

Floresville Independent School District
Floresville Middle School
2015-2016 Campus Improvement Plan



Mission Statement

At Floresville ISD, we strive to develop confident leaders and productive citizens with character and knowledge in preparation for a prosperous life.

Floresville Middle School Mission Statement

Through partnership with students, staff, parents and the community, the mission of Floresville Middle School is to foster a commitment to life long learning and good character while developing tomorrow's leaders.

Vision

FMS Touchstone

Learners Today: Leaders Tomorrow

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Mentoring program was a great success
Added special education personnel allowed for smaller number of spec. population by class
Use of PRIDE has been beneficial for RTI, interventions, re-teach opportunities, Pre-teach, and scaffolding
Taking the time to know special education population

Demographics Strengths

Planning time for RTI
Special pops form was streamlined and is being completed with detail
Dyslexia training
Attendance incentives
High level of ELL mastering PLD's

Demographics Needs

More direction for PRIDE academics
Continue attendance incentives
Increase commended/advanced performance by all students
Ensure class list does not contain a large percentage of special education population or behavior issues
Basic math and reading classes
Need more time to meet with monitor dyslexia students
Consider sped and ELL students to be placed with their monitor teacher for PRIDE
Classroom support for dyslexia students
Training for teachers to ensure sped accommodations are being met
Distribute sped population more evenly in the contents

Student Achievement

Student Achievement Summary

Staff agrees that advanced classes should be more rigorous. Incorporate more writing and flipped classrooms
All teachers incorporate a student progress tracker
PRIDE intervention teachers would like time to plan. They can then give the lessons to other grade level teachers to use during PRIDE
Special education teachers would like to revisit the way students are grouped for monitoring so they can focus on one grade level and then possibly have those students for PRIDE

Student Achievement Strengths

UIL Academics
PRIDE Academics and Interventions
RTI- entry and exit criteria, planning time for teachers, designated time for students to receive interventions
Testing tracker posted in classroom to celebrate student progress
Use of assignment tracker-students can keep track of what they are missing
FTM- intentional planning of lessons
Student data board in PLC
Eduphoria- ability to view data and track students
Dyslexia class
Positive post cards
Student of the week
Data reports- able to compare past test to current
STAAR Blitz
Student mentor program

Student Achievement Needs

Teachers participating in RTI interventions need to attend training
Ensure lessons and assignments are directly tied to the TEKS
Incorporate study techniques in PRIDE
Concentrate on reading and writing daily
Teachers track failures on Eduphoria. Track student growth
Have Blitz days throughout the year
Model tier II in the PLC
Track AVID students from MS to HS (longitudinal)
Tutoring time for students whose content teachers are coaches
MTA classes are larger than the program suggest
Ensure students have mastered SE before moving on- follow through on low SE's after analyzing testing data
Incorporate project based learning
Focus on At-Risk students

School Culture and Climate

School Culture and Climate Summary

Teacher time has increased due to less department meetings
Administration is in the hallways in order to assist in student control/school safety
Staff strives to recognize students and fellow staff members
Effective and positive teamwork
Discipline is consistent
Continue Rachel's Challenge
Students are comfortable discussing bullying
Classrooms are generally clean. Used books are discarded at end of year
Continue to reward students for good deeds
College focus is important to students, they want to hear more
Students and teachers feel safe

School Culture and Climate Strengths

Pep Rallies
Door code for building entry
No copy code needed
Positive action counseling group
Use of positive post cards for students
Student of the week
All teachers have a PRIDE class, resulting in smaller classes
Tardy system is working. Admin handling tardies

School Culture and Climate Needs

Be able to count split 7th grade lunch tardies. Students are not returning from 7th grade lunch promptly.
School clubs, but teachers not willing to sponsor
Consistency in classroom cleaning
Too many emails
Repeat student code of conduct rules through PRIDE more than just at beginning of year
Inconsistency among teachers with classroom expectations, such as eating in class, phone usage, leaving class, behavior management, use of step forms
Hold teachers accountable when they are not following faculty handbook or staff expectations
Redo step forms
Monitor restrooms during passing periods
Extra-curricular activities other than band and athletics
Spring Summit- take the load off of the teacher, make it more about the student
Student bags and backpacks

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Continue with book studies
Support of new staff is awesome
Staff appreciates staff development set up and the input they have

