

**Brownsville Independent School District**  
**Cummings Middle School**  
**2016-2017 Campus Improvement Plan**



# Mission Statement

*We believe that knowledge prepares students for life. Thus, our mission is to develop young minds for the civic and technological responsibilities of global citizenship through a culture that fosters continuous learning and cultivates partnerships for success. We provide the best possible education in an environment, which embraces enthusiasm for learning. Cummings Middle School is committed to creating and maintaining educational partnerships that meet the needs of students, parents, and community in order to pave the way for success.*

# Vision

*At Cummings Middle School, we are Rigorous Energetic Driven Advocates Nurturing Their Students towards academic success through a culture of continuous improvement. This allows our students opportunities to become great thinkers, problem solvers, and leaders. Through rigorous curriculum delivered through quality instruction by highly qualified teachers, our world will be a better place because our Cumming Red Ants Students will become responsible, contributing, generous citizens and stakeholders of our community.*

# Table of Contents

|  |    |
|--|----|
| Comprehensive Needs Assessment .....   | 5  |
| Needs Assessment Overview .....  | 5  |
| Demographics .....   | 6  |
| Student Achievement .....  | 8  |
| School Culture and Climate .....   | 11 |
| Staff Quality, Recruitment, and Retention .....  | 13 |
| Curriculum, Instruction, and Assessment .....  | 15 |
| Family and Community Involvement .....   | 17 |
| School Context and Organization .....  | 18 |
| Technology .....   | 20 |
| Comprehensive Needs Assessment Data Documentation .....  | 21 |
| Goals .....  | 24 |
| Goal 1: Cummings Middle School students will receive educational opportunities that will produce well-rounded individuals, who are prepared for high school in addition to being responsible, independent citizens. ....   | 24 |
| Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based Fine Arts programs, co-curricular, athletic programs and extra-curricular activities. ....  | 36 |
| Goal 3: Cummings Middle School will develop prevention and intervention strategies that increase at-risk students achievement on STAAR by 15 percentage points, increase the at-risk students' attendance rate by 10% and reduce the drop out rate to less than 1%. ....   | 47 |
| Goal 4: The students will be encouraged and challenged to meet their full educational potential. ....  | 54 |
| Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. ....   | 57 |
| Goal 6: Administration, Parents, and Community will collaborate to increase involvement in the campus learning community and develop partnerships between parents and faculty in the education of their children. ....   | 62 |
| Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle. .... | 66 |
| Goal 8: Campus stakeholders will collaborate to improve technological integration in the teaching and learning process to make informed decisions, advance student achievement and increase technology literacy to encourage and support creative, innovative, lifelong learning. ....                                       | 71 |
| State System Safeguard Strategies .....  | 74 |
| State Compensatory .....   | 77 |
| Budget for Cummings Middle School: .....   | 77 |
| Personnel for Cummings Middle School: .....  | 78 |
| Title I .....  | 79 |
| Schoolwide Program Plan .....  | 79 |

|   |    |
|---|----|
| Ten Schoolwide Components .....               | 79 |
| Title I Personnel .....                       | 83 |
| Plan Notes .....                              | 84 |
| 2016-2017 Site-Based Advisory Committee ..... | 89 |
| Campus Funding Summary .....                  | 90 |

# Comprehensive Needs Assessment

## Needs Assessment Overview

Cummings Middle School needs to focus on students achievement in all areas, especially Writing, Reading and Social Studies. In order to improve in these areas, teachers will need professional development to ensure vertical and horizontal alignment while implementing best practices to meet the needs of our subpopulations, especially students known to be at-risk. Efforts will be made to recruit and retain highly qualified teachers with input from the hiring committee. Parental involvement needs to continue to increase as well. Opportunities to engage parents by showcasing their students' talents in addition to creating more volunteer opportunities on campus will help us create more partnerships with parents. School Climate and Culture has improved over the last year, but continues to need improvement, so all members of the learning community take ownership of our campus and its goals. Our technology has advanced over the last two years, and we are working on ensuring more tablets are available to promote project and /or problem based learning in the classroom.

# Demographics

## Demographics Summary

CLT and SBDM members analyzed PEIMS demographics data and campus STAAR results to identify the strengths and the target areas for the Cummings Middle School. The following sources provided valuable data for Demographics in regards to the identification of needs:

- Enrollment
- PET Tracking
- Attendance Reports
- Ethnicity
- Mobility/Stability
- Special Program Participation.
- At-Risk by Category
- Teacher Student Ratios.
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments

### Demographics Summary:

The student population at Cummings Middle School is approximately 400 and serves students in grades seven and eighth. According to the PEIMS Data Review of our campus profile, the student population includes: Hispanic 99%, White 1%, Economically Disadvantaged \_\_%, Limited English Proficient (LEP) 41%, At-Risk \_\_%, Migrant 1%, Gifted and Talented \_\_%, Special Education \_\_%. Enrollment numbers for Cummings Middle School have shown a decrease due to the campus' transition to transformation. The mobility rate for the campus is \_\_%. A total of \_\_ students are identified as at-risk with the highest number of at-risk students being identified under the LEP category. Additionally, the retention rate is as follows: all students \_\_% and at-risk students \_\_%. The Attendance Rates for the 2015-2016 school year is \_\_% for all students and \_\_% for at-risk students. The Dropout Rates for the 2015-2016 school year is 0.0% for all students and 0.0% for at-risk students.

