrators, Interventionists and Teachers	Tutorial plans, common assessment results; progress monitoring data; pride time lists; logs of specific SEs retaught				
<b>Funding Sources:</b> 211 - Title I, Part A - 25002.00, Local 24 - State Comp - 2412.00							
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>2) Teachers, interventionists and administrators will analyze common assessment results during PLC meetings every 3-4 weeks, and regroup students to target learning deficiencies (following training protocol and agenda).</p>	2.4, 2.5, 2.6	Teachers and Interventionists	Department data analysis sheets; PLC agendas/notes; schedule of intervention times; logs of specific targeted during intervention times; list of specific students by tiered intervention				
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>3) Training will be provided on continued integration of balanced literacy and guided reading in Tier I instruction.</p>	2.4, 2.5	Administrators	Evidence of implementation of small group reading with balanced literacy components; student writing products; leveled literacy books utilizes in Tier I instruction				
<p><b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>4) Professional development will be provided in core content areas to increase Tier I effectiveness.</p>	2.4, 2.5	Principal	Roster of teachers and administrators who attend the training; PLC evidence; completion of training outside the campus; Campus-wide PLC goals for 2018-2019				
<b>Funding Sources:</b> 199 - General Fund - 1000.00, 211 - Title I, Part A - 3244.00							
<p><b>Critical Success Factors</b>            CSF 1</p> <p>5) Reading Material and Software for Grades 5 and 6 to increase student reading performance.</p>	2.4, 2.5, 2.6	Media Specialist, ELA teachers	AR usage and progress reports				
<b>Funding Sources:</b> 199 - General Fund - 5034.00							



<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>6) The campus will employ Math and Reading Interventionists and Paraprofessionals in order to provide targeted intervention.</p>	2.4, 2.5, 2.6	Administration	RTI process will be sustained; Tier III intervention will be utilized				
	<p><b>Funding Sources:</b> 211 - Title I, Part A - 115000.00, Local 24 - State Comp Personnel - 130000.00</p>						
<p>  = Accomplished       = Continue/Modify       = No Progress       = Discontinue </p>							







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

**Performance Objective 1:** In 2018-2019, Lanier MS will create an environment that is safe and conducive to learning.

**Evaluation Data Source(s) 1:** Reduction of overall office referrals; student and staff survey data

### 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  1) Provide needed equipment and materials to maintain campus facilities to make them safe and conducive to learning.	2.4, 2.5, 2.6	Admin, Custodial	Raptor utilized and safe environments in all campus settings				
	<b>Problem Statements:</b> School Context and Organization 3						
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3  2) Provide staff with needed supplies and instructional supports for classroom instruction and daily operations.	2.4, 2.5, 2.6	Admin	Walkthrough data and lesson plans				
	<b>Problem Statements:</b> School Context and Organization 3 <b>Funding Sources:</b> 199 - General Fund - 23825.00						
<b>Critical Success Factors</b> CSF 1 CSF 6  3) Use student incentives as part of the PBIS initiative; including supplies to host PBIS student events and related activities.	2.4, 2.5, 2.6	Admin, PBIS team, Behavior Interventionist	PBIS events and activities; decreased student				
	<b>Problem Statements:</b> School Culture and Climate 2						
4) Provide the front office with equipment for daily operations and to maintain space for parent resources.		Admin, Secretary to Principal	Campus office operations and information				
	<b>Problem Statements:</b> School Context and Organization 3 <b>Funding Sources:</b> 199 - General Fund - 2700.00						

<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 6</p> <p>5) Character Education/Conflict Resolution and prevention lessons will be provided by the school counselor.</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Performance Objective 1 Problem Statements:**

<p><b>School Culture and Climate</b></p>
<p><b>Problem Statement 2:</b> Students lack motivation necessary to acquire the necessary growth expectations. <b>Root Cause 2:</b> Teachers and students need increased opportunities to have engaging experiences that connect them to the school.</p>
<p><b>School Context and Organization</b></p>
<p><b>Problem Statement 3:</b> Materials and supplies need to be restocked. <b>Root Cause 3:</b> Materials and supplies are readily used in supporting our predominately at-risk school population.</p>