Staff Quality, Recruitment, and Retention Strengths

Administration Support
New Teacher meeting great for new teachers
Staff Development
Help with test copies
Sunshine Committee
Ability to go to workshops
Surveys to determine staff development, workshops, and trainings
Department cohesiveness
Common planning time

Staff Quality, Recruitment, and Retention Needs

Perfect attendance incentives for teachers
New teacher meetings are geared towards teachers who have no experience. Differentiate between 1st year teachers and those with experience but that are new to the district when planning new teacher meetings. Do not require all to attend all meetings.
First year teacher observations of veteran teachers
Ensure mentor is from the same content/grade level as mentee. More connections between new teachers and mentors.
Provide new teachers with a sub list
Not all teachers are on time to work and duty

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

AVID has allowed for more students to be experience success and learn study skills
Continual adaption of instruction based on data
PLC's allow for continual sharing of ideas, staff development, and planning
Opportunities are present to promote teacher growth
College and Career focus
FTM allows for teachers to design a strong lesson based on need and then analyze student work

Curriculum, Instruction, and Assessment Strengths

Use of Lead4ward
Strategies and organizational suggestions shared in PLC. Teach Like A Champion, ex. No Opt Out
Textbook adoption
RTI- pre-test, rotations, post test. Data is used to determine student need and success
TEKS Resource System
Knowledge Hit List

Curriculum, Instruction, and Assessment Needs

Focus on Careers, not just colleges
Ensure that short and long term SMART goals are set and revisited. Post long term goals in the PLC room
Ensure content is aligned both vertically and horizontally
Begin PRIDE interventions/academics by the 3rd week of school
Make teachers aware of ways to access digital resources
Be able to access elementary level E-books on computers at FMS
No continuity of writing program. Provide targeted writing strategies across contents
Planning time for PRIDE interventions
USE TEKS Resource System to its' full potential. Following the IFD. When planning, focus on how the TEKS are bundled
Project based learning
Curriculum specialist to support all subjects

Family and Community Involvement

Family and Community Involvement Summary

AVID has been a positive addition to our campus
Athletics continues to be the major forum for parent and community involvement
Our district webpage provides up-to-date information for parents and community members- it is easy to navigate
Staff would like to have a session for parents at open-house in the computer lab in order to help them sign-up for grade-book

Family and Community Involvement Strengths

AVID Family Nights
Spring summit
Band concerts
Big Art Day
Positive Post Cards
Parent access to grade-book

Family and Community Involvement Needs

Recycling
WATCH Dog Program
Middle School athletic parent meeting to begin school year. Create a uniform system for athletic parents to receive information, such as practice times, etc
Spring Summit dinner, sell raffle tickets, pep rally
Active PTA or Education Foundation
Reading family game night
Family night classes for parents
Bring in more community members to mentor and speak to our students
Bank of parent volunteers for teachers to utilize in their classroom
Need parent volunteers for athletic events, such as concession stand, book, and clock
Invite parents to pep rallies and STAAR events
Not able to translate to non-English speaking parents

School Context and Organization

School Context and Organization Summary

Organizations are supported
Special populations are well supported

School Context and Organization Strengths

UIL Academics
Faculty/Staff is given opportunity to give their voice- open forum and surveys
MTA classes
PLC and planning time
PRIDE interventions
Enrichment
RTI
Working in the power zone
Teacher created assessments
Committees
Tardy Policy
Data accurately reflects interventions

School Context and Organization Needs

Match class sizes- some classes are too large while others are very small, some have a large % of sped
CHILL and ISS need to be more effective

Technology

Technology Summary

Teachers feel availability/access to on line resources, labs, iPads, and classroom computers is above average.

Technology Strengths

- iPads
- Classroom computers
- New computers in 2 labs
- Promethean boards
- Media carts
- On-line curriculum
- Summer technology training

Technology Needs

- Would like one iPad for every teacher
- Update computers in every lab
- Staff training in content specific apps- IF's can assist with this
- Establish rules and regulations for iPad use, include content filters and student logins
- More availability of iPad use
- Ongoing Promethean training
- More advanced technology training-beyond word, excel, apps, webpage
- Ensure all teachers are updating web pages
- Headphones for interventions
- Updated document cameras

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- 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
- Progress of prior year STAAR failers
- STAAR ELL Progress Measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Ensure annual academic and personal growth for each student

