Edgewood Independent School District

Gus Garcia Middle School

2015-2016 Campus Improvement Plan

Mission Statement

Our campus will focus on bringing together students, parents, teachers, and business members to ensure successful academic and social development of all students.

Vision

GGMS students will attain a quality education that enables them to achieve their potential and participate now and in the future.

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Comprehensive Needs Assessment

Key Result Area 1: World-Class Education

Key Result Area 1: World-Class Education Summary of Data

Gus Garcia Midde School addressed the needs of the campus by collecting, analyzing, and dissaggregating data and then identifying strenghts, weaknesses, opportunities, and threats that impact instruction, student learning and achievement, school climate, and parental and community involvement in the 2014-2015 school yar. Below are the key areas that will ensure we make the necessary gains that will enable our studetns to reach academic success.

Key Result Area 1: World-Class Education Strengths

Strengths

- Extended Day Learning - Each teacher has an opportuntiy to provide Extended Day Learning (after school tutoring) 3 times per week
- Saturday School - Each teacher has an opportunity to provide Saturday School at least 3 times per year
- 7th grade Reading has increased from 46% to 64% on STAAR
- Algebra I maintain 90% passing rate on the STAAR EOC
- Instructional Rounds scheduled 4 times a year to monitor instructional practices
- 10 day STAAR blitz held for all STAAR tested content areas
- Writing increased from 36% to 51% STAAR
- Index II increased 30 to 41on
- Index III increased from 25 to 32

Key Result Area 1: World-Class Education Needs

Weakness

- Index I was not met - 50 (standard was 60)

- Social Studies - STAAR 2015 decreased from 31% to 25%
- Science 2015 STAAR decreased from 41% to 38%
- Level III Advanced Overall - STAAR 2015 @ 7% (pending System Safeguards)
- Differentiated lesson plans for all students, including Pre-AP/GT students and courses

Opportunities

- Vertical Planning sessions scheduled twice monthly
- Gallery Walks scheduled monthly to monitor campus initiatives
- 16 new teachers to the campus of which 2 are new to teaching

Threats

- Performance for 2014 PBMAS in special education was 39% Reading, 40% Math, 38% Writing, 24% Science, 29% Studies
- Performance for 2014 PBMAS in ELL was 54% Reading, 58% Math, 32% Writing, 33% Science, 25% Social Studies
- 16 new teachers to campus not previously trained in campus initiatives
- New Math TEKS for 7th, 8th grade
- 2 new teachers to profession

Key Result Area 2: World-Class Family & Community Engagement

Key Result Area 2: World-Class Family & Community Engagement Summary of Data

Gus Garcia Midde School addressed the needs of the campus by collecting, analyzing, and dissaggregating data and then identifying strenghts, weaknesses, opportunities, and threats that impact instruction, student learning and achievement, school climate, and parental and community involvement in the 2014-2015 school yar. Below are the key areas that will ensure we make the necessary gains that will enable our studetns to reach academic success.

Key Result Area 2: World-Class Family & Community Engagement Strengths

Strengths

- Athletic Booster
- Family Literacy Nights- Math, Sci, ELAR, SS

Key Result Area 2: World-Class Family & Community Engagement Needs

Weakness

- Lack of parent volunteers
- Low attendance for PTA meetings
- Band booster is non-existent
- Community rep in CPOC

Opportunities

- PTA meetings have low attendance
- Community involvement/partnerships
- Coffee with the Principal
- District Neighborhood Meetings

Key Result Area 3: World-Class Instructional Support System

Key Result Area 3: World-Class Instructional Support System Summary of Data

Gus Garcia Midde School addressed the needs of the campus by collecting, analyzing, and dissaggregating data and then identifying strenghts, weaknesses, opportunities, and threats that impact instruction, student learning and achievement, school climate, and parental and community involvement in the 2014-2015 school yar. Below are the key areas that will ensure we make the necessary gains that will enable our studetns to reach academic success.