## Demographics Strengths

Cummings student population is 99% Hispanic and 1% white Non-Hispanic. The CATE program has risen \_\_\_% to a \_\_\_% participation rate. We also have fewer students receiving services for learning disabilities. Our Average Daily Attendance rate remains high at \_\_\_\_%; however, we only received student incentive money for \_\_\_ marking periods last year.

### **Demographics Needs**

Other demographic areas that have shown increases are Homeless Status, Migrant Students, and Special Education students, who are being served in self-contained settings. There is a need to meet the sub-populations educational goals by adjusting our services. Cummings Middle School needs to improve Average Daily Attendance Rate per each six weeks.

# Student Achievement

## Student Achievement Summary

SBDM members were given a copy of the Campus reports listed below to analyze and indicate the areas of strength and weaknesses in student achievement to set annual goals. The SBDM members desegregate the data by sub-group, grade-level, and content areas to focus on specific areas that need improvement.

Data Sources Reviewed: The following sources provided valuable data for Student Achievement in regards to the identification of needs:

AEIS Report, AYP Report  
STAAR Summary Report-Group Performance  
Eduphoria! Aware  
TELPAS and AMAO Results.  
Texas Success Initiative Data.  
Course/Class grades  
Promotion Retention Rates  
Classroom and Program Assessments and Other Data  
Student Work

Student Achievement Summary:

6th-8th Grade All Students STAAR Summary:

Reading: 6th Grade (46%), 7th Grade (47%), 8th Grade (68%)

Writing: 7th Grade (43%)

Math: 6th Grade (59%), 7th Grade (58%), 8th Grade (82%)

Science: 8th Grade (62%)

Social Studies: 8th Grade (43%)

The trends identified when student performance scores were compared over a period of 3 years demonstrate that students are relatively stable in Reading; however, there is a tendency for 7th grade Reading to not perform at the same level as the other grade levels. Math continues to perform at a relatively stable rate. In the area of writing, there was a decrease from 2015 at 49% to 43% in 2016. Science had an increase this year from 49% to 62%. Social Studies had decreased by 28 points over the last two years, but in 2015, it gained 20 percentage points; however this past year, it decreased five percentage points to



43%..

Performance variation between all student groups:

Reading: At-Risk (40%), Economic Disadvantage (51%), Hispanic (\_\_\_%), White (\*%), Female (\_\_\_%), Male ( \_\_%), Gifted and Talented (90%), LEP (27%), Migrant (0.5%), Special Education (10%)

Writing: At-Risk (29%), Economic Disadvantage (42%), Hispanic (40%), White (\*%), Female (50%), Male (32%), Gifted and Talented (83%), LEP (14%), Migrant (100%), Special Education (48%)

Math: At-Risk (61%), Economic Disadvantage (68%), Hispanic (\_\_\_%), White (\*%), Female (\_\_\_%), Male ( \_\_%), Gifted and Talented (90%), LEP (59%), Migrant (64%), Special Education (6%)

Science: At-Risk (57%), Economic Disadvantage (65%), Hispanic (66%), White (\*%), Female (60%), Male (71%), Gifted and Talented (100%), LEP (46%), Migrant (0.5%), Special Education (13%)

Social Studies: At-Risk (32%), Economic Disadvantage (44%), Hispanic (38%), White (\*%), Female (37%), Male (39%), Gifted and Talented (88%), LEP (29%), Migrant (\*%), Special Education (4%)

The trends identified when all students performance was compared with all student groups indicate a need to focus instruction for our at-risk populations, especially our English Language Learners as well as our Special Education students.

### **Student Achievement Strengths**

Academic achievement on the Algebra I EOC was high. Student Achievement on the Algebra I EOC was 100%. Math overall for grades 6, 7 and 8 was a 66%, which is an increase of 1 percentage points. We earned a distinction for the student achievement in Algebra this year. Cummings Middle School also had an increase of 2 percentage points in student achievement on the STAAR assessment in May 2016.

