

Sharyland Independent School District

Sharyland North Junior High School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard



Board Approval Date: October 25, 2016
Public Presentation Date: October 25, 2016

Mission Statement

Sharyland North Junior High's mission is to inspire, educate and empower all students to reach thier full potential and become leaders of the highest moral character.

Vision

Excellence is our Tradition.

Nondiscrimination Notice

Sharyland North Junior High does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Achievement	7
Comprehensive Needs Assessment Data Documentation	8
Goals	10
Goal 1: Parents will be full partners in the education of their children.	10
Goal 2: Students will be encouraged and challenged to meet their full educational potential.	14
Goal 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.	23
Goal 4: A well-balanced and appropriate curriculum will be provided to all students.	29
Goal 5: Qualified and highly effective personnel will be recruited, developed, and retained, via highly qualified recruitment plan.	34
Goal 6: Sharyland students will demonstrate exemplary performance in comparison to local, state, and national standards.	37
Goal 7: Sharyland ISD will provide a safe and secure learning environment for staff and all students.	40
Goal 8: Sharyland ISD will create a plan to maximize revenues and prioritize expenditures.	47
Goal 9: Technology will be implemented and used to increase effectiveness of student learning, instructional management, staff development, and administration.	48
Title I	52
Schoolwide Program Plan	52
Ten Schoolwide Components	52
2016-2017 Site-Based Decision Making Committee	56
Campus Funding Summary	57

Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Student Enrollment: 907

ENROLLMENT BY ETHNICITY	# ENROLL	% ENROLL
AMER. INDIAN/ALASKAN	1	0.11
ASIAN	4	0.55
BLACK/AFRICAN AMER.	4	0.44
HISPANIC/LATINO	851	93.83
WHITE	44	4.85
HAWAIIAN/PAC ISLAND	0	0
TWO OR MORE	2	0.22
--TOTAL--	907	100

ENROLLMENT BY POPULATION	# ENROLL	% ENROLL
LEP	163	17.97
IMMIGRANT	27	2.98
ECONOMIC DISADVANTAGE	573	63.18
MILITARY CONNECTED	1	0.11
FOSTER CARE	0	0.00
HOMELESS	1	0.11
UNACCOMPANIED YOUTH	0	0.00
DYSLEXIA	16	1.76
BILINGUAL	0	0
MIGRANTS	19	2.09

ESL	162	17.86
ELIGIBLE FOR FREE OR REDUCED-PRICE MEAL	573	63.18
GIFTED AND TALENTED	101	11.14
CAREER AND TECHNICAL	41	4.52
AT RISK	413	45.53
SPECIAL EDUCATION	63	6.95

Demographics Needs

The following data were reviewed in relation to campus areas of need:

2014-2015 Disaggregation of PEIMS Student Data

2014-2015 STAAR Data on AWARE

Summary of Findings:

Upon review of this data, the following findings include our priority areas of need:

- Social Studies - 31% of 8th grade ELL and 10% of Special Education Students met standard on STAAR
- Science - 61% of 8th grade ELL and 43% of Special Education Students met standard on STAAR
- Math - 88% of 7th grade ELL and 57% of Special Education Students met standard on STAAR
- Math - 81% of 8th grade ELL and 48% of Special Education Students met standard on STAAR

Student Achievement

Student Achievement Summary

STAAR – READING				
	Level II: Satisfactory		Level III: Advanced	
Grade	2016 %	2017 Target %	2016 %	2017 Target %
7	81	86	31	34
8	89	94	25	28
STAAR – MATH				
	Level II: Satisfactory		Level III: Advanced	
Grade	2016 %	2017 Target %	2016 %	2017 Target %
7	85	90	35	38
8	96	98	28	31
STAAR – WRITING				
	Level II: Satisfactory		Level III: Advanced	
Grade	2016 %	2017 Target %	2016 %	2017 Target %
7	89	94	32	35
STAAR – SCIENCE				
	Level II: Satisfactory		Level III: Advanced	
Grade	2016 %	2017 Target %	2016 %	2017 Target %
8	89	94	36	39
STAAR – SOCIAL STUDIES				
	Level II: Satisfactory		Level III: Advanced	
Grade	2016 %	2017 Target %	2016 %	2017 Target %
8	77	82	24	27
STAAR – ALGEBRA I EOC 1st Time Testers (Spring)				
	Level II: Satisfactory		Level III: Advanced	
Grade	2016 %	2017 Target %	2016 %	2017 Target %
8	100	100	96	98

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District 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
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

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
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Goals






Goal 1: Parents will be full partners in the education of their children.

Performance Objective 1: Create an effective collaborative school decision process that involve 95% of staff, parents, and administrators to improve the quality of teaching and learning.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Increase parental awareness in special education, ESL education, at-risk, gifted/talented education, Pre-AP/AP, PSAT, Duke University, WAC and CSR.	6, 10	Counselors, Administrators, I & A Strategist	Sign-in sheets, Meeting minutes			
Funding Sources: 199 - General Funds - \$0.00, 211 - Title I, Part A - \$0.00						
2) Continue on-line registration for all 7th and 8th grade students.	6, 10	Administrators	Utilization Log			
Funding Sources: 199 - General Funds						
3) Maintain teacher created web pages as a communication tool.	6	Administrators, Librarian, Technology Reps., Classroom Teachers	Campus Web Page			
Funding Sources: 199 - General Funds						
4) Continue to provide communication in English and Spanish, and other languages as needed.	6, 10	Administrators	Documented Communication			
Funding Sources: 199 - General Funds						
5) Provide parental orientation sessions such at Open House, and Curriculum Night.	6, 10	Administrators	Sign-in sheet, Parent contact log			
Funding Sources: 199 - General Funds						
6) Participate in "New to the District" orientation for students and parents.	6, 10	Federal Programs Director, Administrators	Sign-in sheet			
Funding Sources: 211 - Title I, Part A						
7) Increase Family Access awareness to monitor student progress, i.e., list campus contact on Family Access home page.	6	Administrators	Number of Parent log-ins			
Funding Sources: 199 - General Funds						
8) Continue to develop e-mail databases on campus.	6, 10	Administrators	Database			
Funding Sources: 199 - General Funds						

9) Continue use of Skylert and Remind 101 as a communication tool with parents.	6	Administrators	Utilization log, Usage Reports			
	Funding Sources: 199 - General Funds					
10) Provide access through Sharyland ISD App.	6, 10	Technology Director, Administrators	Number of downloads			
	Funding Sources: 199 - General Funds					
11) Participate in parenting partners workshop at campuses.	6, 10	Federal Programs Director, Administrators, Campus Parenting Team	Participant Documentation, Sign-sheet			
	Funding Sources: 199 - General Funds					
12) Participate in district wide Title 1 informational meeting in English and in Spanish.	6, 10	Federal Programs Director, Administrators, Counselor	Attendance Roster, Feedback form			
	Funding Sources: 211 - Title I, Part A					
13) Participate in PAC District meeting for migrant parents.	6, 10	Federal Programs Director, Administrators	Sign-in sheet			
	Funding Sources: 199 - General Funds					
14) Partner with SPTSO organization to promote school initiatives.	6, 10	Administrators, SPTSO	Sign-in sheet			
	Funding Sources: 199 - General Funds					
<div><div> = Accomplished</div><div> = Considerable</div><div> = Some Progress</div><div> = No Progress</div><div> = Discontinue</div></div>						






Goal 1: Parents will be full partners in the education of their children.

