

Ronald McNair Middle School

Campus Improvement Plan

2016-2017

Learners
Today



Leaders
Tomorrow

Campus Mission Statement

At McNair Middle School, "We believe in all of our students." Through positive reinforcement and modeling good leadership, we will create well balanced children academically and socially, leading them to the highest success.

Campus Vision Statement

McNair students and staff will aspire to be exemplary in every educational experience.

Motto

Learners Today, Leaders Tomorrow

2015-2016 Campus Improvement Team Members

Campus/Central Office/ Community Representative Title I	Name
1. Principal	Joseph Guidry
2. Assistant Principal	Anitra Crisp
3. Assistant Principal	Albert De La Cruz
5. Counselors	Geanna Botello, James Sanchez-York
6. Restorative Practice and Restorative Discipline Leader	Kathy Holland
7. ELAR Teacher Leader	Erica Felan
8. Science Teacher Leader	Natalie Kelly
9. Social Studies Teacher Leader	Mitchell Kelley
10. Math Teacher Leader	Ruby Hart
11. Elective Teacher Leader	Michael Maldonado
12. Special Education Representative	Kathy Smeims
13. ELL Representative	Sara Castro
14. Para-Professional Representative	Lisa Richter
15. Social Worker	Lori Boggio
16. DIT Elected Representative	Lucinda Santos
18. Instructional Coaches	Judy Wells, Shannon Kindle

CAMPUS PERFORMANCE GOALS/OBJECTIVES

1.	Campus attendance will meet 98% overall for the year (96%)
2.	Attain 76% in STAAR Math (67%)
3.	Attain 81% in STAAR Reading (67%)
4.	Attain 67% in STAAR Writing (59%)
5.	Attain 69% in STAAR Science (57%)
6.	Attain 60% in STAAR Social Studies (41%)
7.	Attain distinctions in Top 25% in Progress and Academic
8.	Meet 100% of all System Safeguards for Social Studies
9.	Meet 100% of all System Safeguards for Special Education
10.	Meet 100% of all System Safeguards for ELL (all subjects except math)
11.	100% of all classrooms will adopt and utilize the Leader in Me model.
12.	TIP: Increase social studies performance for all students (and subpopulations) by 15%
13.	TIP: Increase passing rates, achievement, and progress of special education students taking STAAR assessment by 15%
14.	TIP: Increase LEP passing rates, achievement, and progress on assessments by 15%.
15.	All teachers will be trained in and utilize restorative practices in their classrooms

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

SCHOOL YEAR: 2016-2017

Data Sources Reviewed: <ul style="list-style-type: none"> • Eduphoria-AWARE • Accountability Reports • Discipline reports 	<ul style="list-style-type: none"> • PEIMS reports • Parent/Teacher surveys • Eduphoria-Workshops 	<ul style="list-style-type: none"> • Technology Inventory • Calendar of events 	
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics 82% Hispanic 8.5% White 2% Afr. American 7% Two or More 77.6% Eco. Dis. 16% LEP 10% SPED 8% Dyslexia 12% 504 13% GT 17.2% Mobility	<ul style="list-style-type: none"> ▪ Students identified as ESL will receive ESL inclusion support in all content areas. 	<ul style="list-style-type: none"> ▪ High percentage of our population is Economically Disadvantaged, of our campus population is identified and who are not meeting state standards for testing. ▪ 10% of the population is identified as Sp. Ed. ▪ Increasing number of students meeting the definition of highly at-risk (more than 2 indicators – LEP, SPED, 504, failed STAAR, failed TMSFA, grade level retentions, and attendance concerns). ▪ Attendance rate for campus is 96%. 	<ul style="list-style-type: none"> ▪ Provide social service programs for students and families in need such as: locations of food pantries, counseling and other services to help families cope with traumatic experiences, outside tutoring services, identify and procure shoes for children in need, electricity assistance, and holiday assistance (Elf Louis, Adopt a Needy Family, and Holiday gift baskets). ▪ Monitor the mobility rate it has increased from 15.7% (2013), 16.9% (2014), 16.5% (2015), and 17.2 (2016). ▪ Students identified as ESL, will participate in online curriculum (ILET, Read 180, Systems 44, and Achieve 3000)to target areas of need. ▪ Students identified Dyslexic in 6th grade will participate in Reading class using the DIP (Dyslexia Intervention Program) to target areas of need. ▪ Students identified Special Education will participate in online curriculum through IPI class. (Achieve 3000, TTM, Math 180 lessons, and IXCEL) to target areas of need.

Student Achievement

- Met Target Standards in **Index 1, Index 2, & Index 3** for state accountability.
 I1 – Target 60 Campus 62
 I2 – Target 30 Campus 33
 I3 – Target 26 Campus 32
 I4- Target 13 Campus 32
- Teacher and students will set goals, progress monitor, and share data with parents on regular basis.
- Students will work independently on computer based program during Lift-off (morning tutoring) to target student individual needs.
- Campus administrators have been designated to a specific grade level to follow grades, RTI, Sub pops (Spec. Ed, 504, Dys, EL, & GT), and discipline in order to create relationships with students and parents.
- Campus has created grade level teams to support academics, behaviors, and to build relationships.
- Create mentors for students identified as being at-risk (based on restorative data) to support academically, socially, and emotionally.

- Improve STAAR scores in all subject areas.

	2015 April	2016 April	Difference
6 th Reading	72%	66%	-6
6 th Math	75%	74%	-1
7 th Reading	64%	64%	0
7 th Math	60%	61%	+1
7 th Writing	57%	62%	+5
8 th Reading	71%	76%	+7
8 th Math	65%	70%	+5
8 th Science	51%	58%	+7
8 th S Stud.	37%	42%	+5
8 th Algebra 1	85%	89%	+4

- Missed 16 System Safeguards
 - Reading (SPED)
 - Science & Social Studies (All students, Hispanic, Eco. Dis., SPED, ELL)
 - Writing (All Students, Hispanic, Eco. Dis., SPED, & ELL)

- Offer rigorous curriculum based courses to assist students in preparation for advanced performance on state accountability to attain Campus Distinctions (i.e. Pre-AP classes for 6th, 7th and 8th grades in math and reading, Algebra I for 8th Grade, Pre-AP classes for 7th & 8th grade in Science and Social Studies).
- Provide transportation for after school tutoring to target specific skills and concepts to increase likelihood students will be successful on the STAAR assessment.
- Provide professional development for ESPED program-RTI, 504, and Spec. Ed through PLC.
- Continue Stetson model for Inclusion.
- Continue to provide language acquisition support to ELL students with a certified ESL teacher.
- Provide PLC time to disaggregate data to make data driven decision based on the needs of our students.
- Implement TAIS School Improvement plan to target System Safeguards.
- Continue to meet the needs of highly at-risk students through Enhanced Math (Math 180) at all three grade levels- 6th, 7th, & 8th to target specific skills and concepts to increase likelihood students will be successful on the STAAR assessment.
- Utilize Instructional Coaches to help new teachers establish their routines and create an effective learning environment for all students, help create lesson plans, lesson delivery, co-teach if needed, and interventions for students in need.