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

**Performance Objective 2:** In 2018-2019, Lanier MS will be in compliance with ESSA requirements

**Evaluation Data Source(s) 2:** Title I Parent Meetings and School-Parent Compact; Ongoing evaluation of the PFE activities and policy

**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</p> <p>1) Lanier will jointly develop and distribute to parents and family members a written Parent and Family Engagement Policy (available online in English and Spanish).</p>	3.1	Admin	Increase family engagement				
<b>Funding Sources:</b> 211 - Title I, Part A Parent & Family Engagement - 0.00							
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Lanier teachers will host School-Parent meetings to include Compact components. Agenda and sign in sheets will be utilized.</p>	3.1	Admin	Increase family engagement and awareness of response to intervention				
<b>Funding Sources:</b> 211 - Title I, Part A Parent & Family Engagement - 0.00							
<p><b>Critical Success Factors</b> CSF 5</p> <p>3) Lanier will evaluate the PFE policy annually with parents and family members.</p>	3.1	Title I Admin Rep	Increase family engagement and awareness of response to intervention				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

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

**Performance Objective 1:** In 2018-2019, Lanier Middle School will retain 85% or more of all current staff.

**Evaluation Data Source(s) 1:** Greater than or equal to 85% staff retention

## 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 3 CSF 6  1) The principal will organize a instructional leadership team to provide campus over site.	2.4, 2.5, 2.6	Principal	Teachers/staff assigned, scheduled meetings				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 2							
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6  2) The principal will schedule over site committee meetings to reflect on the success of campus systems.	2.4, 2.5, 2.6	Principal	Meeting agendas, review of campus systems and data				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1, 2 - School Context and Organization 1							
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6  3) The over sight team will provide staff with a survey to determine the % of those who see evidence of adjustments and refinements made.	2.4, 2.5, 2.6	Leadership Team	Survey results and analysis				
<b>Problem Statements:</b> Student Achievement 1 - School Culture and Climate 1 - Parent and Community Engagement 3							
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6  4) The oversight team will review student discipline referrals to determine the % of referrals and attendance and determine intervention effectiveness.	2.4, 2.5, 2.6	Leadership Team	Student discipline data, schedules, attendance data and related survey information				
<b>Problem Statements:</b> School Culture and Climate 2							
<b>Critical Success Factors</b> CSF 6  5) Host teacher appreciation events throughout the year.		Principal	Completion of events				
<b>Problem Statements:</b> School Culture and Climate 2							
<b>Funding Sources:</b> 199 - General Fund - 700.00							
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> 50% of students in both grade levels require remediation in reading and math. <b>Root Cause 1:</b> Tier I instruction does not address the needs of all students due to students entering the grade level significantly below grade level.
<b>School Culture and Climate</b>
<b>Problem Statement 1:</b> Teachers are out of touch with culture and socioeconomically challenges of student population. <b>Root Cause 1:</b> Teachers need further training in addressing the needs of the diverse population of students.
<b>Problem Statement 2:</b> Students lack motivation necessary to acquire the necessary growth expectations. <b>Root Cause 2:</b> Teachers and students need increased opportunities to have engaging experiences that connect them to the school.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> Not all PLCs are at the sustaining level. <b>Root Cause 1:</b> There needs to be additional training and expectations for the PLC process.
<b>Problem Statement 2:</b> Due to lack of teacher training, students do not receive consistent Tier 2 intervention; as aligned with Tier I instruction. <b>Root Cause 2:</b> There is not a dedicated system for identifying and measuring Tier 2 needs.
<b>Parent and Community Engagement</b>
<b>Problem Statement 3:</b> Parental Involvement needs to increase. <b>Root Cause 3:</b> There is not adequate communication of opportunities for parents to actively participate in events.
<b>School Context and Organization</b>
<b>Problem Statement 1:</b> Lack of two way communication with students and parents. <b>Root Cause 1:</b> Inconsistent communication plan/source for teachers.