Performance Objective 1: State assessment scores in all STAAR tested areas will increase by a minimum of 3% and meet or exceed the state average. (Index 1) 6th Reading from 80.78% to 83.78 7th Reading from 81% to 84% 7th Writing from 73.02% to 76.02% 8th Reading from 79.45% to 82.445% 6th Math from 89% to 92% 7th Math from 74% to 77% 8th Math from 81% to 84% 8th US History from 70% to 75% 8th Science from 72% to 75%

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>1) Implementation of Three Week Assessments</p>	Principals Assistant Principals Instructional Coach Teachers	Lesson Plans Assessment Data (3 week assessment, Benchmark, STAAR)				
Funding Sources: State/Local						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>2) Incorporating the Brick House Culture where Learning Standards are only graded</p>	Principal Assistant Principals Instructional Facilitators Teachers	Passing rate at each grading cycle Assessment Data (3 week assessment, Benchmark, STAAR)				
Funding Sources: State/Local						
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>3) ELAR department involved in a year long professional development plan targeting a systemic process for teaching Reading and Writing</p>	Principal Instructional Coach Teachers	Lesson Plans Observations Assessment Data (3 week assessment, Benchmark, STAAR)				
Funding Sources: NCLB Title II, State/Local						
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>4) Writing incorporated into all contents</p>	Principal Assistant Principal Instructional Coach Teachers	Lesson Plans Observation Assessment Data (3 week assessment, Benchmark, STAAR)				
Funding Sources: State/Local						
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>5) Weekly department lesson planning to ensure full integration of the tools in the TEKS Resource, including the YAG, IFD, VAD, and the TAG tool.</p>	Principal Assistant Principal Instructional Coach Instructional Facilitators	Lesson Plans Weekly Department Lesson Plans Daily department collaboration Observations Assessment Data (3 week assessment, Benchmark, STAAR)				
Funding Sources: State/Local						

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>6) Brick House ICU Tutorials for students to receive extra practice on standards not mastered.</p>	Principal Teacher	Assessment Data (Three Week, Benchmark, STAAR)				
Funding Sources: State Compensatory Education						
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>7) Super STAAR Saturdays for all students.</p>	Principal Teachers	Assessment Data-STAAR				
Funding Sources: State Compensatory Education						
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 1: Ensure annual academic and personal growth for each student

Performance Objective 2: All FISSD students will meet or exceed the progress measure in all reported STAAR content areas. (Index 2)

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>1) Tier 2 students in small ELAR and Math classes for more direct support and assistance and monitoring with the use of a variety of instructional strategies, reading materials, including the use technology. As well the students will have access equipment to improve focus and concentration.</p>	Principal Assistant Principals Instructional Coach Tier 2 Teacher	Progress Monitoring Data Assessment Data (3 week assessment, Benchmark, STAAR)Progress/Report Card Grades				
Funding Sources: State Compensatory Education						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Pride Academics for students struggling based on prior STAAR assessment data (Gen Ed, Sped, ELL)</p>	Principals Assistant Principals Instructional Coach Pride Academic Teachers	Lesson Plans of Pride Academics Observations Assessment Data (3 week assessment, Benchmark, STAAR)				
Funding Sources: State/Local, State Compensatory Education						
<p>Critical Success Factors CSF 1</p> <p>3) Implementation of strategies from the Green Light Activity book</p>	Principal Assistant Principal Instructional Coach Teachers	Lesson Plans Observations Assessment Data (Three Week, Benchmark, STAAR)				
Funding Sources: State/Local						
<p>Critical Success Factors CSF 1</p> <p>4) Implementation of school wide use of Cornell Notes</p>	Principal Assistant Principal AVID Coordinator Teachers	Lesson Plans Observations Assessment Data (Three Week, Benchmark, STAAR)				
Funding Sources: State/Local						
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>5) Teacher reflective conversations on Classroom Walkthroughs to discuss strengths and concerns make adjustments in instructional strategies or classroom management.</p>	Principal Assistant Principal Instructional Facilitators Instructional Coach	Lesson Plans Observations Assessment Data (Three Week, Benchmark, STAAR)				
Funding Sources: State/Local						
<p>Critical Success Factors CSF 1</p> <p>6) AVID Course for students to develop organizational skills to be successful in their classes.</p>	Principal AVID Teacher	Assessment Data (Three Week, Benchmark, STAAR)				
Funding Sources: State/Local						