- GT students not meeting advanced standards on state assessments.

2016		
# Students	%ELL	Eco Dis
1216	11.00%	77.60%
Reading/ELA	Ind. Score	QRT.
Atte. Rate	94.50%	Q4
Greater TTEG	16%	Q2
6th L3	12%	Q2
7th L3	10%	Q4
Wr. 7th L3	7%	Q2
8th L3	9%	Q4
Need 3 of 6 Q1		
Math	Ind. Score	QRT.
Atte. Rate	94.50%	Q4
Greater TTEG	8%	Q3
Alg 1 Partic	41%	Q1
Alg 1 L3	15%	Q4
6th L3	11%	Q2
7th L3	9%	Q2
8th L3	1%	Q3
Need 4 out of 7		
Science	Ind. Score	QRT.
Atte. Rate	94.50%	Q4
L3 Perf	8%	Q4
Need 1 of 2 Q1		
Social St	Ind. Score	QRT.
Atte. Rate	94.50%	Q4
L3 Perf	4%	Q4

Need 1 of 2 Q1

Top 25% SP	Index 2 Score	Target
Target	33	39 - 41
Low End	30	
CPG	Index 3 Score	Target
Target	40	26 - 49
McN Score	32	
Low End	26	
Post-Sec Rea	Ind. Score	QRT.
Index 4	27%	Q3

- TELPAS scores are inconsistent: Scores from cohort to cohort show minimal gains. Majority of LEP students unable to meet Advanced High on TELPAS Writing indicate the majority of students are receiving 1 point per composition (2 point total).

	Comp. Rating 2013	Comp. Rating 2014	Comp. Rating 2015	Comp. Rating 2016
6 th	3.5	2.75	3.5	3.2
7 th	3.2	3.33	3.38	3.1
8 th	3.6	3.44	3.09	3.0

School Culture and Climate	<ul style="list-style-type: none"> ▪ Positive Postcards and personal letters are used to promote morale and enhance the relationships on campus and at home for students (student survey). ▪ Use “Too Good for Drugs” curriculum program in partnership with the SACADA to address bullying and to instill a need to maintaining a safe and drug free learning environment. ▪ Implemented Restorative Practices to promote positive student relationships and decrease discipline referrals. ▪ Trained all teachers in restorative practices to improve relationships, give students a sense of connection and reduce discipline issues through restorative practice. ▪ Implemented “Teacher of the Month” ▪ Implemented campus “Monthly Potluck” to share campus celebrations and celebrate staff birthdays. ▪ Weekly pep-rally to showcase student organizations. 	<ul style="list-style-type: none"> ▪ Create a Mentorship Fellowship to support new teachers who are struggling. 	<ul style="list-style-type: none"> ▪ Continue interventions to prevent bullying and to provide a safe learning environment. ▪ Provide classroom management training for teachers upon request or based on classroom observations. ▪ Continue campus procedures and protocols to provide safe and drug free schools. ▪ Continue to participate in legislative campaigns for bullying, suicide, alcohol and drug abuse.
Staff Quality/ Professional Development	<ul style="list-style-type: none"> ▪ McNair teachers are highly qualified based on certifications. ▪ On-going Campus Staff Development plan has been implemented to promote professional growth of staff during PLC’s for all core contents. ▪ Provide a mentor to all new 	<ul style="list-style-type: none"> ▪ Continue to have staff to share information regarding Inclusion, Stetson, STAAR expectations, Pre-AP, SIOP, GT, Algebra EOC, dyslexia training, 504 and RTI, TTM, Stem Scopes, Springboard, Edgenuity, ESPED, and Read 180 through weekly team 	<ul style="list-style-type: none"> ▪ Provide professional development in areas addressed in teacher SE targeted areas. ▪ Provide professional development in restorative practices in the classroom prior to the first day of school and continue support throughout the year. ▪ Increase staff development in math & writing

	<p>employees to the campus.</p> <ul style="list-style-type: none"> ▪ Campus professional development is based on teacher’s goals and campus needs according to TTESS. ▪ All ELAR teachers are ESL certified. ▪ Hired additional staff to reduce class sizes to maximize student achievement. 	<p>meetings.</p>	<p>to improve content knowledge & pedagogy (district or campus level).</p> <ul style="list-style-type: none"> ▪ Provide RTI process and training for understanding of the program and its implementation at the campus level. ▪ Provide training to teachers in primary dyslexic tendencies versus normal learning process. ▪ Provide training for Dyslexia Intervention Process. ▪ Provide professional development to support ELL students such as SIOP and ELPS to address Safeguards. ▪ Retain/recruit ESL & SIOP certified teachers.
<p>Curriculum, Instruction, Assessment</p>	<ul style="list-style-type: none"> ▪ Use of data to drive decision making for student needs (common assessments, benchmarks, STAAR Scores, RTI, TMSFA (Istation ISIP), TTM, Read 180, Systems 44, Achieve 3000, Math 180). ▪ Continue to utilize common assessments, at each grade level, and content to ensure students are achieving established standards periodically (performance based assessments). 	<ul style="list-style-type: none"> ▪ Understanding of instructional delivery for curriculum with all teachers. ▪ Need for teachers to be able to work collaboratively on curriculum, instruction, rigorous content, and discuss students (both horizontally and vertically). ▪ Feedback for monitoring of instruction for all contents by teacher leaders, administration, and coordinators. ▪ PBMAS indicates students need information on non-traditional gender electives. ▪ Increase Algebra I scores from 89% to 95% passing. 	<ul style="list-style-type: none"> ▪ Monitor and assess teacher instruction of curriculum, and lesson delivery through walk through data. ▪ Increase opportunities for teachers to observe one another, collaborate, and reflect with each other, to create a professional learning community. ▪ Provide opportunities for students to learn about all CTE Courses offered at SWHS, including new track systems. ▪ Continue to utilize Lead4ward data to increase student success in state assessments. ▪ Provide Edgenuity, Achieve 300, Read180, Math 180, TTM, ILET, training to ELAR/Math teachers to target individualized instruction. ▪ Continue “Unwrapping the TEKS” in all content areas to create a clear understanding the TEKS and to help focus on specific SE’s. ▪ Continue to utilize common assessment data