### **Student Achievement Needs**

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities, several areas need to be continuously reviewed and improved. Improvement is required in 8th grade 8th grade Social Studies in order to continue to increase our passing rates as it decreased from 48% to 43% on the state assessment. All subpopulations must be monitored to improve academic progress for Writing, Social Studies and Reading at the 7th grade level. According to TELPAS data, instructional

improvement is needed for our ELL population in years 1-4 as we did not improve in this area on the AMAO; however, we did exit 30 students from the bilingual program. Grade 7 Reading and Writing data indicate improved monitoring of our sub-populations is needed for at-risk, Special Education and English Language Learners. Additionally, in order to decrease the achievement gaps for our student subpopulations, Cummings Middle School will supply students with required resources and supplies as needed in addition to student incentives and awards. We will continue to implement Accelerated Instruction opportunities during and after school in order to increase achievement of state assessments. It will be open to all students; however, it will be data driven based on information found in Tango as well as through teacher observation and assessment. Our counseling department will provide Character Education using the text *The 7 Habits of Effective Teens* as well as initiate a mentoring program. In order to improve achievement, we will ask our physical education instructors and our nurse promote healthy lifestyles to increase health, attendance and instructional time. The nurse will monitor students' health issues, provide counseling in the areas of personal hygiene, growth and development and assist with minor medical issues in order to increase attendance and achievement rates. Additionally, in order to decrease the achievement gaps for our student subpopulations, Cummings Middle School will supply students with required resources and supplies as needed in addition to student incentives and awards.

## **School Culture and Climate**

### **School Culture and Climate Summary**

Cummings Middle School opened its door in 1950. It currently has a campus of 400 students, which is 99% Hispanic and 1% White Non-Hispanic. Administration is comprised of 1 Principal, 1 Assistant Principals and a Dean of Instruction, 2 Academic counselors, 1 at-risk counselor, a librarian and 31 teachers, who assist in providing various programs to meet the needs of our student body, Some of the programs available on our campus include Computer Assisted instruction, ESL, Special Education Career and Technology Education and core course instruction. Cummings Middle School implements inclusion for students requiring support services in all classrooms. We also offer after school tutorials for students identified as at-risk or to support language acquisition for our English Language Learners. Decisions are primarily collaborative in nature as we utilize a Site Based Decision Making (SBDM) Committee comprised of administrators,, teachers, parents and a community member. The committee will meet at least once a six weeks to review data and observations in order to make sound recommendations to the principal and to create a sense of ownership among all members of the learning community. We seek highly qualified teachers for our campus in order to address the needs of our learning community.

### **School Culture and Climate Strengths**

In our needs assessment surveys, Cummings Middle School parents and teachers have noted improvements with the change in Administration, which will continue to develop parental partnership by increasing availability of counselors, teachers and staff and creating opportunities to showcase students' successes. The innovative Parental Involvement Program as well as our Parental Education classes continue in order to strengthen our partnerships with parents and collaborate to ensure students' success. We continue to seize these opportunities to have parents assist teachers and administration in encouraging our students to become active in extra-curricular activities.

### **School Culture and Climate Needs**

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities, several areas in School Culture and Climate areas of improvement would be addressed. Our campus-wide discipline plan will be implemented consistently by conducting a discipline training for teachers and administrators on Review 360, and requiring them to document all discipline incidents on Review 360. Communication between administration and teachers in their various roles, such as individuals, department members and team members, will increase in order to improve climate, culture, instruction and academic achievement. Campus counselors will improve communication with teachers regarding options for academic, personal and/or social issues per the data supplied by the teachers' surveys. Counselors and the Parent Liaison in collaboration with Law Enforcement agencies will conduct presentations on issues that affect the campus learning community. Areas under discussion could include Bullying, Gang and Drug Awareness, Technology Safety and Developing Parental Partnerships. These initiatives will create partnerships to promote campus safety as well as awareness of issues requiring increased parental involvement and support. Students' achievement in extra-

curricular activities will be routinely highlighted in order to increase parental involvement on our campus. Student surveys indicate a desire for differentiation of instruction to include updated technology and a variety of teaching styles in addition to a recycling campaign. Custodians and school personnel will ensure the campus grounds are clean, well-maintained, and safe in order to promote a positive school climate as the need is indicated by the parental surveys submitted. We will continue to address the desire for improved technology and instruction through professional development opportunities.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

SBDM members met and reviewed the documents listed below to identify strengths and weaknesses to address in the recruitment and retention of faculty and staff at Cummings Middle School.

The following sources provided valuable data for Staff Quality, Recruitment and Retention in regards to the identification of needs:

Teacher Certification/Qualification Data

Paraprofessional and Other Staff qualifications

Staff Effectiveness in Relation to Student Achievement

PDAS

Staff Mobility/Stability

Special Program Qualifications (Bilingual/ESL, Special Education)

Professional Development Data

Teacher-Student Ratios

Course/Class Completions, Grades and Other Data

Recruitment and Retention Strategies and Other Data

### **Staff Quality, Recruitment, and Retention Strengths**

Cummings has low teacher turnover. Most teachers are certified to teach more than one subject area. The school climate remains positive. The campus administration is open to teachers' suggestions for improvement and initiatives. Our retention rate looks to decrease should students complete their summer school instruction and undertake the third round of testing.