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

**Performance Objective 2:** In 2018-2019, Lanier Middle School will implement a campus wide professional development plan to meet district and campus goals.

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

**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 2 CSF 3 CSF 7  1) Provide Seidlitz coaching for teachers related to the use of Academic Vocabulary	2.4, 2.5, 2.6	Administration	Training Artifacts; increased strategies for academic vocabulary documented in walk throughs				
<b>Problem Statements:</b> Demographics 1 - School Culture and Climate 1							
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7  2) Teachers will attend professional development in reading, math and science.	2.4, 2.5, 2.6	Administration	Training artifacts; Improved Tier I instruction as evidenced in walkthroughs and resulting student performance.				
<b>Problem Statements:</b> School Culture and Climate 1 - Curriculum, Instruction, and Assessment 2, 4							
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7  3) Provide campus wide book study on Tiered instructional practices.	2.4, 2.5, 2.6	Administration	Training artifacts; Improved Tier I instruction as evidenced in walkthroughs and resulting student performance.				
<b>Problem Statements:</b> Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> There is an increased need for supporting English Language Learners. <b>Root Cause 1:</b> Additional training in ELL instructional strategies is necessary
<b>Student Achievement</b>

**Problem Statement 1:** 50% of students in both grade levels require remediation in reading and math. **Root Cause 1:** Tier I instruction does not address the needs of all students due to students entering the grade level significantly below grade level.

### School Culture and Climate

**Problem Statement 1:** Teachers are out of touch with culture and socioeconomically challenges of student population. **Root Cause 1:** Teachers need further training in addressing the needs of the diverse population of students.

### Staff Quality, Recruitment, and Retention

**Problem Statement 1:** Difficulty in hiring qualified teachers who can support the needs of learners working significantly below grade level. **Root Cause 1:** Teachers need additional training in RTI.

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** Not all PLCs are at the sustaining level. **Root Cause 1:** There needs to be additional training and expectations for the PLC process.

**Problem Statement 2:** Due to lack of teacher training, students do not receive consistent Tier 2 intervention; as aligned with Tier I instruction. **Root Cause 2:** There is not a dedicated system for identifying and measuring Tier 2 needs.

**Problem Statement 4:** Less than 20% of walk throughs identify teachers working in small group with students during the middle of the class. **Root Cause 4:** Teachers need additional training in Guided Reading and high yield strategies.



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

**Performance Objective 3:** Lanier Middle School teacher attendance will improve from 95.1% to 95.4% in the 2018 - 2019 school year (Constraint 2).

**Evaluation Data Source(s) 3:** Monthly Attendance Report

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4  1) Monitor teacher attendance data on a monthly basis until the end of the 2018- 2019 school year.		Principal	Tracking Attendance Report.				
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

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

**Performance Objective 1:** In 2018-2019, Lanier MS will increase the allocation of funds for targeting Tier I instruction (Constraint 3).

**Evaluation Data Source(s) 1:** Amount of total donated funds for the 2018-2019 school year; amount of of funds specified for instructional design improvement (materials, resources, professional development)

**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 5  1) Apply for grants to supplement instruction and learning including the BISD Education foundation (Coins for Classrooms, Grants for Great Ideas), Dow Grants, Target or HEB grants		Administration, teachers	Total amount of funds obtained through grants				
<b>Problem Statements:</b> School Culture and Climate 2 - Parent and Community Engagement 2 - School Context and Organization 3							
<b>Critical Success Factors</b> CSF 5 CSF 6  2) Review donation regulation and train staff on process		Administration	Agenda, sign in sheet				
<b>Problem Statements:</b> Parent and Community Engagement 2							
<b>Critical Success Factors</b> CSF 6  3) Lanier administration will utilize the Campus Education Improvement Committee to ensure coordination between state, federal and local programs and funding allocation							
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 2 - Parent and Community Engagement 3 - School Context and Organization 1							
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Performance Objective 1 Problem Statements:**

**School Culture and Climate**

**Problem Statement 2:** Students lack motivation necessary to acquire the necessary growth expectations. **Root Cause 2:** Teachers and students need increased opportunities to have engaging experiences that connect them to the school.