Performance Objective 2: Involve 95% of parents and community members in the educational process.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Offer parent education classes.	6, 10	Administrators, Federal Counselor	Attendance rosters, Agendas			
Funding Sources: 211 - Title I, Part A						
2) Provide parent training on Special Education, LEP, Migrant, and STAAR, STAAR A, STAAR Alt, and STAAR L.	6, 10	Administrators, Federal Programs Director, Special Education	Training sessions, Evaluations			
Funding Sources: 199 - General Funds, 211 - Title I, Part A						
3) Increase media coverage for campus events.	6	Librarian, Administrators	Parent Survey, Community Feedback			
Funding Sources: 199 - General Funds						
4) Participate in 5K Community Event.	6	Education Foundation	Event Participation, On-line Registration			
Funding Sources: 199 - General Funds						
5) Involve parents in school activities like Red Ribbon Week, Career Day, Pep Rallies, Curriculum Nights, Open House.	6, 10	Counselors, Administrators, Librarian	Sign-in sheets, Agendas, Parent Survey			
Funding Sources: 199 - General Funds, 211 - Title I, Part A						
6) Increase participation in monthly parent meetings and SPTSO.	6	SPTSO Officers	Sign-in sheets, Membership counts			
Funding Sources: 199 - General Funds						
7) Participate in autism and dyslexia campus parent support group.	6	Administrators	Agenda, Sign-in sheets			
Funding Sources: 199 - General Funds						
8) Participate in parent "Hot Topic" sessions through SHAC Committee campus members.	6	SHAC Chair, Administrators	Parent Survey, Sessions			
Funding Sources: 199 - General Funds						
9) Continue to involve the School Health Advisory committee in campus recommendations.	6	SHAC Chair, Administrators	Sign-in sheets, Meeting agendas and minutes			
Funding Sources: 199 - General Funds						






10) Include a parent representative in the Education Foundation as Board of Directors.	6	Administrators	Parent Participation			
	Funding Sources: 199 - General Funds					
11) Include a parent representative of a special population student in the Education Foundation as Board of Directors	6	Administrators	Parent Participation			
	Funding Sources: 199 - General Funds					
12) Implement UIL best practices to focus on increasing parental involvement.	6	UIL Coordinator	Sign-in sheets, Agenda, Parent Participation			
13) Participate in Technology Showcase for Campus Staff and community.	6	Technology Director, Administrators	Teacher Feedback, Campus Check Out Logs, Sign-in sheets			
14) Include a Parent representative for Title 1 school wide campus committee.		Administrators	Parent Participation			
15) Increase parent engagement/ communication through activities and home-school connections utilizing community liaison.		Community Liaison, principal, teachers, District Parental Engagement Coordinator	parent participation log, notices, presentations,			
	Funding Sources: 211 - Title I, Part A - \$32000.00					
<div><div> = Accomplished</div><div> = Considerable</div><div> = Some Progress</div><div> = No Progress</div><div> = Discontinue</div></div>						

Goal 2: Students will be encouraged and challenged to meet their full educational potential.

Performance Objective 1: Maintain student attendance rate at 98% or higher.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Recognize students for perfect attendance weekly, by grade level.		PEIMS Clerk, Admin., Counselors, Teachers	Attendance records			
Funding Sources: 199 - General Funds						
2) Send attendance and tardy letters to parents of students with excessive absences/tardies.	6	Administrators, PEIMS Clerk	Attendance records, Tardy Reports			
Funding Sources: 199 - General Funds						
3) Review Compulsory Attendance Law with parents routinely.	6	Administrators, PEIMS Clerk	Six Weeks Attendance Rate			
Funding Sources: 199 - General Funds						
4) Utilize teacher phone calls, home visits, truant officer and court system to improve student attendance.	6	Administrators, Teachers, Truant Officer	Attendance records			
Funding Sources: 199 - General Funds						
5) Implement eCampusUSA system to monitor tardies.	6	Administrators	Data Reports			
Funding Sources: 199 - General Funds						
6) Promote importance of staff attendance and recognize staff with perfect attendance. Staff attendance goal is 98%.	6	Administrators	SEMS			
Funding Sources: 199 - General Funds						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






Goal 2: Students will be encouraged and challenged to meet their full educational potential.

Performance Objective 2: Encourage and challenge 100% of students by recognizing individual talents and needs.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Continue to participate in UIL meets, Chess and other extra-curricular activities.		Sponsors, Chess Coach, UIL Coordinator, Teachers, Administrators	UIL Meets, Chess Meets			
Funding Sources: 199 - General Funds						
2) Continue to incorporate Autism team to evaluate, identify and support students.		Diagnostician, Administrators, 504 Committee, ARD Committee	Meeting agenda, reports, student success			
Funding Sources: 199 - General Funds						
3) Continue to promote rigorous secondary curriculum course offerings.		Counselors, Administrators	Class rosters, Forethought			
Funding Sources: 199 - General Funds						
4) Continue to offer Pre-AP Math, ELA, Science, Social Studies, HS credit Algebra 1, IPC, Geometry, Speech, Health, Spanish, GTT and AP Spanish to student.		Counselor(s), Administrators	Student schedules			
Funding Sources: 199 - General Funds						
5) Present Texas Performance Standard Projects by 7th and 8th grade GT students.		Assistant Principal, Counselor, Teachers	7th and 8th grade project, Rubric			
Funding Sources: 199 - General Funds						
6) Offer summer remediation and enrichment programs.	9, 10	Counselor(s), Administrators	Retention rates, summer enrollment, program evaluation			
Funding Sources: 211 - Title I, Part A - \$10000.00, 199 - General Funds - \$10000.00						
7) Continue campus wide RTI procedures.		Administrators, Counselor(s), TOT's	RTI Packets			
Funding Sources: 224 - IDEA, Part B - Formula						
8) Provide staff development in writing for all 7th and 8th ELA teachers.		Administrators, Curriculum Coordinator	Writing STAAR scores			
Funding Sources: 199 - General Funds						






9) Continue language support courses for ELL students.		Administrators, Bilingual Coordinator	Student Proficiency gains			
	Funding Sources: 211 - Title I, Part A					
10) Continue pre-engineering course at Jr. High.		Administrators	Class attendance, Completion of program			
	Funding Sources: 199 - General Funds					
11) Identify areas of instructional concern and provide content and grade level specific professional development.		Administrators	Workshop evaluations			
	Funding Sources: 199 - General Funds					
12) Increase all students academic performance on STAAR.		Administrators, Teachers	Benchmarks, Assessment data, STAAR			
	Funding Sources: 199 - General Funds					
13) Provide Writing Across the Curriculum (WAC) training in all subject areas.		Administrators, ELA Strategist	Writing Scores, Staff Development			
	Funding Sources: 199 - General Funds					
14) Offer Saturday Tutorials for special pops: ELL and Special Ed students.		ESL Strategist, Administrators	Benchmarks, Assessments data, Student performance			
	Funding Sources: 199 - General Funds					
15) Continue to provider Social Studies teachers with targeted training to improve STAAR objectives for Special Population students with less than 80% mastery (Special Ed and current monitored ELL, Migrant)		Administrators, Curriculum Coordinator	S.S. STAAR scores			
	Funding Sources: 199 - General Funds - \$5000.00, 211 - Title I, Part A - \$8000.00					
<div> = Accomplished</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div>						

Goal 2: Students will be encouraged and challenged to meet their full educational potential.

Performance Objective 3: Encourage and challenge 100% of students by maintaining the least restrictive environment.

Evaluation Data Source(s) 3:

Summative Evaluation 3:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Review and refine formal training on IEP'S inclusion program.		Administrators, Diagnostician	ARD Meetings			
Funding Sources: 199 - General Funds						
2) Continue to serve students with disabilities in the least restrictive environment: analyzing campus placement ratios.		Special Ed. Director, Administrators	Analysis of documentation, Discipline Reports, Class Schedules			
Funding Sources: 199 - General Funds						
3) Participate in staff development on ARD Committee Decision Making Process for the Texas Assessment.	4	Special Ed. Director, Administrators	Sign-ins, Campus Presentation			
Funding Sources: 199 - General Funds, 224 - IDEA, Part B - Formula						
4) Identify students with IEP's by grade level to evaluate low performance level indicators and develop strategies that increase student performance.		Special Ed. Director, Administrators	PBMAS Reports, Master Schedule			
Funding Sources: 199 - General Funds						
5) Implement Forethought curriculum in 7th and 8th grade through AWARE to provide differentiated instruction to all students.		Administrators, Inst. Strategist, Secondary Coordinator	Lesson plans, Student achievement			
Funding Sources: 199 - General Funds						
6) Participate in professional development on how to develop an effective Behavior Intervention Plan.	4	Special Ed. Director, Administrators	Discipline Reports, BIPs			
Funding Sources: 199 - General Funds						
7) Continue "Strength In Unity" mindset to collaborate intentionally between Special Ed and Content Area teachers.			Principal			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Students will be encouraged and challenged to meet their full educational potential.

Performance Objective 4: Assess needs of 100% of students demonstrating characteristics of dyslexia and dysgraphia.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide teacher training on characteristics and identification criteria of dyslexia and dysgraphia utilizing the appropriate instructional materials.	4	Administrators, Sp.Ed. Director, Student Support Services Coordinator	Lexia Reports, Student success			
				Funding Sources: 199 - General Funds		
2) Utilize iPads and Bookstream Program to facilitate audio reading of students texts.	10	Special Education Director, Administrators	Log Utilization hour, Student feedback			
				Funding Sources: 199 - General Funds		
3) Implement Lexia lab for Dyslexia students to attend 45 minutes daily.		Administrators, 504 Administrator, ELA teachers	Lexia Reports			
				Funding Sources: 199 - General Funds		
<div> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</div>						






Goal 2: Students will be encouraged and challenged to meet their full educational potential.

