Millsap Elementary

Campus Improvement Plan
2016-17

District Mission Statement	Campus Mission Statement
The Mission of MIllsap ISD is to inspire, develop, and educate every student in a safe environment to be productive citizens prepared for lifelong success.	The Mission of Millsap Elementary is to educate every student to function successfully as a result of a positive learning environment created by dedicated staff, supportive parents, and an involved community.
District Motto	**Campus Motto**
Your child. Their dreams. Our Mission.	Searching for Excellence
District Vision Statement	**Campus Vision Statement**
Millsap ISD will partner with parents to be the premier educational organization.	Millsap Elementary will partner with parents to be the premier educational organization.

Value Statements
We value the development of the whole child. We value community/parental partnerships and mutual respect. We value positive relationships with students, staff, and parents. We believe student success is our ultimate measure. We practice ethical behavior and personal integrity.

Comprehensive Needs Assessment

To assess where our students are in relation to our Vision, Mission and our board-approved goals, the SBDM team reviewed all available data to identify our strengths and to prioritize our areas of concerns. Formal review includes data from the following:

- Results of community and parent surveys
- Disaggregating of longitudinal; TAPR
- Disaggregating of current year TAPR report
- Results of benchmark assessments
- Prior year budgets
- Staff development needs surveys
- Results of State and Federal planning requirements (program evaluations)
- Student retention rates

Informal measures include such as the following:

- Needs identified through campus faculty meeting carried forward to SBDM meetings.
- Review of previous year initiatives to determine over all effectiveness and implementation level and to consider continued development/modifications and necessary continued funding.
- Staff e-mails to district level personnel seeking training, etc.
- Review of the district's vision and discussion at the district level. Regarding current information research based strategies that will help us to attain the vision.

Prioritized Strengths

Millsap Elementary studies led us to the following discoveries regarding MISD strengths and areas of concern, both of which become the major focus of the campus improvement plan, either in form of specific objectives or actions under the objectives. Our strengths and areas of concern are expressed in the following:

Strengths	Data Source
Increased fifth grade math performance	STAAR data
Enrollment	PEIMS
Increased Progress Measure on all STAAR data	STAAR data
Parent and Student Satisfaction	Student and Parent Surveys
Safe Learning Environment	Parent Surveys and Discipline Reports
Afterschool Program Effectiveness	ACE Independent Evaluation
Teacher Professional Development	In-service Records
Increase in primary reading scores	Primary Diagnostic Reading Assessments (iStation/DRA)

Prioritized Concerns

Areas of Concern	Data Source	Funding Source
MATH Performance on STAAR	STAAR assessment results	Title I, Local Budget, SCE
Writing Performance on STAAR	STAAR assessment results	Local Budget, SCE, Title I
Reading Performance on STAAR	STAAR assessment results	Title I, Local Budget, SCE
Academic/Behavioral Expectations	STAAR assessment results/discipline reports/teacher input	Title I, Local Budget, SCE

Millsap Elementary
Campus Improvement Plan
Goals

District Goals:

1. Millsap ISD will focus on student success by providing premier educational academic and co-curricular programs.
2. Millsap ISD will recruit, develop and retain high quality and motivated staff to ensure student success.
3. Millsap ISD will provide a safe and nurturing learning experience for all students.
4. Millsap ISD will ensure financial integrity to support educational academic and co-curricular programs.
5. Millsap ISD will partner with parents and community to ensure student success.

Campus Goals: Teaching/Learning Goals (related to District goal 1):

1. Millsap Elementary will develop each student to become an innovative and creative thinker
2. Millsap Elementary will increase performance in reading, writing, and math for all populations.
3. Millsap Elementary will institute comprehensive safety measures.
4. Millsap Elementary will develop a working partnership between the school, parents, and community.
5. Millsap Elementary will provide enrichment and support to maintain quality instruction

Campus Goals: Operational Goals (related to District goals 2-5):

1. Millsap Elementary will institute comprehensive safety measures.
2. Millsap Elementary will develop a working partnership between the school, parents, and community.