### **Curriculum, Instruction, and Assessment**

**Problem Statement 2:** Due to lack of teacher training, students do not receive consistent Tier 2 intervention; as aligned with Tier I instruction. **Root Cause 2:** There is not a dedicated system for identifying and measuring Tier 2 needs.

### **Parent and Community Engagement**

**Problem Statement 2:** There is a need for more community members to build relationships with students; through mentoring or tutoring. **Root Cause 2:** Lack of communication of needs and access to various local stakeholders.

**Problem Statement 3:** Parental Involvement needs to increase. **Root Cause 3:** There is not adequate communication of opportunities for parents to actively participate in events.

### **School Context and Organization**

**Problem Statement 1:** Lack of two way communication with students and parents. **Root Cause 1:** Inconsistent communication plan/source for teachers.

**Problem Statement 3:** Materials and supplies need to be restocked. **Root Cause 3:** Materials and supplies are readily used in supporting our predominately at-risk school population.

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

**Performance Objective 1:** In 2018-2019, Lanier MS will market event and success of students and staff through Facebook postings, the website and presence at community events.

**Evaluation Data Source(s) 1:** Five new active volunteers; two to three Facebook or Twitter postings per week; weekly updates to website

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 5  1) Lanier will host family events to enhance community presence and involve parents, volunteers and community members. The event will be promoted via social media and announcements.	3.1, 3.2	Administration	Successful event completion				
<b>Problem Statements:</b> Parent and Community Engagement 3 <b>Funding Sources:</b> 211 - Title I, Part A Parent & Family Engagement - 1659.00							
<b>Critical Success Factors</b> CSF 5  2) Lanier will purchase new marketing materials including tablecloths, stationery and business cards.	3.1	Administration	purchase materials and utilize to market campus				
<b>Problem Statements:</b> Parent and Community Engagement 2, 3 - School Context and Organization 1							
<b>Critical Success Factors</b> CSF 7  3) Lanier will ensure all staff members are highly qualified in their assigned area.	2.4, 2.5, 2.6	Administration	HQ audit				
<b>Problem Statements:</b> Demographics 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 4							
<b>Critical Success Factors</b> CSF 5 CSF 6  4) Lanier will promote campus distinctions and accomplishments at campus events.		Administration	Campus announcements				
<b>Problem Statements:</b> Parent and Community Engagement 2, 3 - School Context and Organization 1							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 1:** There is an increased need for supporting English Language Learners. **Root Cause 1:** Additional training in ELL instructional strategies is necessary

### Staff Quality, Recruitment, and Retention

**Problem Statement 1:** Difficulty in hiring qualified teachers who can support the needs of learners working significantly below grade level. **Root Cause 1:** Teachers need additional training in RTI.

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** Not all PLCs are at the sustaining level. **Root Cause 1:** There needs to be additional training and expectations for the PLC process.

**Problem Statement 2:** Due to lack of teacher training, students do not receive consistent Tier 2 intervention; as aligned with Tier I instruction. **Root Cause 2:** There is not a dedicated system for identifying and measuring Tier 2 needs.

**Problem Statement 4:** Less than 20% of walk throughs identify teachers working in small group with students during the middle of the class. **Root Cause 4:** Teachers need additional training in Guided Reading and high yield strategies.

### Parent and Community Engagement

**Problem Statement 2:** There is a need for more community members to build relationships with students; through mentoring or tutoring. **Root Cause 2:** Lack of communication of needs and access to various local stakeholders.

**Problem Statement 3:** Parental Involvement needs to increase. **Root Cause 3:** There is not adequate communication of opportunities for parents to actively participate in events.

### School Context and Organization

**Problem Statement 1:** Lack of two way communication with students and parents. **Root Cause 1:** Inconsistent communication plan/source for teachers.