### **Staff Quality, Recruitment, and Retention Needs**

After a thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities several areas in Staff Quality, Recruitment and Retention areas of improvement would need to be addressed. First, highly qualified teachers will be hired by establishing an interview committee to meet, discuss, and perform pre-interview screenings of all qualified candidates. The most highly qualified candidates will be called in to interview with the principal first and if approved will be called in for an official interview. The interview committee will, then, choose the best candidate for the available position. Second, teachers will be provided with appropriate staff development in the areas of Math, Reading, Science and Social Studies based on students' needs. This staff development will enable

teachers to gain strategies that they can use in the classroom to increase students' academic achievement and performance on campus/state assessments. Next, professional development opportunities on effective teaching strategies will be provided for teachers. They will attend conferences and in-services to enhance their teaching skills in their area of certification which will lead to an increase in student performance. Also, professional development opportunities will be provided in the areas of Sheltered Instruction and improved inclusion strategies in order to better meet the needs of our student sub-populations. Last, campus leaders will encourage teachers to undertake college coursework by providing information on higher education opportunities at our local universities or through on-line programs. They will also be informed of trainings offered by the district, educational service center, or college in order to enhance their teaching skills in their area of certification which will lead to an increase student performance rates. To best support campus efforts and meet identified needs at the District and Campus level, activities, resources, and implementation of timelines related to Staff Quality, Recruitment and Retention are set forth in all sections of the 2016-2017 Campus Improvement Plan.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

SBDM members met and reviewed the documents listed below to identify strengths and weaknesses to address in the areas of curriculum, instruction, and assessment.

Data Sources Reviewed: The following sources provided valuable data for Curriculum, Instruction and Assessment in regards to the identification of needs:

Standards-Based Curriculum Resources and Materials

Scope and Sequence; Pacing Guides

Foundation Course/ Class Materials

Enrichment Course/Class Materials

Technology

Instructional Design/Delivery

Lesson Study/Delivery Processes

Collaborative Horizontal and Vertical Team Alignment Processes

Student-Specific/Differentiated Strategies and Processes

Common Benchmark Assessments and/or Other Assessments

Class, School, and Special Program Schedules

### **Curriculum, Instruction, and Assessment Strengths**

Students, who are attending tutorials in-house or after-school, agree that it is helping them address their classwork. The RtI Committee is available to assist teachers in improving academic performance. Based on STAAR/TELPAS data analysis to identify struggling learners and prescribe early interventions; our Algebra I students are successful on the EOC.

### **Curriculum, Instruction, and Assessment Needs**

After a thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities, the Curriculum, Instruction and Assessment areas are in need of improvement. There needs to be an increase in all Reading assessment scores for all student sub-populations in Grades 7 and 8, and additionally, Grade 7 Writing sub-populations are in need of assistance as well as 8th Grade Social Studies. There must be an increase in teacher professional development in order to improve teaching styles, strategies and data-driven instruction. Another area in need of improvement is the usage of the Response to Intervention model. Additionally, technology is in need of

an update in order to better meet the needs of our students through the educational software and programs available to assist curriculum needs.



## **Family and Community Involvement**

### **Family and Community Involvement Summary**

SBDM members met and reviewed the documents listed below to identify strengths and weaknesses to address in the Family and community involvement areas:

Data Sources Reviewed: The following sources provided valuable data for Family and Community Involvement in regards to the identification of needs:

Family and Community Participation Counts by Type of Activity

Parent Volunteer Information

Parent Activity Evaluations and Feedback

Parent and Community Partnership Data

Mobility/Stability

Demographic Data

Community Service Agencies and Support Services

### **Family and Community Involvement Strengths**

Collaboration between parents, teachers, and the school is documented through home visits, parent conferences, and phone logs. The Parent Center, under the direction of the Parent Liaison, develops parent meetings in order to increase parental awareness. Parent volunteers are invited to assist in meeting the learning community's needs by volunteering on campus.

### **Family and Community Involvement Needs**

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities, there is a need for increased parental and community involvement to improve the communication between all areas of our learning community in order to have an impact on student achievement. It is important for parents to support campus initiatives, such as College and Career Readiness, Perfect Attendance and other academic and service projects to not only develop our students' academic awareness but also their civic-minded identities as well. Parents will receive lessons and/or activities from each department, including health, fitness and nutrition, in order to assist in helping our campus move towards academic excellence. The Counseling Department will highlight post-secondary readiness and the various opportunities that BISD offers for our PAP and GT students (6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5,, 6.1.7, 6.1.8, 6.1.9, 6.1.11, and 6.1.12)

## **School Context and Organization**

### **School Context and Organization Summary**

SBDM members met and reviewed the documents listed below to identify strengths and weaknesses to address in the areas of school context and organization.

