

**Abernathy Middle School
Campus Improvement Plan
2016-2017
Kelly Priest, Principal**

Our Mission

Abernathy Middle School is committed to educating all students academically, socially, and emotionally in a safe, positive, and productive environment.

Our Vision

We must work as a team setting high standards for our students as well as ourselves to give students the tools to become successful in an ever-changing world.



**Campus Improvement Plan
2016-2017**

Campus Summary

Demographics

Abernathy Middle School has an enrollment of approximately 186 students.

African American	3%
Hispanic	51%
White	46%
Economically Disadvantaged	70%
Limited English Proficient	2%
At-Risk	33%
Mobility Rate	16.7%
Attendance Rate	97%

Staff

Staff Quality, Recruitment, and Retention

All teachers and paraprofessionals at Abernathy Middle School are highly qualified according to NCLB standards.

Teachers	14
Paraprofessionals	3
Campus Administration	2
Administrative Assistant	1

State and Federal Accountability

Abernathy Middle School is rated as “Met Standard” by the Texas Education Agency for the academic year 2015-2016. Abernathy Middle School achieved distinctions in academic achievement in reading, math, science, top 25% closing performance gaps, and postsecondary readiness.

**Abernathy Middle School
Campus Improvement Plan
2016-2017**

Campus	Abernathy Middle School
Principal	Kelly Priest
Long-Term Goal	All students groups taking the STAAR reading, writing, math, science, and social studies will meet or exceed the Final Recommended standard.

<u>Campus Objective # 1</u>	By May 2017, 40% of students taking the STAAR math test will achieve the Final Recommended standard and 30% will achieve Level III Advanced.
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<u>Strategy # 1</u>	All core instructional personnel will implement the curriculum through the TEKS Resource platform. All core instructional personnel will ensure that instruction will be delivered in a guaranteed and viable manner and that the depth, complexity, and rigor will occur in such a way as to match that of the STAAR test.
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Resources	Local Funds
Staff Responsible	Math department teachers, principal
Formative Evaluation	Unit tests, classroom walk-throughs
Summative Evaluation	STAAR results and accountability report.
Timeline	Monitored every six weeks

<u>Strategy # 2</u>	Continued usage of Carnegie Math software, an interactive computer program that serves as a screening, differentiation, and remediation resource for students identified by classroom teachers.
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Resources	Local funds, SCE funds
Staff Responsible	Math department teachers, principal
Formative Evaluation	Feedback from program, unit tests
Summative Evaluation	Benchmark tests from the program, STAAR results
Timeline	Monitored every six weeks

**Abernathy Middle School
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Strategy # 3

Vertical and horizontal planning using the Instructional Focus Documents to plan instruction for each six weeks. Each teacher in each content area will collaboratively plan their instruction with attention to the Vertical Alignment Document and other instructional tools.

Resources

Local funds

Staff Responsible

Teachers, principal

Formative Evaluation

Completed IFD material will be submitted to the principal

Summative Evaluation

Classroom walk-throughs and STAAR results

Timeline

Monitored every six weeks

Strategy # 4

Master schedule to include Math/Reading Lab class for all 7th and 8th grade students.

Resources

Local funds

Staff Responsible

Principal, teachers

Formative Evaluation

6 weeks grades, unit assessments, teacher feedback

Summative Evaluation

STAAR results

Timeline

2016-2017 School Year

Campus Objective # 2

By May 2017, 40% of students taking the STAAR reading test will achieve the Final Recommended standard and 30% will achieve Level III Advanced.

Strategy # 1

All core instructional personnel will implement the curriculum through the TEKS Resource platform. All core instructional personnel will ensure that instruction will be delivered in a guaranteed and viable manner and that the depth, complexity, and rigor will occur in such a way as to match that of the STAAR test.

Resources

Local Funds

Staff Responsible

Reading department teachers, principal

Formative Evaluation

Unit tests, classroom walk-throughs

Summative Evaluation

STAAR results and accountability report.

**Abernathy Middle School
Campus Improvement Plan
2016-2017**

Campus Objective # 3

By May 2017, 40% of students taking the STAAR writing, social studies, and science tests will achieve the Final Recommended standard and 30% will achieve Level III Advanced.

Strategy # 1

All core instructional personnel will implement the curriculum through the TEKS Resource platform. All core instructional personnel will ensure that instruction will be delivered in a guaranteed and viable manner and that the depth, complexity, and rigor will occur in such a way as to match that of the STAAR test.

Resources

Local Funds

Staff Responsible

Teachers, principal

Formative Evaluation

Unit tests, classroom walk-throughs

Summative Evaluation

STAAR results and accountability report.