Performance Objective 5: 100% of Priority for Service Migrant Students will be provided with intervention activities/strategies that address their unique needs. Priority for Service (PFS) Action Plan for Migrant Students as part of the NCLB Consolidation application for Federal Funding, Part 4 of the Title 1, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is a required Program Activity for the Migrant Education Program. Priority for Service students and migratory children who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year. [P.L. 107-110,1304(d0)]

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Run PFS Reports on a monthly basis to identify students and provide access to Migrant services.	2	Federal Programs Director, Administrators, Migrant NGS Clerk, Migrant Counselor, Teacher	PFS Report, Action Plan			
Funding Sources: 212 - Title 1, Part C						
2) Clearly articulate criteria defining migrant student success.	2	Federal Programs Director, Administrators, Migrant Counselor, Teacher	Assessment results, Sign-in sheets, Meeting agenda, Notes, Calendar, Documented e-mail and phone calls to parents and MIP			
Funding Sources: 212 - Title 1, Part C						
3) Ensure that Migrant PFS students receive priority access to instructional, social and community services.	2	Federal Programs Director, Principal, Migrant Counselor, Teacher	Sign-in sheets, Meeting minutes, Meeting agenda			
Funding Sources: 212 - Title 1, Part C						
4) Clearly identify additional activities for migrant students.	2	Federal Programs Director, Administrators, Migrant Counselor, Teacher	Meeting agenda, Sign-in sheets, Parent contact logs, Home visit logs			
Funding Sources: 212 - Title 1, Part C						

5) Complete home and/or community visits to update parents on the academic progress of their children.	2	Federal Programs Director, Administrators, Migrant Counselor, Teacher	Meeting agenda, Sign-in sheets, Parent contact logs, Home visit logs			
	Funding Sources: 212 - Title 1, Part C					
6) Participate in Summer Leadership Academy for Migrant Students (SLAMS).	2	Federal Programs Director, Administrators, Migrant Counselor	Meeting agenda, Sign-in sheets, Parent contact logs, Home visit logs			
	Funding Sources: 212 - Title 1, Part C					
<div> = Accomplished</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div>						






Goal 2: Students will be encouraged and challenged to meet their full educational potential.

Performance Objective 6: Provide quality academic support programs for 100% of Migrant Students.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Monitor Priority for Services students and provide interventions as needed.		Federal Programs Director, Administrators and Counselors	Data binder, Progress Reports			
2) Offer UT online courses for 8th grade Migrant students.		Federal Programs Director, Administrators and Counselors	Successful course completion.			
3) Continue college experience programs for Jr. High migrant students.		Federal Programs Director, Administrators and Counselors	Program completion, High School credit			
4) Continue homework assistance program for Jr. High migrant students.		Federal Programs Director, Administrators and Counselors	Sign-in sheets, PFS reports, Progress Reports, Report Cards			
5) Provide social and emotional support services for migrant families to assist in the academic success of migrant students.		Federal Programs Director, Administrators and Counselors	PFS reports, Family needs assessments, Sign-in sheets.			
6) Provide unique, "above and beyond" educational experience to enhance the learning potential of migrant students.		Federal Programs Director, Administrators and Counselors	Participation log, Monitoring			
7) Provide academic support/materials to ensure school and college readiness for migrant students.		Federal Programs Director, Administrators and Counselors	Participation log, Monitoring			

8) Continue recruiting efforts to increase migrant families in the Migrant Education Program.		Federal Programs Director, Administrators, Counselors and ESL Strategist	Migrant Family surveys			
9) Provide summer enrichment program.		Federal Programs Director, Administrators and Counselors	Summer school attendance			
10) Implement strategies to reach out to migrant students to encourage post secondary enrollment.		Federal Programs Director, Administrators and Counselors	Contact Logs, Sign-in sheets, Competition reports			
11) Implement strategies to migrant out of school youth to encourage high school completion.		Federal Programs Director, Administrators and Migrant Counselors	High School Diploma, GED, Contact Log			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






Goal 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Programs will be available to 100% of students.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide students with opportunities to participate in UIL Academic, Athletic, music events, career/college day opportunities including "Generation Texas Week."	3	Athletic Coordinator, Choir Teacher, Adminstrators, UIL Coaches, UIL Coordinator, Band Director(s), Counselors	Parent permission slips, Class rosters, Campus agendas			
Funding Sources: 199 - General Funds - \$10000.00						
2) Recognize students for outstanding performance in extracurricular activities and academic programs at School Board meetings.	2, 6	Administrators	Presentation pictures, Awards			
Funding Sources: 199 - General Funds						
3) Recognize students with A Honor Roll and Perfect Attendance at assemblies.	2, 8	Counselors, PEIMS Clerk	Awards, Presentation List			
Funding Sources: 199 - General Funds						
4) Provide extended learning opportunities for At Risk Students and other Special Populations.	2, 9	Administrators, Teacher, ESL Strategist, Instructional & Assessment Strategist	Attendance rosters			
Funding Sources: 199 - General Funds						
5) Continue Spanish Advanced Placement program for 8th grade students.	3, 8	Counselors, Secondary Curriculum Coordinator, Teacher	AP test, Board meeting recognition for students with a score of 5			
Funding Sources: 199 - General Funds						






6) Involve migrant students in the Student Leadership Conference.	9	Migrant Counselor, Federal Counselor, PEIMS	Agenda, Pre and Post Activity, Attendance rosters			
	Funding Sources: 212 - Title 1, Part C - \$1500.00					
7) Recruit more students to participate in extracurricular activities.	2	Teachers, Coaches, Counselors, Administrators	Increased student participation, Completion rates			
	Funding Sources: 199 - General Funds					
8) Continue to implement and monitor; pregnancy related program, counseling services, school and other health services, assistance in obtaining services from government agencies, community service organizations, instruction related to knowledge skills in child development parenting, family living, and appropriate job readiness training, case management service coordination, compensatory education home instruction.	2, 9	Administrators, Nurse, Counselor, Teachers	Identified students served			
	Funding Sources: 199 - General Funds					
9) Utilize Truancy Officers to visit homes, ("No Shows").	2	PEIMS, Administrators, Parental Involvement	Attendance rosters			
	Funding Sources: 199 - General Funds					
10) Develop and implement training and support programs for all students, staff and parents that targets digital citizenship.		Counselors, teachers, administrators, support staff	Program and training completion, decrease in disciplinary reports			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Performance Objective 2: Ensure that 100% of students demonstrate behaviors that support academic success.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide staff with appropriate documentation with regards to modifications and accommodations.		Diagnostician, Administrators, Special Ed. Teachers	STAAR, STAAR-ALT2			
2) Continue Dyslexia program for identified students.	3	Diagnostician, Administrators, Lab Manager, Assigned Teachers	Placement list			
3) Provide Personal Graduation Plans (PGP) for students at risk of not meeting graduation timeline.	2, 9	Counselor(s), Administrators, Teachers	STAAR results			
4) Continue to participate in student mentoring program.	2, 9	Administrators, Teachers, Counselors	Student achievement			
5) Continue to participate in Diamondbacks Lead The Way program.	2, 9	Administrators, Counselors	Student achievement			
6) Implement College Readiness, Career Exploration and House Bill 5 initiatives for all students.		Counselors, Administrators	Personal Graduation Plan			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






Goal 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Performance Objective 3: The Guidance Program will provide TEA developmental Guidance and Counseling and implement strategies to assure that 100% of students have access to counselors as well as academic and career planning.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Organize Awards Assemblies, Red Ribbon Week events, Career Day, Bullying and Sexual Harassment presentations for all students.	2	Counselors, Administrators, teachers	Presentations			
Funding Sources: 199 - General Funds - \$7000.00						
2) Provide individual, group, and career counseling services for students.	2, 9	Counselors, Administrators	Counseling Logs			
3) Provide opportunities for students to participate in PSAT and Duke University Talent Search program.	2, 9	Counselors, Administrators, Instructional & Assessment Strategist	Test results			
Funding Sources: 199 - General Funds - \$1500.00						
4) Assist teachers in monitoring student populations for STAAR testing.	1, 2, 9	Counselors, Administrators, Instructional & Assessment Strategist, ESL Strategist	Student List			
5) Provide Migrant students an opportunity to visit local colleges and universities.	2, 9	Administrators, Federal Counselor	Student Participation			
Funding Sources: 212 - Title I, Part C - \$1500.00						
6) Provide academic counseling for students failing 2 or more classes.	9	Counselors, Administrators	Reduced failure rate			
7) Establish a comprehensive district support system in alignment with the district code of conduct in order to foster academic and social integrity for students.		Counselors, teachers, administrators, support staff	Student Code of Conduct and discipline reports			






8) Develop and implement strategies for drug awareness prevention designed to create environment and conditions that support behavioral health and peer/social pressures		teachers, counselors, administrators and support staff	discipline reports and participation in presentations			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Performance Objective 4: Increase competition rate above 95% for all populations.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Utilize Career Cruising to provide awareness of career endorsements.	2	Administrators, Counselors	Attendance sign-in sheet			
Funding Sources: 244 - Career & Technical - Basic Grant						
2) Closely monitor students progress and graduate plan fulfillment.	2, 9	Administrators, Counselors	Identified students served			
3) Provide students with opportunities to learn about the 5 graduation endorsements.	2	Administrators, Counselors	Identified students served			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






Goal 4: A well-balanced and appropriate curriculum will be provided to all students.