Data Sources Reviewed: The following sources provided valuable data for School Context and Organization in regards to the identification of needs:

School Structure or Make-Up (Teaming)

Decision-Making Processes

Master Schedule

Leadership: Formal and Informal

Supervision Structure

Support Structures: Mentor Teachers

Duty Rosters

Schedule for Student Support Services (Counseling, Library, Technology Labs)

School Map & Physical Environment

Program Support Services (Extracurricular Activities, After School Programs)

Communication: Formal and Informal

### **School Context and Organization Strengths**

According to surveys provided, team planning occurs daily to improve the academic and social development needs of our students. Information is disseminated by the department chairs and dean from District/Campus meetings. Our non-teaching staff participates in campus initiatives to increase student performance, and bi-monthly faculty meetings are held to continuously examine the needs of faculty, staff and students.

### **School Context and Organization Needs**

After a thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following School Context and Organization areas of improvement would be addressed: improved alignment in departments, the development of thematic units which integrate technology effectively, and an increase in professional development to improve

teaching styles and strategies through collaboration and the sharing of best practices thus addressing the needs of our sub-populations, such as ELLs, Special Education students, Migrant Students and GT/PAP Students.

# **Technology**

## **Technology Summary**

SBDM members met and reviewed the documents listed below to identify strengths and weaknesses to address in the areas of technology.

Data Sources Reviewed: The following sources provided valuable data for School Context and Organization in regards to the identification of needs:

- a. STAR Chart survey
- b. Fixed Assets Inventory
- c. Replacement Schedule for fixed assets

## **Technology Strengths**

Cummings Middle School has document cameras available for teacher use. Additionally, there are four labs or classrooms available to assist in the implementation of software and programs to improve academic performance. Several mobile laptops carts are available on campus as well.

## **Technology Needs**

Teacher and Students Needs Assessment Surveys indicate updated technology is available on our campus. Teachers are utilizing laptops or desktops, multimedia projectors and document cameras, which are less than 2 years old in addition to using wireless presentation remotes. Smartboards are being updated as funding becomes available.

# 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

## **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

## **Parent/Community Data**

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

## **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1: Cummings Middle School students will receive educational opportunities that will produce well-rounded individuals, who are prepared for high school in addition to being responsible, independent citizens.**

**Performance Objective 1:** On all state STAAR Assessments, student performance will increase at recommended level by 5 percentage points.

**Summative Evaluation:** STAAR Assessment data will depict this increase.

| Strategy Description  | Title I  | Staff Responsible for Monitoring  | Evidence that Demonstrates Success   | Formative Reviews |     |     |      |
|---|----------|---|--|-------------------|-----|-----|------|
|   |          |   |  | Nov               | Jan | Apr | June |
| <p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 7</p> <p>1) Core teachers in testing areas will use and review district/campus benchmarks, six weeks exams, and 2016 STAAR results to determine reporting categories not mastered and re-teach these skills. Teachers will meet by department in the Dean's conference area to examine data from campus initiatives, benchmarks, and STAAR scores, in order to raise student scores and increase commended performance levels on STAAR exam.</p> <p>Population: all students<br/>Timeline: Weekly<br/>CNA: pg. 8</p>               | 8, 10    | Principal,<br>Dean of Instruction,<br>Asst. Principals,<br>Dept. Chairs<br>Teachers | <p>F: STAAR Test 2016<br/>Benchmarks<br/>Diagnostic exams</p> <p>S: Improved scores<br/>STAAR Test 2017<br/>TELPAS Test 2017<br/>Diagnostic Tests<br/>BOY, MOY, EOY</p>  |                   |     |     |      |
| Funding Sources: Local - \$1000.00, Title I-A - \$2500.00, Title I-A - \$2500.00, State Compensatory - \$1000.00, Local - \$1000.00   |          |   |  |                   |     |     |      |
| <p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 7</p> <p>2) Core teachers in testing areas will be provided training in addition to extra planning time, so they can access TANGO and AWARE software programs in order to generate reports of district and campus benchmarks. These reports will be used to plan instruction, develop lessons, develop tutorials, and identify intervention strategies to increase student scores to the Recommended levels on STAAR exams.</p> <p>Population: at-risk and sub-populations<br/>Timeline: August 2016 -June 2017<br/>CNA: pg. 8</p> | 1, 8, 10 | Teachers, Dean of Instruction,<br>Assistant Principals,<br>Department Chairs        | <p>Training</p> <p>F: Walkthroughs,<br/>Lesson plans<br/>Progress Reports/<br/>Report Cards<br/>Benchmarks,<br/>BOY, MOY Fluency Assessments</p> <p>S: Improved scores STAAR Test 2017<br/>TELPAS Test 2017<br/>Diagnostic Tests<br/>EOY Fluency Assessments</p> |                   |     |     |      |
| Funding Sources: Local - \$1000.00, Title I-A - \$1700.00, Local  |          |   |  |                   |     |     |      |