Key Result Area 3: World-Class Instructional Support System Strengths

Strengths

- 7th grade Reading increased from 46% to 64%
- Algebra maintained @ 90%
- 2 out of 5 teachers on TINAs submitted resignations for the end of the year
- Campus officer assigned to GGMS in 2013-14 returned in 2014-2015
- Discipline referrals have decreased from 2164 in 2013-2014 to 341 (through Feb. 2015) in 2014-2015
- Jazz band was implemented in 2014-2015 and has increased student engagement and elective oppourtunities
- Career Portals was introduced as an elective class

Key Result Area 3: World-Class Instructional Support System Needs

Opportunites

- 33% of 7th grade Read 180 students and 56% of 8th grade Read 180 students met the STAAR passing standard
- LOTC was implemented during the 2014-2015 school year; teacher resigned mid year; new (to teaching) instructor hired

Threats

- 3 of the 4 AITs are new to their grade level, one is new to teaching, and 2 are not returning for the 2015-2016 school year
- 29 8th grade students were retained in 2014-2015

Key Result Area 4: World-Class Operational Support System

Key Result Area 5: World-Class Team

Key Result Area 5: World-Class Team Summary of Data

Gus Garcia Midde School addressed the needs of the campus by collecting, analyzing, and dissaggregating data and then identifying strenghts, weaknesses, opportunities, and threats that impact instruction, student learning and achievement, school climate, and parental and community involvement in the 2014-2015 school yar. Below are the key areas that will ensure we make the necessary gains that will enable our studetns to reach academic success.

Key Result Area 5: World-Class Team Strengths

Strengths

- URS meetings held weekly to monitor student progress and identify student needs
- IC holds coaching sessions with staff, depending on teacher need
- MAPing and planning sessions with STAAR grade level/content teachers after CBA 2, 4 and BM
- SSI group interventions are teacher led
- Leadership Team attends School Leaders Network
- Teacher Training/Professional Development/Consultant for all content areas

Key Result Area 5: World-Class Team Needs

Weakness

Opportunities

- Teachers/staff understanding of and training in accountability system and changes to the system
- New appraisal system for teacher growth

- Training on SIOP/Sheltered Instruction Strategies for ELLs limited to a small team of teachers
- Lack of quality subs
- Grade level/Content Area planning

Threats

- New Math TEKS

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data (Required)
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- AEIS longitudinal data (Required)
- AYP longitudinal data (Required)
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions (Required)
- Texas English Language Proficiency Assessment System (TELPAS) results (Required)
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- SSI: Think Through Math assessment data (Grades 3-8)
- Local diagnostic reading assessment data (Required)
- Local diagnostic math assessment data (Required)
- Local benchmark or common assessments data (Required)
- Student failure and/or retention rates (Required)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups (Required)
- Male / Female performance and participation data (Required)

- Special education population, including performance, discipline, attendance, and mobility (Required)
- Migrant population, including performance, discipline, attendance and mobility (Required)
- At-Risk population, including performance, discipline, attendance and mobility (Required)
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc (Required)
- Section 504 data
- Homeless data (Required)
- Gifted and talented data
- Dyslexia Data (Required)
- Response to Intervention (RTI) student achievement data (Required)

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data (Required)
- Annual dropout rate data (Required)
- Attendance data (Required)
- Discipline records (Required)
- Violence and/or violence prevention records (Required)

Employee Data

- PDAS data (Required)

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: KRA #1 World-Class Education: To increase student achievement in Pre-Kindergarten - Grade 12 in the areas of reading, writing, mathematics, science, and social studies.

Performance Objective 1: Increase the percentage of students meeting Level II: Satisfactory standard in Index 1: Student Achievement from 51% to 61%. - Increase the percentage of students meeting Level II: Satisfactory Academic Performance on STAAR Reading from 68% to 75% -Increase the percentage of students meeting Level II: Satisfactory Academic Performance on STAAR Math from 43% to 60% -Increase the percentage of students meeting Level II: Satisfactory Academic Performance on STAAR Writing to 58% to 70% (System Safeguard) -Increase the percentage of students meeting Level II: Satisfactory Academic Performance on STAAR Science from to 36% to 60% (System Safeguard) -Increase the percentage of students meeting Level II: Satisfactory Academic Performance on STAAR Social Studies from to 23% to 60% (System Safeguard) -Increase the percentage of students meeting Level II: Satisfactory Academic Performance on STAAR Algebra I EOC from 90% to 100%.