Performance Objective 1: Maximize 100% of time and resources to achieve desired exit outcomes by the end of the school year.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Administer and analyze STAAR benchmark results to master the TEKS objectives using AWARE program.	1, 2, 8	Counselors, Administrators, Teacher, Instructional & Assessment Strategist	Lesson Plans, Benchmarks, STAAR results, Forethought			
2) Continue to utilize ESL Strategist, Instructional & Assessment Strategist and Dept. Chair to improve student performance.	1, 2, 4	Administrators, ESL Strategist, Instructional & Assessment Strategist	Teacher feedback, T-TESS, STAAR results			
3) Provide tutorials for students not demonstrating mastery of STAAR objectives, through Academies, After-school tutorials and Saturday Academies.	2, 9	Administrators, Teacher, ESL Strategist, Instructional & Assessment Strategist, Special Ed. Teachers	Benchmarks, Tutorial roster, Lesson plans, Data Binder			
4) Continue instructional strategies to differentiate for special needs students, RTI, GT, ELL, SSI.	1, 2, 4, 9	Administrators, Instructional & Assessment Strategist, ESL Strategist	Teacher feedback, students exiting ELL Program			
5) Improve indicator ratings on Performance Based Monitoring (PBMAS).	1, 9	Administrators, Instructional and Assessment Strategist, ESL Strategist	District ratings/Campus ratings			
6) Establish coordinated school health activities and evaluation criteria through SHAC.	2	Administrators, Nurse, Physical Ed Coaches	Recommendations from SHAC			

7) Intentional use of software during school to address reading and math comprehension.	1, 2, 9	Administrators, Lab Manager, Teacher	Lesson Plans, Benchmarks, STAAR results, Usage Reports			
8) Utilize data and student expectations to drive instruction to improve student performance. Utilizing previous years SE.	1, 2, 4	Administrators, Instructional and Assessment Strategist, Teacher	Test data			
9) Build leadership capacity to use data to build a roadmap and drive instruction to improve student performance.	4	Asst. Supt. C&I, Administrators, CILT Team	Test data			
10) Strategies to address system safeguards for ELL and Special Ed.	2, 9	Administrators, ESL Strategist, Special Ed. Teachers	System Safeguard Reports			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






Goal 4: A well-balanced and appropriate curriculum will be provided to all students.

Performance Objective 2: Establish the sequence for curriculum and ensure 100% of instruction, quality and continuity.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide differentiated instruction programs for special needs and at-risk population.	1, 2, 9	Administrators	Student Academic Progress, STAAR results			
2) Collaborate with vertical teams to address areas of need for at-risk and special needs students.	2, 9	Administrators, ESL Strategist, Federal Counselor, ESL Strategist, Teacher	Agenda, Minutes, Sign-in sheet			
3) Provide iPads in all Social Studies classrooms.	2	Administrators, Technology Director	Student assessment data results			
4) Utilize computer Dyslexia program to support students with related reading disorders, such as Dyslexia.	9	Administrators, Dyslexia Teacher	Computer Generated Reports, Benchmarks, STAAR results, Student Results			
5) Utilize appropriate materials and resources that are TEKS and STAAR aligned in content area	2	Administrators, Instructional and Assessment Strategist, Teachers	STAAR results			
6) Continue to align Social Studies curriculum via Social Studies teacher collaborative meetings.	8	Administrators, S.S. Teachers, C&I Team	Agendas, Sign-ins, S.S. test results			
7) Schedule Faculty meetings as needed.	4, 8, 9	Administrators	Agendas, Sign-ins			
8) Implement goals and objectives from Strategic Plan.	1, 2	Administrators	Completion of goals			
9) Integrate Writing Across the Curriculum.	1, 2, 9	Administrators, Instructional and Assessment Strategist, Teacher	Student academic progress, Writing scores, Feedback forms			
10) Utilize STAAR/EOC resources that are valid and reliable as well as aligned to state blueprints.	8	Instructional & Assessment Strategist	STAAR results			






11) Continue to implement Read 180 for struggling students.	9	Administrators, ESL Strategist, Reading Specialist	Student results and reports			
12) Continue to use SISD curriculum through Forethought.	2	Administrators, Instructional and Assessment Strategist, Teacher	Agenda, Minutes, Lesson Plans			
13) Use data from assessments and instructional personnel to differentiate instruction to meet students needs.	1, 9	Principal, Asst. Principal, Teachers, Counselors, Testing Coordinator, Support Staff	STAAR, TELPAS, Study Island, Classroom Assessments, iStation, MVRC			
14) Implement common planning time through Pow-Wows to create lessons that are rigorous and include higher level questioning and quadrant D activities	2	Principal, Asst. Principal, Teachers, Counselors, Testing Coordinator, Support Staff	STAAR, TELPAS, Study Island, iStation, Classroom Assessments			
15) Initiate vertical alignment with feeder elementary schools to share effective strategies and data driven results.	1	Principal, Asst. Principal, Teachers, Counselors, Testing Coordinators, Support Staff	Agendas, Sign-In Sheets, Workdays			
16) Increase the Education Foundation grant awards to support creative and innovative instructional initiatives.		Sharyland Education Foundation	Foundation Donations			
17) Promote Education Foundation fundraising activities.		Campus Staff	Foundation donations			
18) Provide students with grade level appropriate interventions based on assessment data.	8	Principal, Asst. Principal, Teachers, Counselors, Testing Coordinator, Support Staff	STAAR, TELPAS, Study Island, iStation, MVRC, Classroom Assessments			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: A well-balanced and appropriate curriculum will be provided to all students.

Performance Objective 3: Promote career awareness and higher education to 100% of students.

Evaluation Data Source(s) 3:

Summative Evaluation 3:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Conduct Career Day in November.	2	Counselors	Website, Presenters, Student surveys			
2) Promote higher education/career education program	2	Federal Counselor, Administrators	Lesson Plans			
3) Provide students opportunity to take the PSAT in Jr. High.	2	Counselors, Instructional & Assessment Strategist	PSAT results, Counselors			
4) Offer more elective course options based on student survey information and changing needs for secondary education. (ex. Piano, Girls Choir, Instrumental Ensemble Band, Film Production, Photography)	2	Administrators, Counselors, Teachers	Participation numbers			
Funding Sources: 211 - Title I, Part A						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: Qualified and highly effective personnel will be recruited, developed, and retained, via highly qualified recruitment plan.

Performance Objective 1: Attain, retain and support 100% of our new employees.

Evaluation Data Source(s) 1:

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Participate in district new employee orientation, online employee policies and new teacher support strategies.	2, 3, 4	Administrators	Teacher surveys			
2) Participate in job fairs at District, ESC and local universities.	2, 3, 4	Administrators, CILT Committee	Job Fair Flyers and Sign-in Sheets			
3) Assign a mentor to new teachers with 0-5 experience. Mentors will be provided with a stipend.	2, 3, 4	Administrators, Mentors	T-TESS, Mentor Program Personnel Feedback, End-of-Year Mentor Teacher Surveys, and Mentor Meeting Sign-in Sheets			
4) Involve faculty in the interview process.	2, 3, 4	Administrators, Interview Committee	Applicants, Interview questions			
5) Assign a mentor "buddy" to teachers new to district and new to profession. Mentor will be provided with a stipend.	2, 3, 4	Administrators	New to district survey, T-TESS			
6) Collaborate with C & I to strengthen topics of discussion for new employees to support academic achievement.	2, 3, 4	Administrators	New employee surveys			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: Qualified and highly effective personnel will be recruited, developed, and retained, via highly qualified recruitment plan.