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	The campus will integrate learning software and related instructional materials during embedded tutorial time and Tiered intervention to support student mastery of SEs.
1	1	3	Teachers and interventionists will utilize a template to collect student progress data ongoing during the instructional year.
1	1	4	Develop, plan and implement focused tutorials.
1	1	5	Teachers, interventionists and administrators will analyze common assessment results during PLC meetings every 3-4 weeks, and regroup students to target learning deficiencies (following training protocol and agenda).
1	1	6	Training will be provided on continued integration of balanced literacy and guided reading in Tier I instruction.
1	1	13	Attendance and Discipline Data will be evaluated and shared at faculty meetings, PBIS meetings or RTI meetings to determine necessary interventions.
1	3	2	Utilize materials and related resources to provide pictorial and nonlinguistic representations of concepts as necessitated by the TEKS to support all learners.
1	4	3	Utilize fitnessgram to monitor students' participation in physical activity.
1	5	1	Develop, plan and implement focused tutorials.
1	5	2	Teachers, interventionists and administrators will analyze common assessment results during PLC meetings every 3-4 weeks, and regroup students to target learning deficiencies (following training protocol and agenda).
1	5	3	Training will be provided on continued integration of balanced literacy and guided reading in Tier I instruction.
2	1	2	Provide staff with needed supplies and instructional supports for classroom instruction and daily operations.
2	1	5	Character Education/Conflict Resolution and prevention lessons will be provided by the school counselor.
3	2	2	Teachers will attend professional development in reading, math and science.
3	2	3	Provide campus wide book study on Tiered instructional practices.
3	3	1	Monitor teacher attendance data on a monthly basis until the end of the 2018- 2019 school year.

# PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
2	1	2	Provide staff with needed supplies and instructional supports for classroom instruction and daily operations.
3	2	3	Provide campus wide book study on Tiered instructional practices.
5	1	1	Lanier will host family events to enhance community presence and involve parents, volunteers and community members. The event will be promoted via social media and announcements.

# State Compensatory

## Personnel for R.O. Lanier Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bradi Austin	Interventionist / Dyslexia Teacher	Lanier M.S.	.77
Brandy Williams	Interventionist	Lanier M.S.	1



# Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Daisha Watson	Intervention Aide	Lanier M.S.	1
Kathy Garabito	Intervention Aide	Lanier M.S.	1
Tanya Alford	Interventionist	Lanier M.S.	1

# Campus Education Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Bridgette Percle	Principal
Administrator	Victoria Allen	AP
Administrator	Joshua Schwarz	AP
Non-classroom Professional	Peggy Slocum	Counselor
Intervention	Brandy Labban	Math Interventionist
Intervention	Bradi Austin	Interventionist
Intervention	Tanya Alford	Math Interventionist
Non-classroom Professional	Liz Fambrough	Media Specialist/Digital Coach
Classroom Teacher	Betty Watson	Science Teacher
Classroom Teacher	Cassandra Barrera	Math Teacher
Classroom Teacher	Corey Woodard	ELA Teacher
Classroom Teacher	Gabrielle Torres	ELA Teacher
Classroom Teacher	Jessica Robertson	Math Teacher
Parent	CiCi Luna	Parent
Parent	Jaime Morales Sr	Parent

# Campus Based Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Bridgette Percle	Principal
Administrator	Victoria Allen	Asst. Principal
Administrator	Joshua Schwarz	Asst. Principal
Non-classroom Professional	Peggy Slocum	Counselor
Intervention	Bradi Austin	Intervention/ELA
Intervention	Brandy Labban	Intervention/Math
Intervention	Tanya Alford	Intervention
Non-classroom Professional	Liz Fambrough	Media Specialist/Digital Coach
Intervention	Erica Carter Stephens	Behavior Interventionist
Classroom Teacher	Betty Watson	Teacher