|   |   |   |   |  |  |  |  |
|---|---|---|---|--|--|--|--|
| <p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 7</p> <p>3) Core and elective teachers in testing areas will review/study District Scope and Sequence, curriculum guides, and frameworks to align instruction and assessment to students' needs. They will plan by grade level, departments, and teams to maximize instruction in all TEKS and reporting categories both horizontally and vertically. They will consult PAP and AP resources as well as other sources of information.<br/>Population: all sub-populations<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 8</p> | 1 | Teachers, Department Chairs, Dean of Instruction and Assistant Principals     | F: Walkthroughs, Lesson plans<br>Progress Reports/<br>Report Cards<br>Benchmarks<br>S: Improved scores<br>STAAR Test 2017<br>TELPAS Test 2017 |  |  |  |  |
| Funding Sources: Title I-A - \$1700.00, Title I-A - \$2920.00   |   |   |   |  |  |  |  |
| <p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 7</p> <p>4) Core teachers in testing areas will collaborate once a week with the ESL and Special Education teachers to plan curriculum implementation, inclusion services and use of test taking strategies to raise students under the 2019 state assessment performance, as well as, improve ELL language proficiency and academic achievement.<br/>Population: ELLs, Special Education<br/>Timeline: August 2016- June 2017<br/>CNA: pg. 8</p>  |   | Special Education teachers, ESL teachers, and General Education teachers      | F: Walkthroughs, Lesson Plans, Inclusion logs, Benchmark scores,<br>S: Improved scores<br>STAAR Test 2017<br>TELPAS Test 2017                 |  |  |  |  |
| <p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 7</p> <p>5) Core teachers in testing areas will meet with their content specialists at least twice a month to reflect on current practices and their alignment with students' needs and the data provided through TANGO. Content Specialists will recommend alternative strategies and provide professional support to teachers in order to increase student achievement.<br/>Population: All students<br/>Timeline: August 2016 - June 2017</p>   |   | Dean of Instruction, Assistant Principals, Area Content Specialists, teachers | F: Walkthroughs, Lesson plans, inclusion logs,<br>S: Improved scores on STAAR and TELPAS 2017 tests   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 7</p> <p>6) Core teachers will utilize the STAAR Testmaker software program to develop assessments to help students move towards academic success by better preparing students for higher order thinking skills in testing situations.<br/>Population: at-risk students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 8</p>  | 1 | Administration, Dean of Instruction, Teachers                                 | F: lesson plans, six weeks assessments<br>S: STAAR 2017   |  |  |  |  |

|   |         |   |   |  |  |  |  |
|---|---------|---|---|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 3 CSF 6</p> <p>7) All students will be assessed through district-created benchmarks, once every semester to identify student weaknesses in TEKS/STAAR reporting categories. Teachers will challenge students with rigorous questioning strategies, curricular resources and modify teaching strategies accordingly to increase student performance and commended assessment rates.<br/>Population: All students, especially those considered at-risk<br/>Timeline: November 2016, February 2017<br/>CNA: pg. 8</p>  | 1, 8, 9 | Administrators,<br>Dean of Instruction,<br>Department Chairs,<br>Teachers   | F: Lesson Plans, Six Weeks Tests,<br>Benchmarks, Professional Development Agendas<br><br>S: Improved scores on STAAR Test 2017 and<br>TELPAS Test 2017  |  |  |  |  |
| <p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 6 CSF 7</p> <p>8) Students will be assessed every Six Weeks with a STAAR formatted assessment in all core classes to measure student progress towards mastery of STAAR exams. Teachers will administer the exams and ensure students submit their answers into TANGO in order to continuously monitor progress and adjust teaching to meet the needs of our students.<br/>Population: all students, especially those considered at-risk<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 8</p> |         | Administration,<br>Dean of Instruction,<br>Department Chairs,<br>Teachers   | F: Lesson Plans, classroom objectives, Six weeks test<br>Benchmark results / Disaggregated data<br>S: Improved scores in STAAR and<br>TELPAS 2017   |  |  |  |  |
| <p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 6 CSF 7</p> <p>9) Cummings Middle School General Education teachers will attend collaboration meetings at least twice each marking period between Special Education, Bilingual / ESL teachers, Dyslexia / 504 teacher, Migrant Teachers and CTE teachers of record to plan instructional strategies and support systems for all at-risk students in general education and CTE classroom instruction.<br/>Population: at-risk students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 15</p>  | 9       | Administration,<br>Dean of instruction,<br>Department Chairs,<br>Inclusion Teachers,<br>Dyslexia / 504<br>teachers, Migrant<br>Teachers, Bilingual<br>/ ESL teachers,<br>CTE teachers, and<br>general education<br>teachers | F: Sp. Ed, Bilingual / ESL, Migrant, Dyslexia / 504,<br>and CTE Documentation, inclusion logs, lesson plans,<br>agendas, attendance logs<br>S: Improved scores on STAAR Test 2017 and<br>TELPAS Test 2017 |  |  |  |  |