Performance Objective 2: Retain, support and assist 100% of our campus personnel.

Evaluation Data Source(s) 2:

Summative Evaluation 2:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Recognize and reward campus personnel for their commitment to Sharyland North Junior High students.	2, 3, 4	Administrators	Climate survey			
2) Conduct needs assessment to retain quality staff.	2, 3, 4	Administrators	Needs Assessment Survey			
3) Schedule intentional campus celebrations and recognitions.	2, 3, 4	Administrators	Striking News, Press Releases, Diamondback Rattle			
4) Provide a supportive environment to all staff.	2, 3, 4	Administrators	Climate survey			
5) Participate in the district wellness program.	2, 3, 4	Administrators	Calendar of activities, sign-in sheets			
6) Provide curriculum based professional development that is relevant, effective and ongoing. (SP 1.1.1)		Administrators	Surveys			
7) Develop and implement positive morale through support programs, mentorship, effective communication, employee input and recognition in order to foster a healthy work environment. (SP 2.2.1)		Administrators	Google surveys, Suggestion Box results			
8) Attend professional development training to present new and innovative ideas to campus staff.	4	Principal, Asst. Principal, Teachers, Counselors, Testing Coordinator, Support Staff	Classroom Walkthroughs, Feedback Surveys			
9) Strengthen communication collaboration and relationships with all stakeholders through a "Strength and Unity" mindset.		Principal, Asst. Principal, Teachers, Counselors, Testing Coordinator, Support Staff	Staff Development, Pow-Wows, Appreciation luncheon, Tailgates			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: Qualified and highly effective personnel will be recruited, developed, and retained, via highly qualified recruitment plan.

Performance Objective 3: Evaluate teachers and staff to determine 100% compliance and effectiveness with Title I requirements (Every Student Succeeds Act-ESSA).

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide opportunities for staff to acquire certification for ESL and GT certification and updates.		Federal Programs Director, Administrators, Federal Counselor, ESL Strategist	Percentage of teachers certified			
Funding Sources: 211 - Title I, Part A						
2) Participate in providing ESL stipends to staff.		ESL Coordinator, Federal Counselor	Certified ESL teachers			
3) Evaluate teachers utilizing weekly Walkthroughs using SIOP, GT, Rigor and Relevance and T-TESS.		Administrators, Counselors, District consultants	Three Minute Rigor & Relevance Walkthroughs, T-TESS Observations, T-TESS Summative			
4) Monitor highly qualified staff for TEA compliance report.		Administrators	NCLB Highly Qualified compliance report 100% compliance, T-TESS and, T- PESS			
5) Participate in reimbursement of exam fee for ESL certification.		Administrators	Teacher ESL Certification, Session Invoices, Test Fee Receipts, and Passing Score Reports			
Funding Sources: 211 - Title I, Part A						
6) Collaborate with C&I staff to allocate Title I funding per pupil.		Administrators	Budget allocations			
Funding Sources: 211 - Title I, Part A						
7) Provide Staff Development on new teacher appraisal instrument: T-TESS.		Administrators	Teacher evaluations			
8) Provide Staff Development on new Principal appraisal instrument: T-PESS		Central Office	Administrators evaluations			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






Goal 6: Sharyland students will demonstrate exemplary performance in comparison to local, state, and national standards.

Performance Objective 1: Campus will improve their accountability scores by 90%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Maintain emphasis on effective teaching practices and address instructional areas of concern.	3, 4	Administrators, Teachers	STAAR and Campus Assessments results			
2) Maintain the 5E Learning Model in all content areas to assure high order thinking and rigor and relevance.	3, 4	Administrators, Teachers, Dept. Chair	STAAR results, Benchmark results			
3) Increase percentage of students receiving Level III Performance on all STAAR areas and rank in top 25% in state accountability reports.	3, 4	Administrators, Dept. Chair, Principal	STAAR results, Benchmark results, Aware Data Reports			
4) Increase passing rate of all special education tests: STAAR, STAAR-A, STAAR ALT 2.	3, 4	Administrators, Special Education Teachers, Teachers	STAAR results, Benchmark results			
5) Continue to conduct Three Minute walkthroughs, SIOP and Rigor and Relevance.	3, 4	Administrators	STAAR results, Benchmark results			
Funding Sources: 199 - General Funds						
6) Utilize research based strategies, programs and specialized personnel to improve student achievement on state/federal accountability systems.	1, 10	Support Staff, Teachers, Administrators, Directors	STAAR results, Benchmark results, Language Proficiency Results			
Funding Sources: 211 - Title I, Part A - \$60000.00						
7) Provide Saturday tutorials, STAAR Academies, STAAR Blitz for students with academic needs.	9, 10	Administrators, ESL Strategist	STAAR results, Benchmark results			
Funding Sources: 191 - High School Allotment, 199 - General Funds						
8) Continue Plan of Action for Science, Math, Social Studies and ELA to address special populations and have system safeguards.	3, 4	Administrators, Dept. Chair, ESL Strategist, Instructional & Assessment Strategist	STAAR results, Benchmark results			
9) Continue Summer School Programs for all students that qualify.	3, 9	Summer School Principal	STAAR results			
Funding Sources: 199 - General Funds						






10) Continue After school tutoring to assist students after school in all core areas.	3, 9	Administrators	6 weeks grades, Benchmark results			
11) Implement OMG Lab (Objectively Motivated Guidance) after school for all special education students.	3, 9	Administrators, Special Ed Teachers	STAAR and Campus Assessments results, Benchmark results			
Funding Sources: 191 - High School Allotment, 199 - General Funds						
12) Continue to utilize three mobile laptop carts to allow inclusion classrooms easier access to current technology giving students a greater variety of activities and moving away from paper-based activities to more learner centered on-line/software programs.	3, 5	Administrators, Special Ed Teachers, Teachers	STAAR and Campus Assessments results, Benchmark results			
13) Monitor strategies used to improve student achievement against the strategies promoted by NCLB.	3, 4	Administrators	Walk-through observations and feedback forms			
14) Analyze test results from prior years to adjust the delivery of curriculum and instruction to meet the needs of identified special needs of students.	1, 4, 5	Principal, Special Ed Teachers	Retention rates, failure rates, Math, Science, Social Studies, Reading, Writing			
15) Continue semester exams and benchmarks in four core content areas aligned to the state blueprints.	1, 3	Administrators	Number of students receiving Commended Performance will increase by 5%.			
16) Utilize technology assisted instruction in preparing for STAAR for ELLs and Special Ed students.	4, 9	Administrators, Sp. Education Dept. Chair, ESL Strategist	District Benchmarks, STAAR results			
17) Use ExamView, Access, STAAR Testmaker, Lead4Ward and AWARE to develop student benchmarks to provide timely feedback.	1, 9	Administrators, Teachers	District Benchmarks, STAAR results			
18) Train all professional and instructional staff on Rigor and Relevance in the classroom, together with PBMAS and system safeguards training to align instruction to data.	2, 3	Administrators, Curriculum Administrators	Staff trained 100%, PBMAS report, System Safeguard report			
19) Implement Kagan Cooperative Learning campus- wide.	2, 3	Administrators	Walkthrough feedback forms			
20) Create Professional Learning Community (PLC) Teams.	2, 4	Administrators, Dept. Chairs	Meeting sign in sheets			
21) Make monitoring groups to analyze data of specific students to narrow achievement gaps.	1, 9	Principal, Asst. Principal, Teachers, Counselors, Testing Coordinator, Support Staff	STAAR, TELPAS, Study Island, Classroom Assessments, iStation, MVRC, Read 180			
22) Attend PLC (Professional Learning Communities) meetings designed to develop teacher leadership, build capacity of staff, and share professional classroom practices.		Principals, Asst. Principals, Teachers, Instructional and Assessment Strategist, ESL Strategist	Calendar of Meetings, Sign-In Sheets, Workshop Credit for Attendance			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: Sharyland students will demonstrate exemplary performance in comparison to local, state, and national standards.

Performance Objective 2: Increase student participation in PSAT, Pre-AP, and AP Spanish and state standards by 10%.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Increase number of students participating in AP Spanish.	3, 8	Administrators, Counselor(s)	AP Spanish benchmark results			
2) Increase the number of students being administered the PSAT in the 7th and 8th grade.	2, 8	Administrators, Counselor(s)	PSAT results			
	Funding Sources: 199 - General Funds					
3) Continue to participate in Duke University Talent Identification Program.	2, 8	Administrators, Counselor(s)	Test results			
4) Administer EOC Algebra I benchmark.	2, 8	Administrators	Benchmark results			
5) Administer benchmark and semester exams in four core areas to track students academic progress allowing a time to evaluate, plan, and utilize data.	8, 9	Administrators	EOC results, Campus Assessment results, Benchmark results			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 7: Sharyland ISD will provide a safe and secure learning environment for staff and all students.