Summative Evaluation: The performance of this objective will be evaluated using 2015-2016 STAAR Scores.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 4 1) Students will answer higher order questions using Mentoring Minds and Kamico.	1, 3, 9	IC	Increased student performance in local, district, and state assessments as measured on the goals above.				
	Funding Sources: 199 - Local - $4000.00						
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 2 CSF 4 2) Continued use of the WARoom for data disaggregation after CBAs, benchmarks, and STAAR exams. Teachers will build in 1 day after district tests and benchmarks to conduct data analysis with their students.	8, 9	IC	Increased student performance in local, district, and state assessments as measured on the goals above.				
	Funding Sources: 199 - Local - $1000.00						
Critical Success Factors CSF 1 CSF 2 3) Continue the MAPing process to ensure regular review of student data and subsequent data-driven planning for targeted interventions for all student populations ensues.	1, 9	IC	Increased student performance in local, district, and state assessments as measured on the goals above.				
4) Continued opportunity for on-going, embedded professional development and learning through academic coaching.	1, 3, 4, 9	Principal	Increased student performance in district and state assessments as measured on the goals above.				

5) Administrative Team will conduct weekly walk-throughs to monitor the use of school & district initiatives, effective teaching practices, high level questioning practices, and level of student engagement.	1, 3, 9	Principal	Increased student performance in local, district, and state assessments as measured on the goals above.				
6) Assistance will be provided to Dyslexic student population.	3, 9	504 Coordinator	Increased student performance in local, district, and state assessments as measured on the goals above.				
	Funding Sources: 199 - Local - $800.00						
7) Technology integration will occur in all classes and extended learning time, interactive white boards, iPads, laptops, desktop computers, etc. on a weekly basis to increase student engagement and learning.	1, 3, 9	ITF	Increased student performance in local, district, and state assessments as measured on the goals above.				
System Safeguard Strategies 8) Vertical planning will occur two times per month	1, 3, 9	IC	Increased student performance in local, district, and state assessments as measured on the goals above.				
System Safeguard Strategies 9) Continue to implement Writing Across the Curriculum to increase authentic student writing and improve student writing skills.	1, 3, 9	IC	Increased student performance in local, district, and state assessments as measured on the goals above.				
10) Continued opportunity for on-going, embedded professional learning through academic coaching, professional learning committees, and book studies, including writing tutor, Instructional Rounds, Literacy Coaching (Stephanie Harvey Consultants), Region XX, and Thinking Through Quality Questioning.	1, 2, 3, 5, 9	Principal, IC	Increased student performance in local, district, and state assessments as measured on the goals above.				
	Funding Sources: 211 - Title I - SIP - $40000.00						
11) Increase learning time by providing students the opportunities to attend supplemental tutorials in core content areas and Saturday School to close the learning gaps, increase student learning and success as well as to increase the number of students achieving the Met and Advanced standards on the STAAR.	1, 2, 3, 8, 9	IC	Increased student performance in local, district, and state assessments as measured on the goals above.				
	Funding Sources: 211 - Title I - $23000.00, 199 - State Compensatory - $8000.00						
12) Continue the implementation of Thinking Maps across all content areas to increase students' critical thinking skills and academic performance.	1, 3, 9	IC	Increased student performance in local, district, and state assessments as measured on the goals above.				
13) We will provide differentiated instruction for all students and teachers will document these differentiated strategies and activities in their lesson plans.	1, 2, 3, 8, 9	Principal	Increased student performance in local, district, and state assessments as measured on the goals above.				

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Goal 2: KRA #1 World-Class Education: To increase the percentage of students graduating from high school in four years.

Performance Objective 1: Increase performance in Index II: Student Progress from 39% to 55%; -Decrease the number of students receiving Tier II interventions from 32% to 20%; -Decrease the number of students receiving Tier III interventions from 37% to 25%.

Summative Evaluation: The performance of this objective will be measured using TAPR reports and URS information.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Use identifiers as set forth by the URS Committee to identify and monitor students requiring specialized interventions.	1, 9	IC	Decrease in dropout rate and increased student achievement in all assessments. Increased performance on Indices II, III the TAPR.				
2) Read 180 and System 44 will be offered to those students with the lowest reading scores; Think Through Math will be offered to those students with the lowest math scores.	1, 3, 9	Assistant Principal	Increased performance in STAAR Reading and Math.				
3) Read 180 and System 44 will be offered to those students with the lowest reading scores; Think Through Math will be offered to those students with the lowest math scores.	1, 3, 9	Assistant Principal	Increased performance in STAAR Reading and Math.				
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Goal 2: KRA #1 World-Class Education: To increase the percentage of students graduating from high school in four years.