			to determine small group interventions.
Family and Community Involvement	<ul style="list-style-type: none"> ▪ Flyers, school messenger, campus webpage, marquee, and information provided to parents in their home language and distributed in a timely manner. ▪ Developed content nights to promote student-parent connections and enhance the parents' ability to understand how to help their student at home. 	<ul style="list-style-type: none"> ▪ Need to implement parental Involvement activities throughout the entire school year available at different times and dates to maximize parental participation. ▪ More parents on campus to help make a better connection between students, staff and parents. Right now only about 2% of our students' population has parents that come volunteer or help out on a regular basis. We want to increase parent participation and input. ▪ Increase number of parent's participation in the PTA for the campus. 	<ul style="list-style-type: none"> ▪ Implement Parental Partners Program to enhance parent partnerships in schools (counselor, social worker, teacher, and RTI driven). ▪ Maintain a plan to work with feeder campuses to increase various communications to the community.
School Context and Organization	<ul style="list-style-type: none"> ▪ Developed Leadership team to meet the daily, safety, and routine systems of the campus. ▪ Leadership team discusses policies and initiatives with departments prior to decisions being made that effect all classes. 	<ul style="list-style-type: none"> ▪ Class size for all core content areas is above district and state norms. 	<ul style="list-style-type: none"> ▪ Provide opportunities and encouragement to build capacity for leadership to all members of the staff. ▪ Balance master schedule to employ new highly qualified teachers to reduce the classroom sizes in the core content areas.



Technology

- All classrooms are equipped with mounted projectors and laptops to maximize instruction for our visual learners.
- Increased number of students participating in: STEM labs such as Automation, Robotics, Cyber Patriots, and Smart Labs.
- Developed a monthly calendar to provide on-going training at the campus level on technology use in the classroom.
- Google Break sessions to provide training for teachers at their ability to increase the use of Google classroom.
- Increased number of teachers using digital learning system. (Flipped Classroom)

- Outdated computer labs in 6th grade hallway.
- Increase teacher interactive technology proficiency and use during class instruction.
- *8th Grade Technology TEKS Assessment needs improvement. Only 42% of 8th grade was proficient.*

<i>Advanced</i>	<i>1%</i>
<i>Proficient</i>	<i>42%</i>
<i>Basic</i>	<i>39%</i>
<i>Below Basic</i>	<i>18%</i>

- Assess the attrition plan for replacing technology on campus every 5 years.
- Develop a plan to include Technology TEKS in lesson plans to increase opportunities for students to use technology in the classrooms.
- Review attrition plan to update the 7th grade computer lab.

<p><u>Call to Action</u></p> <p>Southwest ISD provides opportunities for all learners to be confident, resilient, and successful global citizens.</p>	<p>DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN 2015-2016</p> 	
<p><i>DISTRICT MISSION & VISION</i></p> <p>The mission of Southwest Independent School District</p> <p>Southwest Independent School District will identify and develop the potential of all individuals.</p> <p>The vision of Southwest Independent School District</p> <p>Southwest Independent School District will be the leader in educational innovation.</p>	<p>STRATEGIC PLAN GOALS</p> <p>GOAL 1: SWISD will provide a comprehensive framework of learning that is engaging, flexible, rigorous, supportive, and relevant to college/ career readiness for all students.</p> <p>GOAL 2: SWISD will foster an environment in which social and emotional support is a priority for all.</p> <p>GOAL 3: SWISD will constantly utilize timely multifaceted communication that reaches all member of our SWISD community.</p> <p>GOAL 4: SWISD will create a safe, nurturing and engaging environment where all students succeed.</p> <p>GOAL 5: SWISD will capitalize on the strengths, resources, and abilities of our diverse community to become successful, global citizens.</p> <p>GOAL 6: We will provide professional development for instructional methodology that is relevant to needs of students, teacher and administrators in a timely manner.</p>	<p>TITLE 1 SCHOOLWIDE COMPONENTS (CODE BY #)</p> <ol style="list-style-type: none"> 1. Comprehensive needs assessment 2. School wide reform strategies 3. Instruction by highly qualified teachers 4. High-quality and ongoing professional development 5. Strategies to attract high-quality teachers 6. Strategies to increase parental involvement 7. Transition plans from early childhood programs 8. Teachers involved in decision making of academic assessments 9. Effective and timely assistance for struggling students 10. Coordinated assistance of Federal, State, and local services and programs.

<i>SPG</i>	<i>TARGET AREA (Specific objectives based on campus and students' needs)</i>	<i>ACTION STRATEGIES (List only 1 Action Strategy per cell.)</i>	<i>RESPONSIBLE PERSON(S)</i>	<i>COST/RESOURCES</i>	<i>TIMELINE</i>	<i>EVIDENCE OF IMPLEMENTATION</i>	<i>EVIDENCE OF IMPACT</i>	<i>FORMATIVE/SUMMATIVE</i>	<i>TITLE 1 SCHOOLWIDE COMPONENTS (CODE BY #)</i>
2	Adult staff development; data analysis: 1	Provide opportunity for staff to analyze and address strengths and needs to improve goal focus, cohesiveness, and adaptation.	Administration, leadership committee	None	Monthly	Faculty meeting agendas	Quarterly campus created survey	Quarterly campus created survey	1,2
1,2,5,, 6	Adult staff development; data analysis: 2	Provide PLC time to review common assessment data to utilize as a tool for documentation for intervention support for RtI.	Content Leaders, Academic Coordinator	Title 1, SCE	Monthly	Sign in sheets, RtI intervention plan, common assessment	10 % increase on following six weeks common assessments	Common assessments	1,2,4,8
1,2,5, 6	Adult staff development; data analysis: 3	Provide instructional coaches to assist teachers with student achievement data, differentiated instruction, RtI, master schedule, Teach Like a Champion book study, and to provide any related professional development in those areas.	Admin	Title I, Local, SCE	Daily	Sign in sheets for meetings, faculty meeting agendas	Cohesive planning, Content knowledge will be seen in lesson delivery, increase of assessment scores by SE	District/Campus benchmarks and common assessments, state Assessments	1,2,4,8,9
2	All Staff Retention & Recruitment: 1	Faculty incentives	Principal and Hospitality Committee	local	Monthly	First Class Announcements Faculty Meeting Agendas	Increased campus morale	Quarterly campus created survey	5
1,4	ELAR Student Interventions: Read 180 & System 44: 1	RTI teacher to provide instructional interventions for students struggling with decoding, fluency, and reading on grade level to support the acquisition of reading skills and language through programs and	RTI Admin	SCE	Feb 2015 – June 2015	Purchase order, student schedules, student data reports, and Read 180 grades	100% of all LEP and SPED students selected will be placed in Read 180 elective and progress towards grade	District/Campus benchmarks and common assessments, state Assessments	1,2,9