State System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 7 7) Provide Instruction through an inclusive model by providing facilitative support and/or co-teach	Principal Teachers	Assessment Data (Three Week, Benchmark, STAAR)				
	Funding Sources: Special Education Block grant					
Critical Success Factors CSF 1 CSF 4 CSF 7 8) 8) Training for General Education on supporting Sped Ed students in Inclusion Classes.	Principal Assistant Principals	Assessment Data (Three Week, Benchmark, STAAR)				
	Funding Sources: State/Local					
Critical Success Factors CSF 1 CSF 4 9) Monthly Support Facilitation/Para Training on how to support students.	Principal Assistant Principal	Assessment Data (Three Week, Benchmark, STAAR)				
	Funding Sources: State/Local					
Critical Success Factors CSF 1 CSF 4 10) Providing resources for ELL learners such as IPADS, Electronic Dictionaries; Bilingual Dictionary; Class Materials; Rosetta Stone	Principal Assistant Principal Counselor	Assessment Data (Three Week, Benchmark, STAAR)				
	= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

Goal 1: Ensure annual academic and personal growth for each student










Performance Objective 3: State assessment scores for the targeted student groups in all STAAR tested areas will increase by a minimum of 3% in Advanced Performance levels. (Index 3)

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Provide professional development through College Board or GT training.</p>	Principal Assistant Principal	Lesson Plans Observations Assessment Data (Three Week, Benchmark, STAAR)				
<p>Critical Success Factors CSF 1</p> <p>2) Future Problem Solving class during Pride for identified Gifted and Talented Students.</p>	Principal FPS Teachers	Assessment Data (Three Week, Benchmark, STAAR)				
Funding Sources: State/Local						
<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) UIL Academic participation opened to all students.</p>	Principal UIL Academic Coordinator	Number of students participating				
Funding Sources: State/Local						
<p>4) Incorporating technology in the classroom to increase the level of rigor (Flipped classroom; Socratic; Nearpod, etc.)</p>	Principal Assistant Principals Teachers	Lesson Plans Observations Assessment Data (Three week, Benchmark, STAAR)				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue</p>						

Goal 2: Provide a safe and secure environment for students and employees

Performance Objective 1: Decrease the number of incidents resulting in out of classroom disciplinary placements for students by 3%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) All Special Education students will have access to the Redirect Classroom</p>	Principal Assistant Principal Teachers	Decrease in the number of referrals for Sped Students				
Funding Sources: State/Local						
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Implementation of Restorative Discipline techniques (student-teacher conferences; parent/teacher conferences; using alternative methods other than ISS or OSS.)</p>	Principal Assistant Principal	Decrease in the number of discipline referrals for all students				
Funding Sources: State/Local						
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Refer students with behavior concerns to small group counseling.</p>	Principal Assistant Principal Counselors	Decrease in the number of discipline/counselor referrals				
Funding Sources: State/Local						
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>4) Daily Character Lessons implemented in In School Suspension for student to reflect and improve behavior choices.</p>	Principal Assistant Principal In School Suspension Teacher	Character Lessons Observations Decrease in the number of discipline referrals				
Funding Sources: State/Local						
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>5) Peer Assistance Leadership Skills (PALS) course for students to develop skills in dealing with conflicts</p>	Principal Assistant Principal Counselors PALS Teacher	Decrease in the number of discipline referrals				
Funding Sources: State/Local						
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>6) Character lessons during Pride class</p>	Principal Assistant Principal Teachers	Decrease in the number of discipline referrals				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>7) Pro-kindness-Rachel's challenge-activities</p>	Principal Counselors	Decrease in the number of discipline referrals				
Funding Sources: State/Local						
<p>Critical Success Factors CSF 1 CSF 6</p> <p>8) Continue the Chil Program that involves character lessons and community service.</p>	Principal Assistant Principal Chil Teachers	Decrease in the number of DAEP placements.				
Funding Sources: State Compensatory Education						

<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>9) Revision of the Behavioral Step Form that includes more parental contact and involvement</p>	<p>Principal Assistant Principals Teachers</p>	<p>Decrease in the number of referrals</p>				
		<p>Funding Sources: State/Local</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Provide a safe and secure environment for students and employees