Performance Objective 2: Increase the percentage of ELL students meeting or exceeding their progress measure from 47% to 60%.

Summative Evaluation: The performance of this objective will be measured using STAAR Progress measure data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) We will continue to implement Sheltered Instructional strategies that address language needs of Limited English Proficient students.	1, 3, 8	LPAC Administrator	Increased student performance in local, district, and state assessments as measured on the goals above.				
2) The Sheltered Instruction Team will conduct a book study for the book 7 Steps to a Language-Rich Interactive Classroom.	1, 2, 9	IC	Increased student performance in local, district, and state assessments as measured on the goals above.				
Funding Sources: 211 - Title I - $1500.00							
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Goal 2: KRA #1 World-Class Education: To increase the percentage of students graduating from high school in four years.

Performance Objective 3: Increase the performance in Index III: Closing the Gap from 31% to 40%; -Increase the Level III performance in Reading from 7% to 20%; - Increase the Level III performance in Writing from 3% to 10%; - Increase the Level III performance in Math from 0% to 10%; -Increase the Level III performance in Science from 3% to 10%; -Increase the Level III performance in Social Studies from 2% to 10%; -Increase the Level III performance in Algebra I from 29% to 40%.

Summative Evaluation: The performance of this objective will be measured 2015-2016 STAAR Data.

Goal 3: KRA #1 World-Class Education: To increase student performance on college and career readiness indicators.

Performance Objective 1: Increase the performance in Index IV: Postsecondary Readiness from 11% to 15%.

Summative Evaluation: The performance of this objective will be evaluated using assessment data per TAPR reports.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) We will continue implementation of Thinking Through Quality Questioning and Literacy Coaching through Stephanie Harvey.	1, 2, 3, 9	IC	Increased student achievement at the Advanced Level for local, district, and state assessments as measured by the goals above.				
2) We will provide differentiated instruction for GT and Pre-AP students and document differentiation in lesson plans.	1, 3, 9	Principal	Increased student achievement at the Advanced Level for local, district, and state assessments as measured by the goals above.				
3) Increase student participation in extra-curricular activities such as NJHS, Chess Club, Cheerleading, Robotics, etc.	1, 9	IC	Increased student achievement in STAAR Level III as measured by the goals above				
Funding Sources: 199 - State Compensatory - $1000.00							
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Goal 3: KRA #1 World-Class Education: To increase student performance on college and career readiness indicators.

Performance Objective 2: Increase the percentage of students meeting Final Level II performance on two or more STAAR exams from 10% to 20%

Summative Evaluation: The performance of this objective will be evaluated using 2015-2016 STAAR Data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Teachers will use Stephanie Harvey's Literacy Toolkit lessons and students will implement these strategies.	3, 8, 9	Principal	CWTs will reflect use of these strategies in all ELAR and SS classrooms. Increased student achievement local, district and state assessment as indicated on goals above.				
2) We will continue implementation of the Thinking Through Quality Questioning.	1, 2, 3, 9	Principal	CWTs will reflect use of these strategies in all classrooms. Increased student achievement in local, district and state assessment as indicated on the goals above. Increased evidence from Instructional Rounds.				
3) Increase student participation in extracurricular activities, such as NJHS, Chess Club, Cheerleading, Robotics, Video Gaming, Video Making, Student Council, etc.	1, 9	Principal	Increased student achievement in STAAR as per the goals above.				
4) We will continue student participation in the University Interscholastic League (UIL).	1, 9	Principal	Increased Final Level II as measured by the goals above.				
Funding Sources: 199 - Local - $1000.00							
5) We will continue to implement a Jazz band program for advanced band students.	1, 3, 9	Principal	Increased student achievement in STAAR as measured by the goals above.				
Funding Sources: 199 - Local - $1500.00							
6) We will implement LOTC at Gus Garcia to increase student interest in career opportunities.	1, 3, 9	Principal	Increased student achievement in STAAR as measured by the goals above.				
Funding Sources: 199 - Local - $2000.00							
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Goal 3: KRA #1 World-Class Education: To increase student performance on college and career readiness indicators.

Performance Objective 3: Decrease the dropout rate in Grades 6-8 from .1% to 0%.