SPG	TARGET AREA (Specific objectives based on campus and students' needs)	ACTION STRATEGIES (List only 1 Action Strategy per cell.)	RESPONSIBLE PERSON(S)	COST/RESOURCES	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	TITLE 1 SCHOOLWIDE COMPONENTS (CODE BY #)
		supplemental materials based on student needs.					level reading skills.		
1	ELAR: 2	Improve Reading Comprehension Provide all ELAR teachers with novels for intervention/enrichment, PRE-AP, GT, across grade levels. In addition to Springboard curriculum provide literature circles to teach TEKS.	ELAR teachers C&I, Instructional Coaches, Admin, Teacher leaders	Local, title I	Daily	Lesson Plans, student sign-in	85% of students will increase their fluency.	STAAR	1,10
4	ELAR: 3	Provide transportation for after school tutoring to students that not met expectations on district benchmarks or STAAR.	ELAR teachers, Admin, Teacher leaders	Local, title 1, SC	Sept.2014 Mon.- Tues.	Sign in sheets, RTI progress monitoring	There will be an increase of 5% of students who meet satisfactory levels on district and state assessments.	STAAR	2,9
1,4	TELPAS: 4	Writing across contents will reflect covered TEKS and authentic writing samples assessing students' knowledge and mastery.	English teacher leader	local	Feb-March 2015	Pearson Online Rater Training Certificates and 2015TELPAS results	10 % increase in TELPAS writing scores	TELPAS	1,2,8,10
1	ELAR: 5	Vocabulary Development: All ELAR teachers will challenge students in class, interventions/enrichment to use academic vocabulary to build word walls. Academic Vocabulary will also reflect Greek and Latin roots, prefixes, and suffixes, and words in context. Students will use a thesaurus, dictionary, and SAT word list to enrich their	ELAR teachers	Title I	Daily	Observations to see strategies are being implemented, lesson Plans	20% increase in all STAAR tests	STARR	1

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		vocabulary.							
1	ELAR: 6	Resource: Use a variety of grade appropriate books and resources such as consumables, online materials and supplies to supplement instructional materials needed for curriculum.	All ELAR Staff	Title I	Weekly	Learning walks	Materials used to provide hands on requirements	Use of materials to support the required curriculum.	1
1,6	ELAR: 7	Provide ELAR teachers with quality writing strategies and instructional techniques. One teacher at each grade level will be trained in the ABYDOS writing to increase writing skills across all content areas and on the 7 th grade STAAR test.	C&I Content Specialist, Instructional Coaches, Admin, and English teacher leader	Local funds, SCE, Title I	Spring 2015	Registration and certificates from trainings	100% of 7 th graders writing scores increase	Certificates, LMS	4,10
6	ELAR: 9	Training: All ELAR teachers will be provided training Interactive Notebooks, ABYDOS, Online Enrichment, Literature Circles, teaching reading and writing in block training.	ELAR teachers		Summer 2015	Lesson Plans Observations	Lesson plans Certificates	Lesson plans and observations	4
6	ELAR: 10	Provide training to ELAR teachers for Dyslexia Intervention Process.	ELAR teachers	SCE	July 2015	Learning Walks	10% increase in all STAAR tests	Lesson plans and observations	4,10
6	ELAR: 11	Provide professional such as ELPS, SIOP, ESL methodologies, and strategies towards the instruction of ELLs.	Administrators Instructional Coaches Curriculum in struction	Region 20 Co-op, Title I, Local	Fall 2014	Workshop certificates	There will be an increase of 5% of students who meet satisfactory levels on district and state	District/Campus benchmarks and common assessments, state Assessments	4,10

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							assessments.		
6	ELAR: 12	Provide Enhanced Reading Teacher, training, supplemental resources, and technology to effectively implement the Read 180 program for our students identified as at-risk.	Administrators Instructional Coaches Reading teacher Curriculum in struction	SCE	2014-2015	Observations of strategies , Lesson Plans, Learning Walks	There will be an increase of 5% of students who meet satisfactory levels on district and state assessments.	District/Campus benchmarks and common assessments, state Assessments	4,10
6	Science: 1	Provide teachers opportunities to attend STAAR, Science content professional development, and technology in science trainings.- CAST conference fees, Content, Classroom Management, Count Down to STAAR.	All science staff	Title I, SCE Funds	monthly	Certificates from PD	Content knowledge will be seen in lesson delivery	Certificates from PD	3,4
1	Science: 2	Provide students the opportunity to use technology in science class using Stemsopes, FOSS, Edgenuity, and Brainpop.	All science staff	SCE, HSA, Title I	bimonthly	Weekly reports and charts	increase of assessment scores by SE	Participation in software will document use and results	2
6	Science: 3	Provide professional such as ELPS, SIOP, ESL methodologies, and strategies towards the instruction of ELLs.	All Science Staff	SCE, Title, Local	monthly super Saturdays-district	Sign in sheets Agenda	There will be an increase of 5% of students who meet satisfactory levels on district and state assessments.	Parent student feedback District/Campus benchmarks and common assessments, state Assessments	4
1	Science: 4	Provide after school tutoring to	All science	SCE, local,	1-2 days	Student sign-in	Scores on	District/Campus	2,9,10