Campus Action Plan 2016-17

Campus:	Millsap Elementary
District Strategic Goal:	Millsap ISD will focus on student success by providing premier educational academic and co currucular programs.
Campus Goal:	Millsap Elementary will develop each student to become an innovative and creative thinker
Campus Strategy:	1.1 Increase rigor of research based instruction to increase higher order thinking skills
Teaching/Learning X **Operational**	**Population/Students Served:** All students, At-Risk, Economically Disadvantaged, ELL. SPED, White, Hispanic

	Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1	Continue utilizing Thinking Maps to help students organize thoughts and think critically.		Asst. Supt, Principal, Asst. Principal, TOTs	Ongoing	Local; Title I; Title II; SCE
2	Provide a STEM lab to promote creativity in critical thinking and problem solving.	1	Teachers, Principal, Asst. Principal	Ongoing	Local; Title I; $12521.60
3	Introduce problem based learning	2	Principal; Superintendent; ESC Consultants	Ongoing	Local; Title I; SCE
4	Provide technology support to increase integration throughout curriculum and increase discovery learning	3	Principal, Instructional Coach	2016-17	Local; Title I; SCE; ESL; GT; SPED
5	Provide opportunities for multi-grade level learning experiences through the House system	5	Teachers,Principal, Asst. Principal, Instructional Coaches	Ongoing	Local; Title I
6	Provide instructional materials appropriate for curriculum alignment	2	Teachers, Principal, Asst. Principal	2016-17	Local; Title I; Title II; SCE; ESL; GT; SPED

Professional Development Needed for Implementation of Action Plan				
	Description of Content/Training	Audience	Date of Completion	Person(s) Responsible
1	Professional Learning Community time to analyze student performance	Teachers	2016-17school year; each six weeks	Principal/Assistant Principal
2	Thinking Map Support	All staff	Ongoing	Principal/ Assistant Principal
3	Technology Integration strategies and ideas	All staff; Instructional Technologist	August 2016 Mini Camp and Ongoing	Principal, MISD staff,

Professional Development Needed for Implementation of Action Plan				
	Description of Content/Training	Audience	Date of Completion	Person(s) Responsible
4	Project Based Learning Training	Trainer of Trainers	May 2016	Principal; ESC Consultant

Fidelity of Implementation Indicators (Evidence the plan is being implemented as written)		
	Evidence	Date of Expected Completion
1	Training documentation and observation of co-teaching in PBL classrooms	May 2017
2	Increased technology integration documented through walk-throughs and TTESS observations	May 2017
3	Project Evidence of House activities	Ongoing 2016-17 school year
4	Examples of thinking maps observed through walk-throughs and displays	Ongoing 2016-17 school year

Lead Indicators (In-Process or Predictive Formative Measures)			
	Measure	Measure Type (Predictive or In-Process)	Reporting Period or Dates
3	iStation assessments		

Lagging Indicators Key Strategic Measure (KSM) or Campus Measures (CM) (Summative Measures that reflect the effectiveness of the plan at the completion of the Action Plan)			
	Measure	Measure Type (KSM or CM))	Reporting Period or Dates

Campus Action Plan 2016-17

Campus:	Millsap Elementary
District Strategic Goal:	Millsap ISD will focus on student success by providing premier educational academic and co-curricular programs.
Campus Goal:	Millsap Elementary will increase performance in reading, writing, and math for all populations.
Campus Strategy:	2.1 Increase rigor of research based instruction to increase student performance in all populations.
Teaching/Learning X **Operational**	**Population/Students Served:** All students, At-Risk, Economically Disadvantaged, ELL, SPED, White, Hispanic

	Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1	Provide appropriate services for Special Services students and other students in need of assistance including those served through 504	1, 10	ARD Committees; Principals; Parker County Co-Op Staff; Asst Supt for Curriculum and Instruction; 504 committee	End of Six Weeks	Special Education; Local; $123,150
2	Identify and enrich curriculum for gifted students	4	Principal; Asst. Principal; Counselor; GT Committee; Teachers	16-17 school year	Local; GT Funds; Title I; Title II; SCE
3	Maintain RtI time for small group instruction for at risk students	9, 8	Teachers/Principal/Asst. Prin/Academic Coaches	16-17 school year	Local; Title I; Title II; SCE; $19,673
4	Provide reading and math intervention including instructional coaches to identified students	3	Classroom teachers/Instructional Coaches/ Lab Aides/ MAP Personnel	16-17 school year	Local; Title I; Title II; SCE; 21st Century: $46,100
5	Provide intervention for students with dyslexia		Academic Coach/Principal	16-17 school year	Local; Title I; Title II; SCE; $40, 478
6	Provide preK students with early instructional strategies	9	Teachers/Principal/Asst. Principal	16-17 school year	Local; Title I; Title II; SCE; Pre-K Funds
7	Continue to utilize an instructional coach to support guided reading and writing instruction	4	Teachers/Principal/Asst. Principal/Instructional Coach	2016-17School Year	Local
8	Hold Kindergarten round-up for transitioning from early childhood to elementary	7	Principal/Asst. Principal	Spring 2017	Local

	Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
9	Provide Tile I, Part A services to homeless children		Principal; Counselor; Asst Supt for Curriculum and Instruction	Ongoing	Title I, Part A
10	Provide Migrant services for eligible students	10	Migrant program staff;	ongoing	Title I, Part C; ESC XI SSA
11	Continue to provide campus-based ESL services to identified ELL students and the necessary support and resources to ensure student success	10	Teachers; Counselor; Principal; Asst. Supt for Curriculum and Instruction	Ongoing	Local SCE; Bilingual/ESL; Title I, Part A; Title II, Part A; Title III, ESC 11 SSA
12	Provide instructional materials appropriate for curriculum alignment including leveled reading materials		Principal/Assistant Principal	Ongoing	Local; SCE; Title I

Professional Development Needed for Implementation of Action Plan				
	Description of Content/Training	Audience	Date of Completion	Person(s) Responsible
1	Scottish Rite Language Therapist Training	Specified Teachers	August 2017	Principal, Scottish Rite.
2	RtI Training	Staff	Ongoing	Principal / Counselor / Asst Principal
3	GT Update Training	All teachers	August 2016	Asst. Supt;
4	GT 30 hour training	New teachers	Ongoing	Principal
5	Differentiation and ARD Committee training	All staff	Ongoing	Parker County Co-op Staff
6	Guided Reading Training	New teachers	Ongoing	Instructional Coach

Fidelity of Implementation Indicators (Evidence the plan is being implemented as written)		
	Evidence	Date of Expected Completion
1	Staff Development on Take Flight Program	July 2017
2	Students utilizing iStation in small groups	May 2017
3	Math Instructional Coach working with identified students in small groups	Sept.2016--May 2017
4	Reading Instructional Coach working with identified students in small groups	Sept. 2016 -May 2017

Fidelity of Implementation Indicators (Evidence the plan is being implemented as written)		
	Evidence	**Date of Expected Completion**
5	Kindergarten Round-Up held	April 2017
6	D.O.G. Time implemented	Sept. 2016-May 2017

Lead Indicators (In-Process or Predictive Formative Measures)			
	Measure	**Measure Type (Predictive or In-Process)**	**Reporting Period or Dates**
1	Common Assessment Results	Predictive	Each 6 weeks
2	Istation/Think Through Math/Progress Data	In-Process	Ongoing
3	Instructional Coaches Schedules	Predictive	Ongoing
4	RtI Documentation for ELL and at risk students	In-Process	Ongoing 2016-17
5	GT Documentation for GT program	In-Process	Ongoing 2015-16

Lagging Indicators Key Strategic Measure (KSM) or Campus Measures (CM) (Summative Measures that reflect the effectiveness of the plan at the completion of the Action Plan)			
	Measure	**Measure Type (KSM or CM))**	**Reporting Period or Dates**
1	STAAR Results	Key Strategic Measure	June 2017
2	iStation Reports	Key Strategic Measure	Monthly Nov.-May 2017

Campus Action Plan 2016-17

Campus:	Millsap Elementary
District Strategic Goal:	Millsap ISD will focus on student success by providing premier educational academic and co-curricular programs.
Campus Goal:	Millsap Elementary will institute comprehensive safety measures.
Campus Strategy:	3.1 Provide a safe environment conducive to learning to support the whole child.
Teaching/Learning **Operational X**	**Population/Students Served:** All students, At-Risk, Economically Disadvantaged, ELL, SPED, White, Hispanic

	Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1	Implement Great Expectations to help students become cooperative contributors in the classroom.		Principal; Assistant Principal; Counselor; Teachers	2016-17school year	Local; Title I; SCE;
2	Continue Academic Pep Rallies including attendance rewards to prevent Truancy		Principal/Asst Principal/Teachers	2016-17 school year	Local
3	Provide assemblies and special days to encourage desired behavior, such as Red Ribbon Week		Principal/Asst Principal/Counselor	2016-17 school year	Local; Title I; PTO funds
4	Increase awareness of and participation in the School Health Advisory Committee.		Nurse/Principal	2015-16 school year	Local
5	Publish important information regarding attendance and special interest days in the newsletter, handbook, Facebook, website, report cards, on-line school calendar and parent compact.	6	Principal/PTO	ongoing	Local; Title I
6	Provide guidance lessons once a week for all students based on the life principles of Great Expectations.		Counselor	Weekly	Local
7	Implement House system to promote buddy system among grade levels		Principal/Asst Principal	Ongoing	Local; PTO funds
8	Provide a school check-in system to monitor school visitors	1	Principal	Ongoing	Local