Performance Objective 1: Reduce disciplinary infractions by 15%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Continue to utilize eCampusUSA system to monitor student tardies.	2	Assistant Principals	Data reports			
2) Continue to provide staff development and support for peers within department for classroom management and discipline strategies.	2, 4	Administrators, Counselor(s), Athletic coaches	Discipline referrals			
3) Involve parents in the disciplinary process.	2, 6	Administrators, Teachers	Parent surveys, Phone logs			
4) Provide sexual harassment and anti-bully training to all students and staff through Channel One videos or motivational speakers so that students can hear and understand real life experience/effects of bullying.	1, 2, 4, 5	Counselor(s)	Discipline referrals			
5) 5 Continue to implement character education programs and Mentor/Mentee program.	1, 4, 6	Administrators, Counselor(s)	Discipline referrals, Student surveys			
6) Utilize behavior Social Skills Unit at High School for secondary students. Implement "ING" (Instruction and Guidance Center) type of discipline unit.	2, 9	Administrators	Decrease in students returning to AEP			
7) Evaluate Special Education discipline referrals and align EIP's to reduce infractions.	2, 9	Administrators, Special Education Director	Reduce by 5% on PBMAS			
8) Conduct 10 walkthroughs per administrator per week.	4	Administrators	Data reports			
9) Provide Sexual Abuse Awareness training to teachers and staff.	1, 2, 4, 5	Counselor(s), Nurse, Administrators	Sign-in sheets			
10) Utilize a clear process to support campus principal with options to address behavior issues.	2, 9	Behavior Specialists, Special Education Director, Curriculum and Instruction Data Systems Manager	Decrease in discipline referrals, Improved results on PBMAS report			
11) Utilize behavior intervention specialists.	2, 8, 9	Administrators, Diagnosticians, Counselors	Decrease in students in ISS, Decrease in students in OSS, Increase in counseling sessions with Behavior Intervention Specialists			
12) Review PBMAS report to maintain disciplinary infractions.	2	Administrators, Special Ed Director	PBMAS Report			






 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 7: Sharyland ISD will provide a safe and secure learning environment for staff and all students.

Performance Objective 2: Provide 100% consistency in delivery of consequences throughout the district.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide annual reviews and updates of parent/student handbook and student code of conduct.	1, 2, 6	Asst. Superintendent, Human Services	Revised handbook			
2) Continue Senate Bill 1196 and CPI training.	1, 2, 4	Curriculum Administrators	Faculty sign-in sheets			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






Goal 7: Sharyland ISD will provide a safe and secure learning environment for staff and all students.

Performance Objective 3: Improve social proficiencies of children by 25%.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) 7.4.1 Provide classroom presentations by counselors.	1, 2, 4	Administrators, Counselor(s)	Counseling log			
2) Provide group and individual counseling.	1, 4, 6	Counselors	Number of referrals, Log of student contacts			
3) Implement Anti-Bullying program.	1, 4, 6	Counselors	State guidelines, utilization of programs, SHAC minutes			
4) Conduct presentations, in compliance with HB 1041, on addressing sexual abuse of children to all staff.	1, 4, 6	Counselors, Administrators	Presentation sign-in sheets			
5) Continue campus-wide character education programs, such as Teen Leadership, Project Wisdom.	1, 2, 4	Administrators	Lessons, Timelines			
6) Participate in staff development sessions for counselors targeting specific skills.	4	Administrators	Agendas, sign-in sheets			
7) Provide Suicide Prevention Strategies for all students.	1, 2, 4, 5	Counselors	Staff development on signs of suicide, services for students			
8) Continue "Diamondbacks Lead The Way" Program developed by counselors.	1, 2	Counselors	Presentations			
9) Participate in "Diamondbacks Choose to Care" program.	1, 2, 4	Administrators, Counselors	Student Report of incidents			
10) Continue Counselor Resource binders with grade level proficiencies.	1, 2	Administrators, Counselors	Logs			
11) Provide cognitive coaching training to key staff members at all campuses.	4	Curriculum & Instruction, Special Education Dept., Behavior Intervention Specialist	Consistency in disciplinary consequences, Discipline referrals			
12) Provide training for Assistant Principals to promote conducive learning environments.	4	Human Resource Dept., Curriculum & Instruction, Special Education Dept.	Walkthrough data, Decrease in number of disciplinary referrals			






13) Promote Campus Public Relations.	1, 2	Superintendent, Curriculum & Instruction Public Relations Dept., Principal	Parent and community feedback			
14) Maintain the Diamondback Student Mentoring Program for at-risk students.	1, 2, 4	Counselors, Staff	Mentoring Logs			
15) Promote a Career Fair in the fall to expose students to a variety of careers.	2	Counselors	Sign In-Sheets			
16) Implement the ESL Smart Virtual Reading Program for ELL students.	2, 4, 6	ESL Strategist, Administrators	Logs			
17) Incoming sixth graders from feeder schools will participate in a North Jr. High Camp at the beginning of the year.	7	Principal, Assistant Principals, Counselors, Instruction and Assessment Strategist	Flyers, Sign-in sheets			
18) Incoming sixth graders participate in a campus tour in the Spring to ease transition into SNJH.	7	Principal, Assistant Principal, Counselors, Instruction and Assessment Strategist	Flyers, Sign-in Sheets			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 7: Sharyland ISD will provide a safe and secure learning environment for staff and all students.

Performance Objective 4: Increase parental involvement in the discipline process by 10%.

Evaluation Data Source(s) 4:

Summative Evaluation 4:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Continue parent phone calls, home visits, conferences, notes, e-mail and parent needs survey.	1, 2, 4, 6	Parents, Administrators, Truant Officer	T-TESS, Student DATA Binders			
2) Provide support counseling services.	1, 2, 4	Administrators, Counselors, LSSP's	Counselors Documentation Logs, Contact logs			
3) Utilize Parent Portal to communicate with parents.	1, 2, 4, 6	Technology Director, Administrators	Utilization logs			
4) Update campus website and create a customer friendly environment.	1, 2, 4, 6	District Level Administrators, Campus Level Administrators, Campus Staff	Positive parent, student, and community feedback			
5) Establish a comprehensive district support system in alignment with the district code of conduct in order to foster academic integrity for all Sharyland ISD students. (SP 3.3.1)		Administrators, Counselors, Teachers				
6) Establish a comprehensive district support system in alignment with the district code of conduct in order to foster social integrity for all Sharyland ISD students. (SP 3.3.2)		Administrators, Counselors, Teachers				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 7: Sharyland ISD will provide a safe and secure learning environment for staff and all students.

Performance Objective 5: Provide Alternative Education Program to service 100% of eligible students.

Evaluation Data Source(s) 5:

Summative Evaluation 5:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Continue to utilize "I Care" programs.	2	Administrators, AEP Principal, Counselors	Number of AEP referrals			
2) Support AEP placement with counseling services and instructional materials.	2	Counselors, Principal	Counseling log			
3) Participate in a district-wide placement process with forms for AEP Placement.	2	Administrators, AEP Principal	Placement packet			
4) Assure students will not be withdrawn from campus if assigned to AEP.	2	Curriculum & Instruction Data Systems Manager, Administration	Improvement in DAEP state assessment results			
5) Utilize protocols to ensure completion of assigned work.	2, 8, 9	DAEP Administrator, Counselors, DAEP teaching staff	Increase in number of credits for students returning to home campus			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 8: Sharyland ISD will create a plan to maximize revenues and prioritize expenditures.

Performance Objective 1: Create a plan to increase available revenues by 3% and prioritize expenditures.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Assess the variety of resources and review data for effectiveness and financial efficacy.		Principal, Asst. Principal, Instructional Assessment Strategist and Dept. Heads.	STAAR, TELPAS, Benchmarks, Classroom Assessments			
2) Reduce operational expenses by implementing practices that maximize use of district resources. (SP 5.2.1)		Principal, Asst. Principal, Instructional Assessment Strategist, and Dept. Heads.	STAAR, TELPAS, Benchmarks, Classroom Assessments			
3) Create an optimal academic structure that maximizes district and campus resources. (SP 5.2.2)		Principal, Asst. Principal, Instructional Assessment Strategist, and Dept. Heads.	STAAR, TELPAS, Benchmarks, Classroom Assessments			
4) Capitalize on federal, state; local resources. (SP 5.1.1)						
5) Establish new venue streams at campus level. (SP 5.1.2)						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






Goal 9: Technology will be implemented and used to increase effectiveness of student learning, instructional management, staff development, and administration.