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		support students identified in Quintile 1. -transportation, supplies, and resources	staff	Title I	per week	Sheets	common assessments will increase by 10%	benchmarks and common assessments, state Assessments	
1	Science: 5	Provide intervention-support for students identified in quintile 1. - rotations, transportation, supplies, and resources	All science staff	SCE, local, Title I	1-2 days per week	Student sign-in Sheets	Scores on common assessments will increase by 10%	District/Campus benchmarks and common assessments, state Assessments	2,9,10
1,4	Science: 6	Encourage student participation in College Readiness Program STEM, Career Explore, Pre-Med Pre-AP Science for guiding and providing structure	Counselors/ Admin/ Science staff	None	Nov- April	Sign in sheets	scores on common assessments for tutoring will increase by 10%	Student results on STAAR will be monitored when tutoring attending.	7
4	Science: 7	Provide Pre AP Science and Science related electives that will provide strategies and guidance to be CCR. PreAP Training	Principal/ Staff	Title I, HSA	Aug- June	enrolled numbers in class	Class schedules	Increased participation in Pre AP and Pre Med.	7
6	Science: 8	Provide content support to teachers by Central Office Coordinators and Specialists to increase the rigor in the classroom.	Science Coordinator	Title I, HSA	Weekly PLC	Weekly PLC	15 % growth on STAAR	Weekly PLC	4
1	Science: 9	Use a variety of resources (consumables/materials) to supplement instructional materials needed for curriculum.- Edgenuity, FOSS supplies, stemsscopes lab supplies-supplies	All science staff	HSA, Title I	weekly	Learning walk/ usage charts from software	materials used to provide the hands on lab requirements	Use of materials support use of the required curriculum	10

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		for Science Fair							
6	Science: 10	Provide 8 th grade teachers with weekly PLC time to plan, share best practices, analyze data, and to ensure implementation of curriculum is occurring.	Instructional Coaches/Admin /Teacher Lead	None	weekly	sign in sheets/agendas	15 % growth on STAAR	learning walks show grade level collaboration state Assessments	1,9
4	Science: 11	Host a campus science fair to increase and promote science exploration and application of ideas. Higher order thinking opportunities-resources needed for student presentations and funds for snacks. ARSF fees and resources for submission of projects.	Science Staff/ Competition committee	local	Nov. 7, 2015	Winners will be entered into ARC Science Fair in Spring.	Winners will be entered into ARC Science Fair in Spring.	Participation in ARCSF representing MCN.	2
1,5	Science: 12	Provide incentives for 8th grade students that meet the required criteria set that promotes student growth and critical thinking outside of the classroom. College campus, Science Learning Opportunities. Incentives activity to complete projects and improve their BEMS and CA's.	8th Math/Science Staff	Title I, HSA	Spring-May 2016	Completion of checklist from each student participating	Increased participation for submission of projects, increased scores on BEMS and less office referrals from 8th graders participating.	Students participated in all projects assigned and strived for higher scores on BEMS.	1
1	Science: 13	Provide Inclusion teacher with content professional development to prepare for the co-teaching model.	Admin, Sp.Ed. Teachers, Counselors	Local, SCE, Title I	By Sept. 1	certificates from PD	Co teaching seen in learning walks	Growth seen in learning walks	4,10
1,4	Science: 14	Provide transportation for after school tutoring to students that not met expectations on district benchmarks or STAAR.	Content Teachers, Instructional Cocahes,	Local, SCE, Title I	Nov. 2015	Sign in sheets, progress monitoring, RTI	There will be an increase of 5% of students who meet satisfactory	District/Campus benchmarks and common assessments,	1,2,9

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			Admin, Teacher leaders				levels on district and state assessments.	state Assessments	
1,4	Social Studies: 1	Provide instructional materials that include: technology hardware, software, consumable materials and supplies necessary to implement the social studies curriculum	Content Director, Instructional Coaches, Admin, Teacher leaders	Local, Title I	On going	Walk through and Unit assessment data	Increase in district and state assessments scores by 5%	District/Campus benchmarks and common assessments, state Assessments	2
4	Social Studies: 2	Improve student achievement in social studies at all grade levels and among students served through special populations programs-Advanced Academics, ELL, Migrant and Special Education	Admin Instructional Coaches Curriculum instruction	Title I, local	Daily/weekly	Content Meetings, walk through reports, agendas, handouts, sign in sheets, common assessment data	Teachers will use manipulative, visual, and other methods of differentiated instruction.	District/Campus benchmarks and common assessments, state Assessments	3,9,10
6	Social Studies: 3	Provide Staff with focused professional development on curriculum framework and best practices.	Instructional Coaches, Admin, Curriculum instruction	Local	Monthly	Content Meetings, walk through reports, agendas, handouts, sign in sheets, common assessment data	Increase district and state assessment scores by 5%.	District/Campus benchmarks and common assessments, state Assessments	4
6	Social Studies: 4	Provide professional such as ELPS, SIOP, ESL methodologies, and strategies towards the instruction of ELLs.	Admin Instructional Coaches Curriculum	Region 20 Co-op, Title I,	Fall 2014	Workshop certificates	There will be an increase of 5% of students who meet satisfactory	District/Campus benchmarks and common assessments,	4

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			instruction	Local			levels on district and state assessments.	state Assessments	
1,5	Social Studies: 5	<u>Increase expository and narrative writing</u> Social Studies teachers will be required to implement a writing piece into their curriculum. 7 th grade and 8 th grade will have DBQ's to help reinforce writing in the classrooms.	All Social Studies Teachers	Local	Aug 2015-May 2016	Writing Samples and Writing Scores	Increase in 7 th grade STAAR Writing scores	District/Campus benchmarks and common assessments, state Assessments	1,2
6	Social Studies: 6	All history teachers will attend common planning sessions during weekly department meetings with central office representatives.	Social Studies Teacher Leader, All History Teachers, Central office Social Studies department	none	Aug 2014-May 2015	weekly agendas & sing in sheets	Eduphoria learning walks indicate common objectives and alignment across grade levels	Learning walks, PDAS evaluations	4
1	Social Studies: 7	<u>Provide student centered Social Studies instruction</u> Implement TCMPC TEKS data base to support 6 th , 7 th , and 8 th grade classrooms, introduce project based learning and inquiry model teaching methods to all history teachers.	All History Teachers	FTE, SCE	Aug 2014-May 2015	Benchmarks, Semester Exams, STARR	Benchmarks, Semester Exams, STARR	District/Campus benchmarks and common assessments, state Assessments	1