|  |         |  |  |  |  |  |  |
|--|---------|--|--|--|--|--|--|
| <p align="center"><b>State System Safeguard Strategy</b><br/><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>10) Accelerated instruction will be provided for at-risk and low-performing students during tutorials, Saturday Academies, and extended year summer programs, using STAAR enrichment resources such as Measuring Up, Mentoring Minds, STAAR COACH, Targeted Intervention, Mastering, Grade 8 Social Studies TEKS. This will increase students' academic progress and will ensure student success on STAAR exams. Teachers will be provided the opportunity to plan high quality instruction for these tutorials as well.<br/>Population: at-risk, ELL and Special Education students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 8<br/>Focus Activity</p> | 1, 8, 9 | Dean of Instruction, Department Chairs, At-risk Counselor, CIS Liaison, teachers | F: Walkthroughs, Observations, weekly lesson plans, Attendance reports<br>S: Improved scores on STAAR 2017 and TELPAS 2017       |  |  |  |  |
| Funding Sources: Title I-A - \$17000.00, Title I-A - \$2500.00, Title I-A - \$6000.00, Title I-A - \$960.00  |         |  |  |  |  |  |  |
| <p align="center"><b>State System Safeguard Strategy</b><br/><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>11) Students will go to the computer lab to access internet programs and software (Mind Play, Istation, Compass Learning, Think Through Math) to enhance their skills. Students will have one-to-one computer-aided instruction on missed target areas on STAAR to increase student performance and commended levels on STAAR exam<br/>Population: at-risk, ELL and Special Education students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 8<br/>Focus Activity</p>   |         | Dean of Instruction, Department Chairs, teachers, lab manager                    | F: Pre and Post Test scores of each skill addressed<br>S: Improved scores on STAAR Test 2017 and TELPAS Test 2017                |  |  |  |  |
| Funding Sources: State Compensatory - \$20759.00, State Compensatory - \$10324.00  |         |  |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 7</p> <p>12) All teachers, especially those in Reading, will follow and implement the English Language Proficiency standards in their classroom and will post them on their dry erase boards in order to target the ELPS objectives. They will emphasize Readiness standards through the use of Academic Vocabulary, Frayer Models, Foldables, and creation of word walls and visual aids in the classrooms and halls to increase the use of academic language in order to improve student performance and commended levels on STAAR exam.<br/>Population: ELL students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 8</p>   | 2       | Administration, Dean of instruction, TLI Specialist, Teachers                    | F: Lesson Plans, Walkthroughs, tutorials, Observations, benchmarks<br>S: Improved scores on STAAR Test 2017 and TELPAS Test 2017 |  |  |  |  |
| Funding Sources: Title I-A - \$4000.00, State Compensatory - \$1000.00   |         |  |  |  |  |  |  |

|  |      |  |  |  |  |  |   |
|--|------|--|--|--|--|--|---|
| <p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2 CSF 7</p> <p>13) Cummings Middle School will implement interventions through Response to Intervention (RTI)<br/>3 Tier Model in order to support student academic growth and success through: all interventions should be scientifically research based, documentation of interventions and progress monitoring, use of data to identify areas of need, monitor progress of struggling students, adjust instruction /interventions, and review student outcome data to evaluate instruction<br/>Review 360<br/>Tier I- minimum 90 minutes devoted to ELA instruction<br/>Tier II- 30 minutes per day in small group in addition to core instruction<br/>Tier III- 30 minutes per day in individual or small group instruction in addition to core instruction<br/>Population: at-risk students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 8</p> | 2    | Dean of Instruction, Counselors, teachers, at-risk counselor               | <p>F: initial entry level scores, Writing Samples, benchmarks, teacher observations</p> <p>S: Performance on Spring 2017 STAAR and TELPAS, especially in the areas of written expression</p> |  |  |  |   |
| <p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2</p> <p>14) All students will participate in various writing activities across all core classes including: prompts, quick writes, journals, and interactive notebooks, which will reinforce the writing process and produce polished writing pieces. Students will be able to identify and apply the different modes in writing: informative narrative, informative classificatory, persuasive, descriptive, and expository, and poetic devices in order to be successful on STAAR and improve academic vocabulary.<br/>Population: All Students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 8</p>  | 1, 2 | Dean of Instruction, Department Chairs, Bilingual / ESL teachers, teachers | <p>F: Lessons Plans walkthroughs<br/>Class observations</p> <p>S: Students portfolios with samples of students' writing. Improved scores in STAAR 2017, and TELPAS Tests 2017</p>            |  |  |  |   |
| <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2</p> <p>15) Required resources to assist in preparing for, administering and undertaking the District benchmarks, TELPAS and STAAR State assessment will be purchased. This includes items, such as calculators, pencils, highlighters, paper in various shades, post-its, and toner.<br/>Population: all students<br/>Timeline: August 2016 to May 2017<br/>CNA: pg. 8</p>   | 1    | Administration, Dean of Instruction  | <p>F: Benchmarks</p> <p>S: STAAR Test 2017</p>   |  |  |  | <p>Funding Sources: Title I-A - \$4000.00, Local - \$4000.00, Local - \$1500.00</p> |