Timeline

Monitored every six weeks

Strategy # 2

Vertical and horizontal planning using the Instructional Focus Documents to plan instruction for each six weeks. Each teacher in each content area will collaboratively plan their instruction with attention to the Vertical Alignment Document and other instructional tools.

Resources

Local funds

Staff Responsible

Teachers, principal

Formative Evaluation

Completed IFD material will be submitted to the principal

Summative Evaluation

Classroom walk-throughs and STAAR results

Timeline

Monitored every six weeks

Strategy # 3

Students will utilize Study Island and other remedial software programs during their computer time for individualized instruction in identified areas of weakness.

Resources

Federal funds

Staff Responsible

Teachers, principal

Formative Evaluation

Six weeks tests and other assessments

Summative Evaluation	STAAR results
<u>Campus Objective # 4</u>	All students will receive instruction addressing social-emotional health that affect their decision making.
<u>Strategy #1</u>	Use Scholastic Choice Magazine to lead discussions in small-group and whole-group activities.
Resources	Federal Funds
Staff Responsible	Counselor
Timeline	Monitored every six weeks.

The following narrative contains the Intent and Purpose of each ESEA/NCLB Federal fund that is on this campus. The district and campus ensure that the intent and purpose of each program is met through sufficient resources and activities addressed in the District Improvement Plan and Campus Improvement Plan.

Title I, Part A-Improving Basic Programs Operated by LEAs
Intent and Purpose

Title I, Part A, provides *supplemental* resources to local education agencies (LEAs) to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the state student performance standards. Title I, Part A, supports campuses in implementing either a schoolwide program or a targeted assistance program

Abernathy Middle School is a schoolwide campus in Abernathy ISD.

It is recommended that all Title I, Part A, campuses have a school support team consisting of two to three members as appropriate to monitor program compliance and effectiveness. The campus site-based decision-making committee provides the school support team function.

The school support team verifies the effectiveness of the General Program Requirements and Schoolwide Requirements stated below.

Intended Program Beneficiaries

The intended program beneficiaries are students who experience difficulties mastering the state academic achievement standards.

General Program Requirements

All Campuses

All Title I, Part A, campuses must do the following:

- implement Parents Right-to-Know in accordance with P.L. 107–110, Section 1111(h)(6)
- develop school-parent compacts jointly with parents
- provide information to parents in the language parents understand
- develop an LEA and campus Parent Involvement Policies
- implement Section 1304.21 of the Head Start Standards if implementing pre-school programs
- integrate and coordinate Title I, Part A, professional development and services with other educational services and programs
- provide *additional* assistance to students identified as needing help in meeting the state’s challenging student academic achievement standards
- ensure that all new teachers hired on the campus to teach core academic subjects are highly qualified when hired
- include in the Campus Improvement Plan (CIP) strategies and activities to ensure that all core academic subject area teachers teaching within the school are highly qualified not later than the end of 2007–2008 school year

Schoolwide Campuses

The CIP of a *Schoolwide Campus* must do the following:

- incorporate the requirements of a Schoolwide Plan as cited in P.L. 107–110, Section 1114(b)
- clearly incorporate the Ten Components of a Schoolwide Program
- describe how the school will use Title I, Part A, resources and other sources to implement the ten components
- include a list of state and federal programs whose funds will be combined to implement a schoolwide program
- describe how the intent and purposes of the Federal programs whose funds are combined on a schoolwide campus are met
- include sufficient activities to *address the needs of the intended beneficiaries* of the Federal programs whose funds are combined on a schoolwide campus for upgrading the entire education program.

Title II, Part A—Teacher and Principal Training and Recruiting Fund (TPTR)

Abernathy ISD REAPs their Title IIA funds to meet the intents and purposes of Title I, Part A. Therefore, they do not have to meet the intent and purposes of Title II, Part A.

Intent and Purpose

The intent and purpose of this program is to provide financial assistance to LEAs to do the following:

- increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals and assistant principals in schools
- hold LEAs and schools accountable for improving student academic achievement

Intended Program Beneficiaries: Intended beneficiaries are teachers and principals, including assistant principals, and as appropriate, administrators, pupil services personnel, and paraprofessionals.

General Program Requirements

TPTR program activities are required to do the following:

- They must be based on a local assessment of needs for professional development and hiring.
- These activities must meet the following:
 - be aligned with state academic content and student academic performance standards and state assessments
 - be aligned with curricula and programs tied to state academic content and student academic performance standards
 - be based on a review of scientifically-based research
 - have a substantial, measurable, and positive impact on student academic achievement
 - be part of a broader strategy to eliminate the achievement gap between low-income and minority students and other students
- Professional development activities must be coordinated with other professional development activities provided through other Federal, State, and local programs, including Title II, Part D (technology), funds.