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Professional Development/Travel		\$1,000.00
1	1	11	Literature/Library Resources		\$5,034.00
1	5	4	Professional Development/Travel		\$1,000.00
1	5	5	Literature/Library Resources		\$5,034.00
2	1	2	Instructional Supplies/Materials		\$23,825.00
2	1	4	Office Supplies		\$2,700.00
3	1	5	Staff Food/Refreshments		\$700.00
<b>Sub-Total</b>					\$39,293.00
<b>Budgeted Fund Source Amount</b>					\$33,259.00
<b>+/- Difference</b>					<b>\$-6,034.00</b>
Local 24 - State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Tutoring/Extra Duty Pay		\$2,412.00
1	5	1	Tutoring/Extra Duty Pay		\$2,412.00
<b>Sub-Total</b>					\$4,824.00
<b>Budgeted Fund Source Amount</b>					\$2,412.00
<b>+/- Difference</b>					<b>\$-2,412.00</b>
Local 24 - State Comp Personnel					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12	Math and Reading Interventionist		\$130,000.00
1	5	6	Math and Reading Interventionist		\$130,000.00
<b>Sub-Total</b>					\$260,000.00
<b>Budgeted Fund Source Amount</b>					\$130,000.00
<b>+/- Difference</b>					<b>\$-130,000.00</b>

**211 - Title I, Part A**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Reading Pathways Region IV PD		\$761.00
1	1	2	Moby Max Progress Monitoring Software		\$1,995.00
1	1	2	Learning A-Z		\$1,439.00
1	1	2	Lonestar Learning		\$210.00
1	1	2	Education Galaxy		\$725.00
1	1	2	Flocabulary		\$2,000.00
1	1	2	Fast ForWord Reading Software		\$4,607.00
1	1	2	Guided Reading materials		\$311.00
1	1	2	Catnip's Word Wall		\$1,370.00
1	1	2	BrainPop		\$1,795.00
1	1	4	Tutoring/Extra Duty Pay & Tutoring Materials		\$19,411.00
1	1	4	Reading STAAR Review- Forde Ferrier		\$5,591.00
1	1	8	RTI Conference Travel, Lodging and Meals		\$1,244.00
1	1	8	Forde Ferrier Science Classroom Modeling		\$2,000.00
1	1	12	Math and Reading Paraprofessionals and Interventionist		\$115,000.00
1	2	2	PLC Conference/RTI Solution Tree Training		\$10,252.00
1	2	2	Best Practices in Tier One Instruction Books		\$159.00
1	3	1	Schoology Learning Management Software		\$2,834.00
1	3	1	Go Guardian		\$2,125.00
1	5	1	Tutoring/Extra Duty Pay & Tutoring Materials		\$19,411.00
1	5	1	Reading STAAR Review- Forde Ferrier		\$5,591.00
1	5	4	RTI Conference Travel, Lodging and Meals		\$1,244.00
1	5	4	Forde Ferrier Science Classroom Modeling		\$2,000.00
1	5	6	Math and Reading Paraprofessionals and Interventionist		\$115,000.00
<b>Sub-Total</b>					\$317,075.00
<b>Budgeted Fund Source Amount</b>					\$186,789.00

					<b>+/- Difference</b>	<b>\$-130,286.00</b>
<b>211 - Title I, Part A Parent &amp; Family Engagement</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>	
1	1	9	Getting the Most out of Middle School Books		\$294.00	
2	2	1			\$0.00	
2	2	2			\$0.00	
5	1	1	ELL Academic Night Supplies		\$162.00	
5	1	1	ELL Academic Night Parental Involvement Snacks- Kroger		\$338.00	
5	1	1	Camp Lanier Academic Night Snacks- Kroger		\$183.00	
5	1	1	Camp Lanier Academic Night Supplies		\$426.00	
5	1	1	Lanier Awards Recognition		\$350.00	
5	1	1	Lanier Family Resource/Magnets		\$200.00	
					<b>Sub-Total</b>	\$1,953.00
					<b>Budgeted Fund Source Amount</b>	\$2,014.00
					<b>+/- Difference</b>	<b>\$61.00</b>
<b>255 - Title II, Part A</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>	
1	2	2	Training in the PLC model	255.13.6411.14.116.30	\$4,732.00	
					<b>Sub-Total</b>	\$4,732.00
					<b>Budgeted Fund Source Amount</b>	\$4,732.00
					<b>+/- Difference</b>	<b>\$0</b>
					<b>Grand Total</b>	<b>\$627,877.00</b>