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1	Social Studies: 8	<u>Provide after school tutoring programs for students at risk of failing the STAAR test or failing their social studies class</u> Program will provide transportation, teacher compensation, and individualized content delivery.	All History Teachers	SCE, Title I, local	Nov.2014-Apr. 2015	Sign in sheets	15% improvement on STARR 2014	Common assessments, benchmarks, STAAR	9
1,5	Social Studies: 9	<u>Increase students' technology application skills</u> Teachers will receive training to integrate technology in their lessons.8 th grade teachers will be given access to an adaptive social studies learning platform.	All History Teachers	Local, Title I	Sept. 2014-May 2015	Lesson plans will integrate technology	An increase in the presence of technology on Eduphoria learning	Learning walk observations	3,4
1,4	Social Studies: 10	Reincorporate the use of the state issued textbooks as an additional classroom resource (including, but not limited to, McGraw-Hill Reading Essentials, McGraw-Hill 'Masrering the TEKS', SWISD Liberty Book, SWISD Writing for learning).	All Social Studies Teachers	SCE	Daily	Learning walks	Materials used to provide the hands on approach to teaching.	Use of materials to support use of the required curriculum.	1,9
1	Guidance: 1	Counselors will spend state recommended amount of time on Guidance related activities. Guidance Curriculum- 20% Responsive Services- 45% Individual Planning- 15% System Support- 20%	Counselors Administrators	Local	Daily/weekly	Daily Schedules	Counselors will meet the state requirements for guidance related assistance at 100%	Meet the state guidelines for activities.	1
1	Guidance: 2	All staff will participate in identifying student interests as	Counselors, Teachers	Local	Each semester	Students PGP, Lesson	100% 8 th grade will have a	Feedback from Students, and	1,2

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		they relate to Personal Graduation Plans and Career/College Readiness				Plans/Activities based on CCRS	graduation plan. 100% 6 th & 7 th grades will participate in CCR developmental activities.	Staff	
1,2,3,5	Guidance: 3	Counselors and Academic Coordinator will provide student session for transition meetings for all students.	Counselors Administrators	Local	Jan. 2014	Sign in sheets	Incoming students will have selected course/electives for coming year	Meet the district timeline/guidelines for activities.	1,2,7
2,4,6	Guidance: 4	Provide staff with training on bullying, cyber bullying, and abuse training.	Counselors, Teachers	Local	Fall 2014	Certificates	Teachers will be trained through online Eduphoria.	Meet the district timeline/guidelines for activities	1,2,4
1,6	Special Education: 1	Increase understanding and consistent use of collaborative teaching and instructional strategies by training all general and special education teachers.	Exec. Director of Special Education, Special Education Coordinators, Campus Administrators	none	Monthly	Training provided by campuses and C&I Special education staff during conference and or faculty meetings-Sign in sheet/agenda	Increase passing rates and achievement of special education students taking STAAR assessment by 10%	Certificates of completion	3,4,10
1,6	Special Education: 2	Train and require all inclusion teaches to utilize the District inclusion model for scheduling and collaborative teaching.	Exec. Director of Special Education, Special Education Coordinators, Campus	none	Daily/weekly	Data collected during walk through by campus administration and C&I department leaders	Increase the performance of students with disabilities on all content area benchmarks and state assessments by 10%	Certificates of completion	3,4

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			Administrators						
4,5,6	Special Education: 3	Provide professional development on the five models of co-teach 1) One lead. One support. 2) Station Teaching 3) Parallel Teaching 4) Alternative Teaching 5) Team Teaching	General and Special Education Teachers	Local, SCE, Title I	annually	Scheduling of Staff Development, Certificates	Benchmarks, Semester Exams, STARR	Certificates, Eduphoria, Feedback	3,4,10
1,2,4	Special Education: 4	Identify students and place them with the best support classes.	ARD Committee	None	Jan Pending TEA guidelines	Student Schedules	Increased performance on Assessments	Benchmarks and common assessments, STARR	3,9
1,4	Special Education: 5	Provide additional inclusion support in all core content areas.	Admin, Sp.Ed. Teachers, Counselors	Local, SCE, Title I	By Sept. 1	Student Schedules	Increased performance on Assessments	Benchmarks and common assessments, STARR	1,3,9,10
4,5,6	Special Education: 6	Provide professional development throughout the year to general and special education staff including paraprofessionals regarding: 1. Accommodations and Modifications 2. Inclusion Support 3. Co-Teaching 4. Understanding IEP's 5. Differentiated Instruction	Admin, Special Education Teachers, Counselors, Teacher Leaders Special Ed Coordinators and Directors	None	Annually	Certificate of completion; Lesson Plans; Classroom Observations	Increase special education passing rate	Certificates, LMS, Feedback	3,4,10

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1,4	Highly Qualified Teachers: 1	Actively recruit, hire, and retain highly qualified teachers by attending job fairs and implementing teacher of the month.	Principal	Title 1	Annually	Teacher certificates, HQ status form	100% instructional staff will be highly qualified	Certificates, survey feedback	5
1,3,6	College and Career Readiness: 1	Identify, recruit and provide support for students to enroll in Pre-AP, HS credit and advanced classes	Counselors, Teachers, Admin	None	Fall 2015 Spring 2015	Student Schedules	Increase enrollment in Pre-AP, HS Credit and advanced classes by 5% annually	Feedback from student, parent and teacher survey	1
6	Gifted/Talented: 1	Increase the number of students identified as GT and the number of teachers trained in GT	Admin, Teachers, Counselors	Local	Annually	GT identification list, nomination forms, Certificates	Increase # of students by 5% annually and Teachers trained to 100%	PEIMS, Certificates	8,4
4	McKenny Vento: 1 Foster	<u>Support the needs of homeless students.</u> <ul style="list-style-type: none"> Provide training for campus staff on homeless students and laws Enroll students immediately Provide academic interventions Contact necessary services 	Lori Boggio	Title I McKinney Vento	Training- Sept. Daily Checks	Documents forms completed	100% students identified will receive services	Surveys from students and staff	1,10
1	Math: 1	<u>Opportunity for collaboration in a rigorous math curriculum</u> Continue to incorporate strategies to enhance and support Spring Board and Pre-AP classes.	All math staff Math Coordinator	Local, Title I	weekly	Lesson Plans, Observations	There will be an increase of 5% of students who meet satisfactory levels on district and state	District/Campus benchmarks and common assessments, state Assessments	1