Summative Evaluation: The performance of this objective will be evaluated using TAPR Reports.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Use identifiers as set forth by the URS Committee to identify and monitor students requiring specialized interventions.	1, 9	Counselor	Decrease in dropout rate and increased student achievement in all assessments. Increased performance on Indices II, III the TAPR.				
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Goal 4: KRA #1 World-Class Education: To increase student performance for Limited English Proficient, Special Education, Migrant, Career and Technical, and Title I students to meet the challenging state, content, and student performance standards expected of all students.

Performance Objective 1: -Increase Limited English Proficient student performance in Reading from 42% to 70% (System Safeguard) -Increase Special Education student performance in Reading from 39% to 70% (System Safeguard) - Increase Special Education student performance in Math from 40% to 70% (System Safeguard) -Increase Limited English Proficiency student performance in Writing from from 20% to 60% (System Safeguard) -Increase Special Education student performance in Writing from 32% to 60% (System Safeguard) -Increase Economically Disadvantaged student performance in Writing from 38% to 60% -Increase Special Education student performance in Science from 24% to 50% (System Safeguard) -Increase Limited English Proficient student performance in Science from 19% to 50% -Increase Special Education student performance in Social Studies from 29% to 50% (System Safeguard) -Increase Economically Disadvantaged student performance in Social Studies from 31% to 60% (System Safeguard) -Increase migrant student performance in Reading to 65% - Increase migrant student performance in Math to 65% - Increase migrant student performance in Writing to 60% -Increase migrant student performance in Science to 60% -Increase migrant Social Studies performance to 50%

Summative Evaluation: This objective will be evaluated using 2015-2016 PBMAS results.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Students who failed STAAR Reading will be enrolled in Read 180 or System 44 and those who failed STAAR Math will be enrolled in Think Through Math.	2, 9	Assistant Principal	Increased student achievement in STAAR as per the goals above.				
System Safeguard Strategies 2) Use the sheltered instruction as an instructional strategy to increase student achievement for ELLs.	1, 3, 9	LPAC Administrator	Increased student achievement in STAAR as per the goals above.				
3) Provide Tier II instruction using Istation and Think Through Math.	3, 8, 9	IC	Increased performance on all assessments.				
Funding Sources: 199 - Local - $2000.00							
4) Purchase general supplies for lessons and activities in the Life Unit classroom.	3	Principal					
Funding Sources: 224 - Title I - SPED - $1400.00							
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Goal 5: KRA #2 World-Class Family & Community Engagement: To increase the level of parental engagement by involving parents and community in the academic development of all children.

Performance Objective 1: Increase the number of students/parents who are ACTIVELY associated with TxConnect from 86% to 95%.

Summative Evaluation: The performance of this objective will be evaluated using the number of active users.

Goal 5: KRA #2 World-Class Family & Community Engagement: To increase the level of parental engagement by involving parents and community in the academic development of all children.

Performance Objective 2: Increase the number of opportunities for parents to participate in activities outside of school hours and or the school building from 2 to 5 opportunities.

Summative Evaluation: The performance of this objective will be evaluated through the participation of parents.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Parent volunteers will be provided opportunities to volunteer at the campus and off-campus.	6	Parent Liaison	Increase in parent volunteer hours. Reports from the iPad as well as sign in sheets.				
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Goal 5: KRA #2 World-Class Family & Community Engagement: To increase the level of parental engagement by involving parents and community in the academic development of all children.

Performance Objective 3: Establish connections with 60% of parents at Gus Garcia Middle School.

Summative Evaluation: The performance of this objective will be measured using sign in sheets for Literacy Nights, PTA meetings, Athletic Booster Meeting, and Parent Classes.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) A monthly newsletter will be developed, both English and Spanish versions, to be distributed via GGMS website and mailed home.	1, 2, 6	Principal	Increased parent involvement as measured by parent login hours.				
Funding Sources: 199 - Local - $2000.00							
2) rogress reports will be reviewed by administration every 3 weeks. Comments will be written on progress reports. Progress reports and report cards will be mailed home.	1, 2, 6	Principal	Increased parental involvement. Increased student achievement local, district and state assessment as indicated on goals above.				
Funding Sources: 199 - Local - $2000.00							
3) Parent Liaison will share events, monthly calendars, and other important information via the website and postal service.	6, 9	Principal	Increased parental involvement.				
Funding Sources: 199 - Local - $1000.00							
4) We will host 5 Family Nights - one for each content area to teach parents content specifics activities they can use at home.		IC	4 Literacy Nights will be held throughout the year (Social Studies, Math, Literacy, Science in addition to the Technology/Art Extravagnza				
Funding Sources: 199 - Local - $2500.00, 211 - Title I - $2000.00							
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Goal 6: KRA #3 World-Class Instructional Support System: To support student academic achievement through increased attendance, improved discipline, coordinated school support and a civil school environment.