Professional Development Needed for Implementation of Action Plan			
Description of Content/Training	**Audience**	**Date of Completion**	**Person(s) Responsible**

Professional Development Needed for Implementation of Action Plan				
	Description of Content/Training	Audience	Date of Completion	Person(s) Responsible
1	Bullying Awareness and Prevention	All Staff	August 2016	Principal/Counselor
2	Emergency Preparedness	All Staff	August 2016	Principal
3	Great Expectations	All Staff	Summer 2016 and ongoing	Principal/GE Trainer

Fidelity of Implementation Indicators (Evidence the plan is being implemented as written)		
	Evidence	Date of Expected Completion
1	House Activities	Ongoing 2016-17
2	Guidance schedule	Ongoing 2016-17 school year
3	Special Days held	Ongoing 2016-17 school year
4	Newsletter articles, Facebook postings, etc.	Ongoing 2016-17 school year

Lead Indicators (In-Process or Predictive Formative Measures)			
	Measure	Measure Type (Predictive or In-Process)	Reporting Period or Dates
1	Discipline Reports	In-Process	Monthly 2016-17
2	Student; parent; staff surveys	In-Process	Ongoing 2016-17

Lagging Indicators Key Strategic Measure (KSM) or Campus Measures (CM) (Summative Measures that reflect the effectiveness of the plan at the completion of the Action Plan)			
	Measure	Measure Type (KSM or CM))	Reporting Period or Dates
1	Improved Attendance	Key Strategic Measure	June 2017
2	Decreased discipline referrals	Key Strategic Measure	June 2017

Campus Action Plan 2016-17

Campus:	Millsap Elementary
District Strategic Goal:	Millsap ISD will focus on student success by providing premier educational academic and co-curricular programs.
Campus Goal:	Millsap Elementary will develop a working partnership between the school, parents, and community.
Campus Strategy:	4.1 Increase opportunities for parents and community to be more involved in school activities
Teaching/Learning **Operational** **X**	**Population/Students Served:** At-Risk, ELL, SPED, and 504 students

	Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1	Maintain an active parent organization	6	Principal/Asst Principal	2016-17 School year	Local; Title I; PTO funds
2	Continue WatchDog Program	6	Principal/Asst Principal	2016-17 school year	Local
3	Initiate and support grade level service projects to give back to the community	6	Principal/Asst Principal/Teachers	2016-17 school year	Local; Title I; SCE
4	Maintain constant communication through newsletters, email, Facebook, Twitter, MISD website, and Blackboard call out	6	Principal	Ongoing	Local; Title I; SCE
5	Maintain an active elementary website including posted lesson plans on grade level pages	6	Principal/Teachers	Ongoing	Local

Professional Development Needed for Implementation of Action Plan				
	Description of Content/Training	Audience	Date of Completion	Person(s) Responsible
1	Staff and Volunteer training on WatchDog program	Staff/Dads	August-Sept. 2016	Principal/Family Engagement Specialist

Fidelity of Implementation Indicators (Evidence the plan is being implemented as written)		
	Evidence	Date of Expected Completion
1	Watchdogs serving in classrooms	Ongoing 2016-17school year
2	Newsletter articles and Facebook postings	Ongoing

Fidelity of Implementation Indicators (Evidence the plan is being implemented as written)		
	Evidence	**Date of Expected Completion**
3	Sign-in sheets for parent nights	Ongoing
4	Lessons posted	Ongoing

Lead Indicators (In-Process or Predictive Formative Measures)			
	Measure	**Measure Type (Predictive or In-Process)**	**Reporting Period or Dates**

Lagging Indicators **Key Strategic Measure (KSM) or Campus Measures (CM)** (Summative Measures that reflect the effectiveness of the plan at the completion of the Action Plan)			
	Measure	**Measure Type (KSM or CM))**	**Reporting Period or Dates**
1	Increased Parent Involvement	Campus Measure	Ongoing 2016-17
2	Increased Parent Satisfaction Surveys	Campus Measure	May 2017