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							assessments.		
4	Math: 2	Provide students the opportunity to obtain additional tutoring for Phase I.	Instructional Coaches, math teachers, Admin	Title I, local, SCE	2nd semester	Attendance Rosters	10% growth in all Tier I students' math scores	District/Campus benchmarks and common assessments, state Assessments	9
1	Math: 3	<u>Encourage students to participate in College Readiness</u> Pre-AP Math, and Algebra I for guiding and providing structure and college preparation	All math staff	None	weekly	Lesson Plans Observations	Increase the number of students enrolled in Algebra I and Pre-AP by 10% annually	Master schedule, Student choice slips	2
6	Math: 4	Provide teachers professional development opportunities to effectively use the designated math framework, 3 Core Strategies, and instructional delivery.	Admin	SCE, Title I	2014-2015	Walk through, Common Assessments, and benchmarks	There will be an increase of 5% of students who meet satisfactory levels on district and state assessments.	District/Campus benchmarks and common assessments, state Assessments	4
6	Math: 5	Provide professional such as ELPS, SIOP, ESL methodologies, and strategies towards the instruction of ELLs.	Admin, selected teachers	Region 20 Co-op, Title I, local	Fall 2014	Workshop certificates	There will be an increase of 5% of students who meet satisfactory levels on district and state assessments.	District/Campus benchmarks and common assessments, state Assessments	4,9
1	Math: 6	Provide Math resources, equipment, technology for teachers to: supplemental consumable materials, supplies necessary for math curriculum implementation, software, and technology hardware.	Admin	Local, Title I	2014-2015	Forethought, Benchmarks, Common Assessment data, Walk throughs	There will be an increase of 5% of students who meet satisfactory levels on district and state	District/Campus benchmarks and common assessments, state Assessments	1

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							assessments		
2	Math: 7	Provide a supplemental math class for students to increase academic success on STAAR.	Academic coordinator, counselor	SCE, Title I, local, FTE	Aug. 2014	Student schedules	Increase STAAR math scores by 10%	Master Schedule	1,3,9
1	Math: 8	Provide a supplemental class for Special Education students that failed STAAR Math.	Academic coordinator, counselor	SCE, Title I, local, FTE	Fall 2014	Student Schedules	10% of growth in Special Education STAAR math scores.	District/Campus benchmarks and common assessments, state Assessments	1,9,10
1	Math: 9	Provide graphing calculators for Algebra I students and trainings for Algebra I teachers.	Admin	Title I	Fall 2014	Purchase Orders, Inventory, Workshop Certificates	There will be an increase of 5% of students who meet satisfactory levels on district and state assessments.	Lesson Plans, Observations	1,4
5	Math: 10	Provide after school tutoring to support our students identified by the index. -transportation, supplies, and resources	Content Teachers, Instructional Coaches, Admin, Teacher leaders	SCE, Title I, local	Sept. 2014	Sign in sheets, progress monitoring, RTI	There will be an increase of 5% of students who meet satisfactory levels on district and state assessments.	District/Campus benchmarks and common assessments, state Assessments	1,9,10
6	Math: 11	Provide Algebra I EOC trainings.	Admin	Title I	2014-2015	Registration and Certificates	There will be an increase of 5% of students who meet satisfactory levels on district and state assessments.	District/Campus benchmarks and common assessments, state Assessments	4
1	Math: 12	Monitor benchmarks, and common assessments to guide	Content Teachers,	Title I, Local	2014-2015	Forethought, Benchmarks,	There will be an increase of 5% of	District/Campus benchmarks	1,8

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		Math instruction, intervention, and goal setting in order to improve student achievement for all grade levels and among students serviced through special populations programs-ELL, Advanced Academics, Migrant, Special Education	Instructional Coaches, Admin, Teacher leaders			Common Assessment data, PLC's	students who meet satisfactory levels on district and state assessments.	and common assessments, state Assessments	
4	Health Services: 1	Demonstrate the 8 components of Coordinated Health Curriculum through physical education program, parent health services/training, provide emotional services/support and promote staff health.	Nurse, Admin, PE/Health Teachers, SHAC, Child Nutrition Social Worker	Local	monthly	End of year Fitness Gram results. Participation in events	100% of all students will complete all components of the coordinated health program	Feedback from student and staff surveys	1,6
1	Character Development for all students: 1	Provide and implement campus character development (Leader in Me) choices and incentives to students.	Administration, Teachers, Social Workers, counselors	Title I	Fall 2014	Assemblies to reinforce character development	Decrease discipline referrals by 5%	Feedback from students, teachers, and parents	1,2
2,4	Safe and Drug-Free Schools and Communities: 1	Promote a Safe and Drug-free School by incorporating campus activities that support drug prevention and violence prevention. a. LIM b. Character Ed instruction and recognitions c. Red Ribbon Week d. Bully Prevention	Counselors	Local	Weekly	Calendar of events, recognitions	Reduce number of conflicts/fights/drugs on campus by 100% annually	Feedback from student, parent, and staff surveys	1,2

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		e. Drug and Violence Prevention Literature f. SACDA (activities/Lessons)							
2,4	Safe and Drug-Free Schools and Communities: 2	Provide prevention and intervention support services that encourages our students to live healthy lives to promote a positive learning environment.	Counselors	None	Daily	BIP, campus discipline plan, discipline referrals	Degrease discipline referrals by 5% and SP.Ed referrals by 10%	Feedback, End of Year Discipline Reports	1
1,3,6	Parental Involvement: 1	Promote parental involvement activities to improve student achievement, school performance and social needs. a. Orientation Nights b. Content Area Nights c. Open House d. Information Nights (Topics determined by surveys) e. Fine Arts Performances f. McNair Newsletters g. Parenting Partners h. My Diploma	Admin, Counselors, SW high school, McNair Teachers Social Worker	Title I, Local	Review bi-weekly	Flyers, school messenger, newsletters, Sign-in	Increase number of parents attending activities by 5%	Feedback from student, parent, and staff surveys	1,6
1,5	Leadership Development : 1	Teachers will be provided an opportunity to join and lead committees, meetings and activities throughout the year to develop their leadership skills	All staff members	None	Monthly meetings	Sign-In Sheets, agendas, minutes	90% of staff will serve on at least on committee	Feedback from staff surveys	1,2,8
6	English	Provide professional such as ELPS, SIOP, ESL methodologies, and	Admin., selected	local funds,	1 st Semester	Certificates	10% increase in LEP student	Staff redelivers to departments	1,2,4