Performance Objective 1: Increase the percent of students in attendance at Gus Garcia Middle School from 94% to 96% . Maintain staff attendance at 94%.

Summative Evaluation: The performance of this objective will be evaluated using attendance data from ITCCS and Time Clock Daily Attendance.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Continue to implement PBIS strategies to foster a positive culture and climate at the campus.	2	Assistant Principal	Increased attendance as measured on the Attendance Report and teacher time clock report.				
Funding Sources: 199 - Local - $1000.00							
✔ = Accomplished ◐ = Considerable ◐ = Some Progress ⬤ = No Progress ✗ = Discontinue							

Goal 6: KRA #3 World-Class Instructional Support System: To support student academic achievement through increased attendance, improved discipline, coordinated school support and a civil school environment.

Performance Objective 2: Decrease the referrals and infractions to less than 350 during each semester.

Summative Evaluation: The performance of this objective will be evaluated using the District Referral Code Summary Report in Pinnacle.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) We will hold PBIS rallies in the Fall and Spring semesters.	2	PBIS Team	Decreased student referrals and increased student achievement as measured by ITCCS reports.				
2) The charger Store will be open from 7:45 to 8:05 on a daily basis.	2	PBIS Team	Decreased student referrals and increased student achievement as measured by ITCCS reports.				
Funding Sources: 199 - Local - $500.00							
3) Conflict resolution strategies will be used to resolve and diffuse situations among students.	1, 2	Counselor	Decreased student referrals and increased student achievement as measured by ITCCS reports.				
4) Use of "values" posters and "Thought for the Day" messages as print materials and the Anti-bully pledge as part of the morning announcements to create awareness amongst student population.	1, 2, 9	Principal	Decreased discipline referrals and increased student achievement.				
5) We will utilize counseling groups to address student needs.	1, 2, 6	Counselor, Social Worker	Decreased discipline referrals and increased student achievement.				
6) We will use PBIS to decrease our Tier II and Tier III students.	1, 2, 9	PBIS Team	Decreased referrals and increased student achievement in all assessments.				
7) We will continue to implement LOTC at Gus Garcia.	2, 3	Principal	Decreased referrals and increased student achievement in all assessments.				
Funding Sources: 199 - State Compensatory - $1500.00							
8) All staff will be on an all-call duty schedule for the first 2 and last 2 weeks of school.	1, 2	Principal	Decreased discipline incidents and increased positive interactions amongst students, parents, and staff.				
9) All staff will follow a morning and afternoon duty schedule.	1, 2	Principal	Decreased discipline incidents and increased positive interactions amongst students, parents, and staff.				
10) All staff will be on duty during passing periods.	1, 2	Principal	Decreased discipline incidents and increased positive interactions amongst students, parents, and staff.				
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Goal 7: KRA #4 World-Class Operational Support: To provide sound and well maintained operational support systems in order to support the academic development of all children.

Performance Objective 1: Students will be enrolled in AP, strategies, or regular classes as well as elective courses to service their individual student needs.

Summative Evaluation: The performance of these objectives will be evaluated using enrollment reports from ITCCS.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) We will provide services for the gifted and talented and advanced academics (Pre-AP) student population.	8, 9	Assistant Principal	Increased student achievement at the Advanced Level for local, district, and state assessments as measured by the goals above.				
2) Read 180 and System 44 will be offered to those students with the lowest reading scores; Think Through Math will be offered to those students with the lowest math scores.	1, 3, 9	Assistant Principal	Increased student achievement at the Advanced Level for local, district, and state assessments as measured by the goals above.				
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Goal 7: KRA #4 World-Class Operational Support: To provide sound and well maintained operational support systems in order to support the academic development of all children.

Performance Objective 2: Increase the percentage of students involved in extra-curricular activities, such as Athletics, Band, LOTC, and the Family Fitness Program.