Performance Objective 2: Increase staff awareness regarding matters of safety and security on all campuses.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Rachel's Challenge Events: Random Act of Kindness Board; Links in Pride Class twice a month; links at monthly staff meetings; FOR club</p>	Principal Counselors	Decrease in the number of incidents				
Funding Sources: State/Local						
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Provide training and support utilizing Safe Schools online system for: Child Abuse; Bullying, Violence Prevention, Conflict Resolution, Dating Violence, Sexual Harassment, Blood Born Pathogens, Suicide Prevention/Intervention</p>	Principal Central Office	Decrease in the number of incidents				
Funding Sources: State/Local						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Red Ribbon Activities October 26th-30th- Guest Speaker, Daily Activities</p>	Principal Student Council Sponsor Counselors	Decrease in the number of incidents.				
Funding Sources: State/Local						
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						


















Goal 3: Prepare students for post-secondary options

Performance Objective 1: FISD students will demonstrate increased preparedness for post-secondary options (Index 4) by: Increasing the percentage of students scoring at the Final Performance level by 3%. Increasing the percentage of students enrolled in a coherent sequence of CTE courses as part of a 4 year plan of study.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Feb	Apr	June
Critical Success Factors CSF 1 1) College Board training for Advance teachers.	Principal	3 week assessments STAAR				
Funding Sources: State/Local						
Critical Success Factors CSF 3 2) Counselor Classroom Guidance of HB 18 through the use of Navigate and Child's First and 8th grade Classroom Guidance on HB 5.	Principal MS Counselors Director of CTE	Student Completion of 4 year Plans				
Funding Sources: State/Local						
Critical Success Factors CSF 5 3) 8th Grade Parent Ice Cream Social Night on HB 5.	Principal MS Counselors HS Counselors Director of CTE	Parent Attendance Completed 4 year Plans				
Funding Sources: State/Local						
Critical Success Factors CSF 5 4) 8th grade Parent Conferences to review 4 year plan.	Principals MS Counselor Director of CTE	Number of Parents Attending Completed 4 year Plans				
Funding Sources: State/Local						
Critical Success Factors CSF 1 CSF 5 5) Genius 30 activity in Pride classes for students to showcase their passion	Principal Assistant Principals Teacher	Number of students showcasing their final passion product				
Funding Sources: State/Local						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: Attract, develop and retain highly qualified employees

Performance Objective 1: Increase the retention rate of highly qualified staff by 3%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) New Teachers assigned Mentors and attend monthly teacher meetings</p>	Principal Assistant Principal Mentor Teachers	Retention of Highly Qualified Staff				
Funding Sources: State/Local						
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>2) Instructional Coach and Instructional Facilitator provide support through observation, modeling, and feedback</p>	Principal Assistant Principal Instructional Coach Instructional Facilitator	Retention of Highly Qualified Staff				
Funding Sources: State/Local						
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>3) New Teachers participating in Instructional Rounds/Reflection</p>	Principal Assistant Principal	Retention of Highly Qualified Staff				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: Attract, develop and retain highly qualified employees

Performance Objective 2: Ensure opportunities are available for ongoing professional development.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>1) PLC meeting twice a month on instructional strategies or resources.</p>	Principal Instructional Coach	Student and Staff Growth				
Funding Sources: State/Local						
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>2) Assistant Principals PREP Academy or Region XX Assistant Principal Academy to develop effective leadership skills and building their knowledge in areas that will increase success</p>	Principal Assistant Principals	Successful completion of Training				
Funding Sources: NCLB Title I						
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>3) Teacher Leadership Academy to build and develop leadership-based competencies for teacher leaders to impact student achievement and promote collegial professional growth.</p>	Principal	Successful completion of Training				
Funding Sources: NCLB Title I						
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>4) Seek staff input related to instructional needs and provide ongoing support using research based staff development and resources for professional growth-ie. ELL, RTI,</p>	Principal	Successful Student Growth				
Funding Sources: State/Local						
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	3	ELAR department involved in a year long professional development plan targeting a systemic process for teaching Reading and Writing
1	1	4	Writing incorporated into all contents
1	2	7	Provide Instruction through an inclusive model by providing facilitative support and/or co-teach

Campus Funding Summary

State/Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	2	6			\$0.00
1	2	8			\$0.00
1	2	9			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	7			\$0.00
2	1	9			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00

3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	2	1			\$0.00
4	2	4			\$0.00
Sub-Total					\$0.00
Special Education Block grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	7			\$0.00
Sub-Total					\$0.00
NCLB Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	2			\$0.00
4	2	3			\$0.00
Sub-Total					\$0.00
State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	1	7			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
2	1	8			\$0.00
Sub-Total					\$0.00
NCLB Title II					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00