Campus Action Plan 2016-17

Campus:	Millsap Elementary
District Strategic Goal:	Millsap ISD will recruit, develop and retain high quality and motivated staff to ensure student success.
Campus Goal:	Millsap Elementary will provide enrichment and support to maintain quality instruction
Campus Strategy:	5.1Plan and implement staff development focused on research based instructional practices
Teaching/Learning X **Operational**	**Population/Students Served:** All students

	Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1	Continue professional development by guided reading instructional coach through team teaching and reflective methods	4	Principal/Teachers/ELA Consultant	15 days beginning August 2016	Local
2	Provide Opportunities for teachers to attend Region XI ESC Math Academies	3	Principal/ ESC XI	Ongoing 2016-17	Local
3	Provide PBL training through Region XI	4	Principal/Region XI	August 2016 and ongoing	Local; Title I; SCE; Title II
4	Provide initial training and continued support of Great Expectations curriculum	4	GE Trainer/TOT/Principal	Summer 2016 and ongoing	Local; Title I; SCE;
5	Continue Professional Learning Community collaboration time for teachers.	5	Principal/Asst Principal	Each six weeks 2016-17 school year	Local; Title I; Title II; SCE
6	Provide professional development through district, service center, and state sponsored workshops, conferences, and site visits, including increasing rigor of state standards.	3	Principal/Staff	Each six weeks 2016-17 school year	Title IA, Title IIA, Title III, Bilingual/ESL, Sate Comp Ed, Local Funds; SPED; GT

Professional Development Needed for Implementation of Action Plan				
	Description of Content/Training	Audience	Date of Completion	Person(s) Responsible
1	Great Expectations	Staff	Summer 2016 and ongoing	GE trainer/TOT/Principal
2	Thinking Map Training	Staff	August 2015 and follow-up	Asst Supt; Thinking Map Trainers

Professional Development Needed for Implementation of Action Plan			
Description of Content/Training	**Audience**	**Date of Completion**	**Person(s) Responsible**
3 Math Academy Training	Staff	Fall 2016 and ongoing	Principal; ESC Consultants
4 Guided Reading Training	Staff	Summer 2016 and ongoing	Principal; Reading Specialist; DRA Trainer
5 PBL Training	TOT	Ongoing 2016-17	ESC Consultant

Fidelity of Implementation Indicators (Evidence the plan is being implemented as written)	
Evidence	**Date of Expected Completion**
1 Training Sign-in Sheets	Ongoing
2 Collaboration Agendas and Sign-In Sheets	

Lead Indicators (In-Process or Predictive Formative Measures)		
Measure	**Measure Type (Predictive or In-Process)**	**Reporting Period or Dates**
1	Predictive	Each six weeks

Lagging Indicators **Key Strategic Measure (KSM) or Campus Measures (CM)** (Summative Measures that reflect the effectiveness of the plan at the completion of the Action Plan)		
Measure	**Measure Type (KSM or CM))**	**Reporting Period or Dates**
1	Key Strategic Measure	June 2014

STAAR Data
Area of Focus: Mathematics

2015-16 Mathematics STAAR Results													
Student Group	Grade Level	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
				2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended	
				#	%	#	%	#	%	#	%	#	%
All Students	3	69	1442	18	26	49	71	51	74	20	29	10	14
	4	58	1529	22	38	39	67	36	62	19	33	11	19
	5	56	1609	9	16	33	59	47	84	23	41	9	16
Hispanic/Latino	3	6	1384	2	33	4	67	4	67	2	33	0	0
	4	7	1442	3	43	6	86	4	57	1	14	0	0
	5	5	1499	4	80	4	80	1	20	1	20	1	20
White	3	63	1448	16	25	45	71	47	75	18	29	10	16
	4	49	1540	19	39	32	65	30	61	17	35	11	22
	5	51	1619	5	10	29	57	46	90	22	43	8	16
At-Risk	3	23	1345	11	48	22	96	12	52	1	4	0	0
	4	21	1420	14	67	21	100	7	33	0	0	0	0
	5	24	1526	8	33	21	88	16	67	3	13	1	4
Economically Disadvantaged	3	27	1433	6	22	19	70	21	78	8	30	2	7
	4	28	1486	13	46	23	82	15	54	5	18	2	7
	5	28	1587	5	18	18	64	23	82	10	36	4	14