Performance Objective 1: Integrate technological strategies to meet the instructional needs of 100% of teachers and the learning needs of all students by submitting usage reports.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Continue use of software to enhance all student achievement utilizing various computer programs, Success Maker, Fast Math, Brain Pop, I-Station, Think Through Math, Rosetta Stone, Study Island, Read 180, Career Cruising and Flocabulary.	2, 3, 8, 9	Administrators, Teachers, Lab Managers	Usage reports, Student achievement			
2) Increase number of students regularly implementing BYOD.	3	Campus Technology Rep, Administrators, Teachers	Survey results of BYOD initiative			
3) Implement benchmark for technology TEKS grade 8.	8	Administrators	Results			
4) Continue use of Silent Messages to communicate to students and staff.	2	Administrators, Counselor(s), Librarian	Feedback, Surveys			
5) Schedule meetings with Instructional Technology Specialist.	2, 4	Principals, Instructional Technologist Deans	Sign-in sheets, Traveling agendas			
6) Utilize server that is web-based to increase functionality in software programs.	1	Technology Dept.	District evaluation of HOST servers			
7) Provide network storage for students with computer user accounts through Office 365 and Google apps.	1	Administrators, Technology Director	Student user accounts established			
8) Compile usage reports for each software program to share with principal.	2	Technology Director, Lab Manager	Usage reports			
9) Non-renew programs without evidence of data in usage reports.	1	Technology Director, Asst. Superintendent for C&I	Usage reports			
10) Continue use of Accelerated Reader to assess reading comprehension on literacy.	8, 9	Librarian, ELA teachers	Reports			






11) Provide internal support to promote maximum utilization of Google Apps for Education Tools. (SP 4.2.2)		Technology	Survey			
12) Provide internal support Google Drive and Google Classroom to improve student learning and student and student achievement	2	Principal, Asst. Principal, Teachers, Counselors, Testing Coordinators, Support Staff	Google Use Documentation			
13) Provide core-content classrooms with blended learning opportunities through the use of iPads, Chrome books, laptops and desktops		Principal, tech reps, teachers, librarian, lab manager	usage reports, lesson plans, checkout log			
Funding Sources: 211 - Title I, Part A - \$8000.00, 199 - General Funds - \$7000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 9: Technology will be implemented and used to increase effectiveness of student learning, instructional management, staff development, and administration.

Performance Objective 2: Campus utilizes online technology surveys to support 90% professional development for all staff.

Evaluation Data Source(s) 2:

Summative Evaluation 2:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Utilize exploratory committee to review possible additional professional development on-line opportunities for staff.	1, 2, 4	Librarian, Administrators	Program usage reports			
2) Continue use of document cameras, inter-write pads, touch boards, and projector in daily classroom instruction.	3	Administrators, Teachers	Technology inventory, Lesson plans, Student assessment/presentation			
3) Utilize AWARE and Forethought software to dis-aggregate data for planning classroom instruction.	2, 3, 8, 9	Administrators, Counselor(s)	STAAR results, Program usage Reports			
4) Continue use of Silent Messages to communicate to students and staff.	4	Administrators, District Technology Committee Members	Sign-in sheet, Participation list			
5) Utilize on-line needs assessments surveys to analyze district professional development needs in the area of technology.	1, 2, 4	Administrators, Technology Director	Star chart results, Survey results			
6) Expand and utilize on-line professional development programs, such as Atomic Learning, Online Sexual Harassment Training.	4	Administrators, Technology Director, Instructional Software Specialist	Sign-in sheets, Certification of completion			
7) Continue to offer technology professional development programs as part of the professional development.	4	Technology Director, C&I Dept.	Sign-in sheets			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 9: Technology will be implemented and used to increase effectiveness of student learning, instructional management, staff development, and administration.

Performance Objective 3: Provide 90% awareness of academic information for students and parents through the use of technology.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide Skyward Family Access to parents.	6	Administrators	Computer contact hours, Usage report			
2) Use VBrick to provide the checkout of library videos online.	3	Technology Director	Website with video access			
3) Continue to register for all district in-services via "Eduphoria Professional Development System Workshop".	4	Technology Director, Curriculum Administrators	Sign in sheets			
4) Participate in the district technology plan.		Technology Director	Evaluation of plan			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Title I

Schoolwide Program Plan

Sharyland North Junior High School has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title I.

The six steps that our campus follows include:

1. Establishing and training our site-based planning team;
2. Clarifying the vision for school reform;
3. Creating our school's profile;
4. Identifying data sources and gathering the data;
5. Analyzing the data;
6. Reporting data findings to the entire site-based planning team and collecting reflections and feedback.

Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our schoolwide program.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Sharyland North Junior High School has conducted a comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data and in collaboration with teacher leaders and others. Root causes were identified, written as needs and reported to the site-based planning team. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been

disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

2: Schoolwide Reform Strategies

Our schoolwide reform strategies provide opportunities for all children to meet the state's proficient or advanced levels of student performance. These strategies are based on effective means of improving achievement for all students. The following are activities we utilized in this plan:

1. Review program documentation to ensure that all instructional programs/instruction strategies are supported by scientifically-based research. Identify how each activity in our school strengthens the core academic program.
2. Identify scientifically-based research programs that increase the amount and quality of learning time.
3. Review the master schedule to identify opportunities for extended learning time.
4. Investigate how manipulatives are used in the various core areas.
5. Identify programs within our school that address enriched and accelerated curriculum issues.
6. Disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all our students.

***Writing Tip:** These six activities serve as examples only. There are many effective strategies that can be used as schoolwide reform strategies. Also, there is no requirement stating how many reform strategies are needed.*

3: Instruction by highly qualified professional teachers

Instruction by highly qualified professional teachers is an important component of our schoolwide plan. Procedures in use at Sharyland North Junior High School to ensure that instruction is provided by highly qualified teachers include:

1. Provide time off for high-quality professional development.
2. Provide an effective mentoring system.
3. Assign teachers for a "best-fit" of their strengths.
4. Provide professional development for existing programs prior to new school year for new staff or those wanting refreshers.
5. Monitor effectiveness of teachers by frequent walk-throughs.
6. Provide time for teachers to observe master teachers in the classroom.
7. Provide training and opportunities for collaboration in looking at formative and summative student achievement data.
8. Implement strategies to provide clear lines of communication between teachers and administrators.

***Writing Tip:** Again, these serve as examples only. There are many effective strategies that can be used for highly qualified teacher's strategies. Also, there is no requirement stating how many strategies are needed.*

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Sharyland North Junior High School utilizes high-quality and ongoing professional development to ensure teachers are equipped to face the challenge of helping students meet the state's academic achievement standards. Procedures include:

1. Select the professional development that meet the needs of all principals, teachers, paraprofessionals, parents, and others, as appropriate.
2. Provide opportunities for all staff to obtain training in programs and initiatives that are already in place.
3. Provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance.
4. Allow teachers to attend professional developments throughout the year on content areas specific to teacher's assignment.
5. Provide blocks of time during and after school for collaborative meetings or planning time across grade levels and content areas.

5: Strategies to attract highly qualified teachers

The campus follows district procedures for recruiting and attracting highly qualified teachers. Please refer to the highly qualified teacher document located in the addendums for this plan.

6: Strategies to increase parental involvement

Our campus understands that parental involvement is a major key to students' success. Three years ago, we hired a Parent Coordinator and we are seeing significant improvement in parental involvement. One key action that is led by the Parent Coordinator is the implementation of a special parent advisory team. The composition of this parent team is quite varied and as we make plans for parental involvement, we bring our ideas to this parent team for feedback. The parent team has been charged to think about how the ideas/activities/projects impact their busy home lives and then they provide their opinions about successful implementation. This helps us make better decisions about how to increase parental involvement and obtain higher levels of parent participation.

Please customize for your campus.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

The campus recognizes and emphasizes the value of creating a coherent and seamless educational program for at-risk students. Our campus does not currently have an early childhood program; however, when new students enroll, we make sure that we identify any preschool siblings so that we can share information about the early childhood programs in the district. It is important that the academic

achievement of every preschool student is closely monitored. Because the early childhood programs provide a foundation for later academic success, we work hard to be sure that our parents know what options are available for them and for neighborhood children who might not have older siblings in school.