Allowable Use of Funds [Section 2123(a)]

You must use TPTR funds to implement one or more of the following allowable activities:

- recruiting, hiring, and retention of highly qualified personnel
- providing professional development
- improving the quality of the teacher and paraprofessional work force under Section 1119

- reducing class size (only when the class-size reduction teacher is a highly qualified teacher)

Consistent with local planning requirements and your organization's needs assessment, the Title II, Part A, program offers you the flexibility to design and implement a wide variety of activities that promote a teaching staff that is highly qualified and able to help all students—regardless of individual learning needs—achieve challenging State content and academic achievement standards. Funds also can be used to provide school principals with the knowledge and skills necessary to lead their schools' efforts to increase student academic achievement.

Maintain documentation for each of the following questions to determine whether an expenditure would be allowable:

- Is the program, activity, or strategy reasonable and necessary to carry out the intent and purpose of the program?
- Does the program, activity, or strategy address a need previously identified in the campus comprehensive needs assessment?
- How will the program, activity, or strategy be evaluated to measure a positive impact on student achievement?
- Is the program, activity, or strategy supplemental to other non-federal programs?

The Title II, Part A, statute specifically authorizes the following types of activities:

- developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances).
- developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals

These strategies may include the following:

- providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages
- reducing class size
- recruiting teachers to teach special needs children
- recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession and providing those paraprofessionals with alternative routes to obtaining teacher certification

- providing professional development activities that improve the knowledge of teachers and principals and in appropriate cases paraprofessionals in the following:
- content knowledge—providing training in one or more of the core academic subjects that the teachers teach
- classroom practices—providing training to improve teaching practices and student academic achievement through (1) effective instructional strategies, methods, and skills, and (2) the use of challenging state academic content standards and student academic achievement standards in preparing students for the state assessments
- providing professional development activities that improve the knowledge of teachers and principals, and in appropriate cases, paraprofessionals regarding effective instructional practices that do the following:
 - involve collaborative groups of teachers and administrators
 - address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with LEP
 - provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs
 - provide training to enable teachers and principals to involve parents in their children’s education, especially parents of LEP and immigrant children
 - provide training on how to use data and assessments to improve classroom practice and student learning.
- developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring from exemplary teachers and administrators, induction and support for new teachers and principals during their first three years, and financial incentives to retain teachers and principals with a record of helping students to achieve academic success
- carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subjects in which teachers teach, and merit pay programs
- carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders

- hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers in order to reduce class size, particularly in the early grades
- carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation

Title I Part C – Migrant Education Program

The purpose of the migrant program is to ensure that migratory children have the opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet by designing programs that help migrant students overcome education disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of the children to do well in school and to prepare them to make a successful transition to postsecondary education or employment.

The term migratory child means a child who is or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse or guardian in or to obtain, temporary or seasonal employment in agriculture or fishing work has moved from one school district to another.

State Compensatory Education Program (SCE)

Intent and Purpose

State compensatory education (SCE) is a supplemental program designed to eliminate any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion between students at risk of dropping out of school, as defined by TEC §29.081, and all other students. The purpose is to design and implement appropriate compensatory, intensive, or accelerated instruction that enable the students to be performing at grade level at the conclusion of the next regular school term. In determining the appropriate intensive accelerated instruction or SCE program, districts must use student performance data resulting from the basic skills assessment instrument and achievement tests administered under Subchapter B, Chapter 39. Based on this needs

assessment, district and campus staff shall design the appropriate strategies and include them in the campus and/or district improvement plan. Abernathy Middle School has 1.6033 FTEs with a budgeted amount of \$46,548.

Programs and/or services designed to supplement the regular education program for identified at-risk students:

- The goal for SCE is to increase achievement and reduce the disparity in (a) performance on the state assessment and (b) rates of high school completion between students at-risk of dropping out of school and all other district students.
- Expenses must directly impact students and cannot be used for parental involvement activities.

Intended Program Beneficiaries

Students identified by the 13 criteria as at-risk of failing the state assessment or dropping out.

General Program Requirements

Any program activity, program personnel, or program materials required by federal law, state law, or State Board of Education rule may not be funded with SCE funds. SCE funds must be used to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school.

SCE may upgrade a Title I Schoolwide Program if:

- SCE funds and Full Time Equivalents (FTE) are a part of the campus budget and
- LEA maintains documentation that all funded programs and strategies are supported by scientifically-based research and
- SW campus must be identified in the most current SAS (Schedule SC5000 of the Consolidated Application for Federal Funding at a true 40% low income or higher – not feeder pattern, SW Previous Year, or Ed-Flex waiver.

Abernathy Schools meets all of the 3 of the above requirements and will use SCE funds to upgrade the educational program of the schoolwide campus. The campus will include the required activities to meet the intents and purposes of the State Compensatory Education program.