2015-16 Algebra I STAAR Results														
Student Group	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
			2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended	
			#	%	#	%	#	%	#	%	#	%

STAAR Data
Area of Focus: Science

2015-16 Science STAAR Results													
Student Group	Grade Level	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
				2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended	
				#	%	#	%	#	%	#	%	#	%
All Students	5	57	3802	12	21	38	67	45	79	19	33	2	4
Hispanic/Latino	5	5	3294	4	80	5	100	1	20	0	0	0	0
White	5	52	3851	8	15	33	63	44	85	19	37	2	4
At-Risk	5	24	3618	9	38	21	88	15	63	3	13	0	0

2015-16 Biology STAAR Results														
Student Group	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
			2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended	
			#	%	#	%	#	%	#	%	#	%

STAAR Data
Area of Focus: Reading/English Language Arts

2015-16 Reading STAAR Results

Student Group	Grade Level	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
				2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended	
				#	%	#	%	#	%	#	%	#	%
All Students	3	69	1434	21	30	42	61	48	70	27	39	15	22
	4	58	1526	17	29	30	52	41	71	28	48	18	31
	5	58	1549	14	24	37	64	44	76	21	36	7	12
Hispanic/Latino	3	6	1390	2	33	4	67	4	67	2	33	0	0
	4	7	1520	2	29	4	57	5	71	3	43	2	29
	5	5	1462	3	60	4	80	2	40	1	20	0	0
White	3	63	1438	19	30	38	60	44	70	25	40	15	24
	4	49	1523	15	31	26	53	34	69	23	47	15	31
	5	53	1557	11	21	33	62	42	79	20	38	7	13
At-Risk	3	23	1346	13	57	21	91	10	43	2	9	2	9
	4	21	1399	15	71	20	95	6	29	1	5	1	5
	5	24	1477	12	50	23	96	12	50	1	4	1	4
Economically Disadvantaged	3	27	1411	8	30	17	63	19	70	10	37	2	7
	4	28	1476	11	39	17	61	17	61	11	39	4	14
	5	29	1529	10	34	21	72	19	66	8	28	3	10

2015-16 English I STAAR Results

Student Group	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
			2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended	
			#	%	#	%	#	%	#	%	#	%

2015-16 English II STAAR Results														
Student Group	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
			2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended	
			#	%	#	%	#	%	#	%	#	%

STAAR Data
Area of Focus: Social Studies

2015-16 Social Studies STAAR Results															
Student Group	Grade Level	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
				2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended	
				#	%	#	%	#	%	#	%	#	%

2015-16 U.S History STAAR Results														
Student Group	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
			2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended	
			#	%	#	%	#	%	#	%	#	%

STAAR Data
Area of Focus: Writing

2015-16 Writing STAAR Results													
Student Group	Grade Level	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
				2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended	
				#	%	#	%	#	%	#	%	#	%
All Students	4	58	3841	18	31	32	55	40	69	26	45	6	10
Hispanic/Latino	4	7	3861	2	29	3	43	5	71	4	57	1	14
White	4	49	3833	16	33	28	57	33	67	21	43	5	10
At-Risk	4	21	3462	14	67	19	90	7	33	2	10	0	0

Title I School wide Program Components

Section 1114 of Public Law 107-110 (No Child Left Behind Act of 2001) requires schools implementing a school wide program using ESEA, Title I, Part A funds to develop or amend a plan that describes how the school will implement the components of a school wide program described in Section 1114(b) of the Act. Those components are:

1. A comprehensive needs assessment of the entire school;
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement (STAAR);
3. Instruction by highly qualified teachers;
4. A high quality and ongoing professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff;
5. Strategies to attract high-quality highly qualified teachers to high-need schools;
6. Strategies to increase parental involvement;
7. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs;
8. Measures to include teachers in the decisions regarding the use of academic assessments;
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standard required by the State shall be provide with effective, timely additional assistance; and
10. Coordination and integration of Federal, State, and local services and programs.

Strategies and activities that support the ten required school wide program components in this plan are identified with the corresponding number 1 through 10 as listed above.

The school administrative staff, teachers, and counselors will provide individual student academic assessments results in a language the parents can understand including an interpretation of those results, to the parents of a child who participate the academic assessments required by the State. Results together with an explanation will be sent to parents. Parents of students who are not meeting expectations will be asked to meet with the student's teacher for a one-on-one parent-teacher conference.