Although this component primarily addresses transitions to elementary from early childhood, Sharyland North Junior High spends time reviewing activities at all critical transition points to ensure the implementation of a coherent and seamless education program.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

In addition to STAAR results, teachers receive current and ongoing assessment data that describe student achievement. The data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The campus provides teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Each grade level is included in the formative review process for our improvement plan. This allows teachers to consistently evaluate the effectiveness of our academic assessments and the overall instructional program.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Each grade level identifies individual students who need additional learning time to meet standards. The teachers then provide those students with timely, additional assistance that is tailored to their needs. The assistance and support looks different at each grade level; however, it is always available to all students in the school who need it.

10: Coordination and integration of federal, state and local services and programs

Because we are a schoolwide Title 1 campus, we have flexibility to integrate services and programs with the aim of upgrading our entire educational program and helping all students reach proficient and advanced levels of achievement. In addition, through our improvement planning and budgeting process, we are able to combine most Federal, State and local funds in order to maximize the impact of the resources available to carry out the schoolwide Title 1 program for the purpose of increasing student achievement.

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Lorene Bazan	Principal
Administrator	Raquel Adame	Assistant Principal
Central Office Representative	Fran Prukop	Central Office
Chairman	Angela Salinas	8th Grade
Classroom Teacher	Darcy Ahlman	Secretary
Classroom Teacher	Rhonda Beall	ELA Dept.
Classroom Teacher	Jessica Cavazos	7th Grade
Classroom Teacher	Richard Cerrillo	Electives
Classroom Teacher	Veronica Gonzalez	Math Dept.
Classroom Teacher	Cammy Greenman	Special Ed Dept.
Classroom Teacher	Nora Lizcano	Athletics
Classroom Teacher	Rudy Rios	Science Dept.
Classroom Teacher	Cecilia Tamez	History Dept.
Non-classroom Professional	Aracely Garcia	ESL Federal Programs
Non-classroom Professional	Donna Garza	I & A Strategist
Non-classroom Professional	Darvin Koenig	Technology
Non-classroom Professional	Norma Salazar	Counseling
Paraprofessional	Gumaro Guerra	Assistant Principal Office
Parent	Selinda Anzaldua	Parent Representative/DEIC

Campus Funding Summary

191 - High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	7	Teachers, Computer Lab		\$0.00
6	1	11	Special Ed Teachers		\$0.00
Sub-Total					\$0.00
199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Course descriptions, Meeting dates, Parent meeting, Parent Volunteers		\$0.00
1	1	2	Family Access Program		\$0.00
1	1	3	Sharp Website		\$0.00
1	1	4	Translation		\$0.00
1	1	5	Activities, Calendar of Events, Invitations		\$0.00
1	1	7	Parental awareness activities, Passwords		\$0.00
1	1	8	Registration packets		\$0.00
1	1	9	Skylert Program, Calendar of Events, Skyward Reports		\$0.00
1	1	10	Purchase App		\$0.00
1	1	11	Parenting Partners materials, training		\$0.00
1	1	13	Migrant Funds, Community group		\$0.00
1	1	14	Parent to Parent Workshop		\$0.00
1	2	2	Speakers, Survey Topics, Funding		\$0.00
1	2	3	Newspaper, Media		\$0.00
1	2	4	Donations, Volunteers		\$0.00
1	2	5	Federal Fund, Activity Funds, Presenters		\$0.00
1	2	6	Parent Meeting, Parent Volunteers, SPTSO		\$0.00
1	2	7	Calendar of Events, Speakers, Survey Topics		\$0.00

1	2	8	Survey Results		\$0.00
1	2	9	Calendar of Events, Region One, TEA, TETN Sessions, Topics		\$0.00
1	2	10	Parents		\$0.00
1	2	11	Parents		\$0.00
2	1	1	Resources Certificates, Celebrations		\$0.00
2	1	2	Absence Reports, eCampus Tardy Reports		\$0.00
2	1	3	Absence Reports Skyward Attendance		\$0.00
2	1	4	Skyward Attendance, Skylert		\$0.00
2	1	5	eCampus system		\$0.00
2	1	6	SEMS, Campus Newsletter		\$0.00
2	2	1	UIL Funds, Chess Program		\$0.00
2	2	2	Region One, LSSP, Behavioral Specialist, Diagnostician, Instructional Strategies		\$0.00
2	2	3	College Board, STC/UTPA, \$75,054, Textbooks		\$0.00
2	2	4	Pre-AP Training, UTPA		\$0.00
2	2	5	Teacher, Texas Performance Standards Projects		\$0.00
2	2	6			\$10,000.00
2	2	8	Curriculum Writing		\$0.00
2	2	10	Project Lead the Way		\$0.00
2	2	11	Benchmarks		\$0.00
2	2	12	State Accountability Reports, Benchmarks, PBMAS, Semester Exams		\$0.00
2	2	13	Curriculum Writing		\$0.00
2	2	14	Test data analysis		\$0.00
2	2	15	instructional material		\$5,000.00
2	3	1	ESped, Diagnosticians, Training		\$0.00
2	3	2	Data Review, PBMAS Report, Training		\$0.00
2	3	3	Power Point, Region I		\$0.00

2	3	4	IEP's		\$0.00
2	3	5	Forethought, AWARE		\$0.00
2	3	6	Platform 180 Model		\$0.00
2	4	1	Reading Specialist, Lexia, Region One		\$0.00
2	4	2	Bookstream	224	\$0.00
2	4	3	Lexia Lab		\$0.00
3	1	1	Enrollment, Counselors, Establish week		\$10,000.00
3	1	2	Board Meetings, Principal		\$0.00
3	1	3	Award		\$0.00
3	1	4	Class, Release Benchmarks, Saturday Tutorials		\$0.00
3	1	5	Benchmark Testing		\$0.00
3	1	7	Registration, Club presentations, Flyers		\$0.00
3	1	8	Counselor, Options Program, Teacher Training		\$0.00
3	1	9	Truancy officers, Identify Students, Skyward		\$0.00
3	3	1			\$7,000.00
3	3	3			\$1,500.00
6	1	5	Eduphoria Computer Programs, PDAS / Walkthrough data ipads		\$0.00
6	1	7	Teachers, Computer Lab		\$0.00
6	1	9	OEYP		\$0.00
6	1	11	Special Ed Teachers		\$0.00
6	2	2	PSAT resource manuals		\$0.00
9	1	13	chrome books, iPads, laptops		\$7,000.00
Sub-Total					\$40,500.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Course descriptions, Meeting dates, Parent meeting, Parent Volunteers		\$0.00
1	1	6	Federal Fund		\$0.00

1	1	12	Skylert Program, Calendar of Events, Campus programs		\$0.00
1	2	1	Federal Fund Topics, State Comp		\$0.00
1	2	2	Speakers, Survey Topics, Funding		\$0.00
1	2	5	Federal Fund, Activity Funds, Presenters		\$0.00
1	2	15	parenting program, personnel		\$32,000.00
2	2	6	Federal Fund, Curriculum Resources		\$10,000.00
2	2	9	Federal Funds, Curriculum, Staff development		\$0.00
2	2	15			\$8,000.00
4	3	4	Fund: 211		\$0.00
5	3	1	Fund: 211		\$0.00
5	3	5	Federal Programs Director, and TEXAS Review, Human Resources Director		\$0.00
5	3	6	Title One Funds, Student demographics		\$0.00
6	1	6	Intervention Programs, Rigor and Relevance, Sheltered instruction		\$60,000.00
9	1	13	chrome books, iPads, laptops		\$8,000.00
Sub-Total					\$118,000.00
212 - Title 1, Part C					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	1	Migrant Funds, Campus Staff Parents		\$0.00
2	5	2	Migrant Funds, Aware Reports, Skyward Program Reports		\$0.00
2	5	3	Migrant Funds, Counselors		\$0.00
2	5	4	Migrant Funds		\$0.00
2	5	5	Counselors, Parents, Sp.Ed., ESL Strategist		\$0.00
2	5	6	HEP, (UTPA), Migrant funds, Region One		\$0.00
3	1	6	Federal Fund		\$1,500.00
3	3	5			\$1,500.00
Sub-Total					\$3,000.00
224 - IDEA, Part B - Formula					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	7	Forms, Procedures/Guidelines, Special Ed. Dept., Curriculum Writing		\$0.00
2	3	3	Power Point, Region I		\$0.00
Sub-Total					\$0.00
244 - Career & Technical - Basic Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$161,500.00