Summative Evaluation: The performance of these objectives will be evaluated using enrollment reports from ITCCS.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) We will continue to implement LOTC at Gus Garcia.	2, 3	Principal	Increased student achievement at the Advanced Level for local, district, and state assessments as measured by the goals above.				
2) We will implement a Jazz band program for advanced band students and ensure participation in concerts and competitions	2, 3, 9	Principal	Increased student achievement at the Advanced Level for local, district, and state assessments as measured by the goals above.				
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue							

Goal 8: KRA #5 World-Class Team: To attract, develop, and retain highly qualified staff members district-wide.

Performance Objective 1: Teachers will implement TEKS-based instructional strategies by attending research-based professional development.

Summative Evaluation: The performance of this objective will be evaluated using registration and sign in sheets.

Goal 8: KRA #5 World-Class Team: To attract, develop, and retain highly qualified staff members district-wide.

Performance Objective 2: Continue the opportunity for on-going, embedded professional learning through academic coaching, professional learning committees, and book studies, including writing tutor, Instructional Rounds, Literacy Coaching, Region XX, and Thinking Through Quality Questioning.

Summative Evaluation: The performance of this objective will be measured by increased student performance in local, district, and state assessments as measured in Edusoft and TAPR reports.

Goal 9: KRA #6 World-Class Facilities: To ensure the construction, upgrade, and maintenance of facilities meets the needs of students and staff.

Goal 10: KRA #7 World-Class Business Support System: To standardize business operations transactions to increase efficiency and effectiveness.

Goal 11: KRA #8 World-Class Fiscal Performance: To ensure that funds are spent in accordance with the board approved budget and district improvement plan.

System Safeguard Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Students will answer higher order questions using Mentoring Minds and Kamico.
1	1	2	Continued use of the WARoom for data disaggregation after CBAs, benchmarks, and STAAR exams. Teachers will build in 1 day after district tests and benchmarks to conduct data analysis with their students.
1	1	8	Vertical planning will occur two times per month
1	1	9	Continue to implement Writing Across the Curriculum to increase authentic student writing and improve student writing skills.
4	1	2	Use the sheltered instruction as an instructional strategy to increase student achievement for ELLs.

Title I

Instruction by highly qualified professional teachers

Edgewood ISD is 100% highly qualified for the 2014 - 2015 school year. The Human Resources Department works closely with all candidates to ensure that each and every person meets the Highly Qualified requirements. A common goal of all district and campus leaders is to safeguard the instructional program by employing staff members that are highly skilled in their subject matter and pedagogy so that the needs of our diverse learners may be met. Through our rigorous world-class professional development program, all staff members continuously learn and grow.

Campus Funding Summary

211 - Title I

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	teacher contracts, supplies	xxxxx	$23,000.00
2	2	2	books and related materials	xxxxx	$1,500.00
5	3	4	flashcards, puzzles, reading books, misc items for make and take sessions	xxxxx	$2,000.00
				Sub-Total	$26,500.00

199 - State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11		xxxxx	$8,000.00
3	1	3	tshirts, chess materials, uniforms, misc. supplies	xxxx	$1,000.00
6	2	7	LOTC handbooks, misc. items	xxxxx	$1,500.00
				Sub-Total	$10,500.00

199 - Local

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Mentoring Minds, Kamico, Consumables,	xxxxx	$4,000.00
1	1	2	magnets, labels, ladders, paper, chart paper, refreshments	xxxxx	$1,000.00
1	1	6	overlays and related materials	xxxxx	$800.00
3	2	4	misc. supplies/tshirts	xxxxx	$1,000.00
3	2	5		xxxx	$1,500.00
3	2	6	uniforms, misc. items	xxxxx	$2,000.00
4	1	3	headphones	xxxxx	$2,000.00
5	3	1	postage, paper	xxxxx	$2,000.00
5	3	2	postage and paper	xxxxx	$2,000.00
5	3	3	misc. mailing supplies	xxxxx	$1,000.00
5	3	4	paper, flyers, misc resources for activitie	xxxxx	$2,500.00

6	1	1	misc items for Charger Store and attendance initiatives	xxxxx	$1,000.00
6	2	2	misc. incentive items	xxxxx	$500.00
				Sub-Total	$21,300.00

211 - Title I - SIP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	consultants, materials, books	xxxxx	$40,000.00
				Sub-Total	$40,000.00

224 - Title I - SPED

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4		xxxxx	$1,400.00
				Sub-Total	$1,400.00
				Grand Total	$99,700.00