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	Language Learners: 1	strategies towards the instruction of ELLs.	teachers	Title III			performance on assessments		
1,4	English Language Learners: 2	Support language acquisition for ELL students by providing targeted instruction	All teachers		Daily	Lesson Plans	100% of students identified will be placed in ESL	District/Campus benchmarks and common assessments, state Assessments	1,2,3,9
4	Accelerated instruction of At-risk students, Drop-out reduction: 1	Identify and Support struggling students through ARC (At Risk Coaches)	Admin Counselors Social Work ARC	SCE	Daily	Sign in sheets	There will be an increase of 5% of students who meet satisfactory levels on district and state assessments.	District/Campus benchmarks and common assessments, state Assessments	2,9
1	Technology Applications: 1	Provide classrooms with technology hardware and software to facilitate effective classroom instruction and student-centered learning utilizing current, career oriented technologies which meet professional standards.	Tech Facilitator	Local, SCE, Title I, HSA	Monthly	Purchase orders	100% of all teachers meet the proficiency for developing tech on STAR char	Certificates, observations	1,2
6	Technology Applications: 2	Provide training and support to teachers in technology use in the classroom to support Tablet 1-1 initiative.	Tech Facilitator	stipends	Daily	Eduphoria, PD certificates	100% of students will demonstrate mastery of grade level technology standards	Student Technology assessments	4
1	Technology: 3	Provide STEM classes (club) including Creative Lab, Automation and Cyber Patriot	Stem Teachers	Local, Title I	Aug- June	STEM showcase and competitions	Student enrollment and participation in	Number of winners in each competition will	3,4,10

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		with consumables to facilitate effective instruction to promote careers in Science, Technology, Engineering and Mathematics.					STEM competitions will increase by 10%	increase each year	
1	Technology: 4	Provide STEM class (club) opportunities to attend events that promote pathways to careers in STEM. (Criteria based)	Stem Teachers	Local, Title I	Aug- June	Students will attend event and report out as projects demonstrating learning	Number of students meeting criteria will increase by 10% for each event offered.	Students will showcase learning by presenting/ displaying projects to McNair students.	3,4,10
6	Technology: Obsolescence Plan: 5	Update instructional technology resources (hardware and software) to enhance students and teachers ability to teach, learn, and achieve campus goals.	Campus Principal and Tech Facilitator	Title I, SCE	100% of all instructional staff and teachers will be able to access technology for instruction	Increase in TA TEKS scores and student performance in academics.	8th grade TA TEKS Test; student performance data	Classroom observations	1,2,4
3	Technology: 6	Provide software to increase ability to communicate with monolingual parents.	Administrati on and Tech facilitator	Local	Weekly	Parent communication in native language	Increase # of teachers who speak Spanish by 20%	Increase parent involvement due to comfort level going up on campus.	1,6

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1	Career & Technology: 1	Provide opportunities for student to learn about Career & Technology opportunities available	CT director, Counselors	None	Spring 2014	Stem Participation through Alamo Colleges Career Fair Participation, Student interest inventories, Student choice slips	100% students will be introduced to CT classes available at SWHS	Career Cruising, interest Inventory My Road	1,2
1,4	Electives: 1	Use a variety of resources (consumables/materials) to supplement instructional materials needed to support the elective classrooms.	Elective teachers	SCE, Title I, Local	weekly	Learning walk/usage charts from software	materials used to provide the hands on instruction	Use of materials to support the elective classrooms.	1
2	Guidance: 1	Support guidance program with clerical duties-counseling clerical duties.	Counselor's Clerk	Title I	Daily	Daily Schedule	100% of all students enrolling will have completed PRC's and school records in a timely manner	Completion of PRC's and sub-pop identification sheets	1,2
2	Social Worker: 1	Provide Social Worker services to students in need.	Social Worker	SCE, FTE, Title I	60% of Week	documentation	100% of identified students receive services	EOY Surveys	1,2,6
2	Safe and Drug-Free Schools and Communities:	Support school safety and safe school learning environment. a. Student ID cards b. Faculty ID cards c. Raptor system d. Kronos finger printing	Office staff	Local	Daily	Raptor Report, ID's visible on All	100% of students, staff, and visitors have ID		2

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	1								
2,5,6,	Restorative Practices	Training staff and students, developing relationships, and reducing discipline issues	All Staff and students	Local, Title I	Daily	In action	All teachers utilizing restorative practices, creating a culture of respect and care. Reducing DAEP placements.	DAEP numbers, culture survey	2, 4, 9
2	Attendance: 1	Provide rewards for perfect Attendance throughout the school year. a. Drawing for Prizes e. Students able to attend school Dances and Faculty vs. Student Events	Administration	Local	Each Six Weeks	Prizes for students, Attendance to School Events	Increase Student Attendance to 96%	AEIS Reports, Daily attendance Reports	1,2
2,3	Attendance: 2	Student Conferences for Attendance a. Student Conference for students with Five or more absents in (October) b. Parent Conference with students with 10 or more absences in (December) c. School Messenger calls each day a student is absent	Principal	none	Daily, Monthly	Referral Documentation, Phone Call Log	Increase Student Attendance to 96%	AEIS Reports, Daily attendance Reports	1,2,6
6	Professional Development	Provide Professional Development for Core and	Teachers, Admin	Local, SCE, HSA,	On-Going	Workshop Request	Increase Student performance.	Certificates, Observations	4

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	: 1	Elective Teachers and Administration. a. For Teachers In Need of Assistance To address any student/Teachers needs		Title I					
2,4	Disciplinary Alternative Education Program 1	Provide a Disciplinary Alternative Education Program (DAEP or Bootcamp) for students that meet the requirements of removal from their primary campus based on disciplinary actions.	Principal of DAEP	Title 1 SCE and Local Funds (from campus allotment s)	Aug 22 – last day of school	Hearing documents, student schedule, class rosters	100% of students eligible for DAEP services will be provided the opportunity to attend.	Hearing and campus data reports.	2 9 10
2,4	Disciplinary Alternative Education Program 2: General Supplies	Provide DAEP with comparable materials, resources, and supplies as secondary campuses ensure the continuation of learning for all students	Principal of DAEP	Title 1 SCE and Local Funds (from campus allotment s)	Aug 22 – last day of school	Purchase orders, grade level materials list, technology list	100% of students will be able to have comparable resources to campus students.	Grades and report cards	2 8 10
2,6	Disciplinary Alternative Education Program 3: Professional Development	Provide DAEP staff and teachers with necessary professional development to continue ongoing professional learning, specialize in content areas, and work with at-risk students.	Principal of DAEP	Title 1 SCE and Local Funds (from campus allotment s)	Sept 1 – July 2017	Workshop Request forms, certificates, and CNA	100% of teachers will meet highly-qualified status for the grade level and content they teach.	HR report	3 4 10