|  |   |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>16) English/ESL teachers will receive a detailed report of the item analysis of the STAAR writing test campus results in order to disaggregate the data to meet individual student needs and improve their writing skills in order to master the STAAR and TELPAS exams.<br/>Population: ELL Students<br/>Timeline: August 2015, December 2015, March 2016<br/>CNA: pg. 9</p>   | 8 | Administration, teachers, Dean of Instruction              | <p>F: Student Data Meeting Agenda<br/>Classroom observations, weekly lessons plans<br/>S: Improved scores STAAR Test 2016<br/>TELPAS Test 2016</p> |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>17) ELA and Reading teachers will implement STAAR Test-taking strategies in both reading and writing prior to the STAAR test in April to ensure that students are successful in mastering all campus, district, and state exams as well as encourage a culture of literacy on campus.<br/>Population: all students, especially those considered at-risk<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 8</p>  |   | English, Reading & ESL Dept. Teachers                      | <p>F: Teachers will document in lesson plans &amp; Benchmark tests<br/>S: Improved scores STAAR Test &amp; TELPAS Test 2017</p>                    |  |  |  |  |
| <p>Funding Sources: State Compensatory - \$200.00</p>  |   |  |  |  |  |  |  |
| <p align="center"><b>State System Safeguard Strategy</b><br/><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>18) All students will learn from visual displays of strategies, academic vocabulary posted on the campus through the use of word walls. Students will have multiple opportunities to see STAAR verbs early on, as well as, content terminology to help them with comprehension. This will in turn increase the use of academic language in order to improve student performance and commended levels on STAAR exam.<br/>Population: All Students, at-risk students, migrant students, GT students, ELL Students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 8</p> | 2 | Dept Chairs, Teachers, Dean of Instruction, TLI Specialist | <p>F: Word of the Day, Anchor Charts, weekly or bi-weekly quizzes<br/>S: Improved scores STAAR Test &amp; TELPAS Test 2017</p>                     |  |  |  |  |
| <p>Funding Sources: Title I-A - \$2000.00</p>  |   |  |  |  |  |  |  |

|   |             |   |   |  |  |  |  |
|---|-------------|---|---|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>19) All ELA teachers will undergo training and provide instruction on the six plus 1 writing traits, which are ideas, organization, word choice, voice, sentence fluency, and writing conventions or other method, such as Jane Schaefer. All students will use these writing curriculum to produce refined essays that focus on each subject matter within the content areas and electives at least once a week by departments (for example, exit ticket or daily/weekly journal). This will enhance students' writing skills.<br/>Population: all students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 9</p>  | 1, 2, 10    | Dept. Chairs, ELA and Reading Teachers, Dean of Instruction, TLI Specialist | F: Student papers<br><br>S: Improved English Scores for STAAR Writing & TELPAS 2017                                       |  |  |  |  |
| Funding Sources: Title I-A - \$300.00, State Compensatory - \$2000.00, Title I-A - \$1500.00, Title I-A - \$1992.00   |             |   |   |  |  |  |  |
| <p align="center"><b>State System Safeguard Strategy</b><br/><b>Critical Success Factors</b><br/>CSF 1</p> <p>20) All students will use manipulatives or visuals such as graphic organizers, Frayer Models, Foldables, and Interactive Notebooks to analyze and increase vocabulary, improve journal writing skills, and enhance proof-reading skills to increase performance on campus, district, and state exams<br/>Population: all students, especially those considered at-risk<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 8</p>   | 1, 2, 9     | Teachers, Dept. Chairs, Dean of Instruction                                 | F: Student journals<br>Daily Activity sheets<br><br>S: Improved scores STAAR Test & TELPAS Test 2017                      |  |  |  |  |
| Funding Sources: Title I-A - \$5000.00  |             |   |   |  |  |  |  |
| <p align="center"><b>State System Safeguard Strategy</b><br/><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>21) Campus/District/Region 1 will provide training for teachers as needed on strategies recommended by the district in order to implement a comprehensive instructional program for English Language Learners on the following topics:<br/>TELPAS, ELPS, District Curriculum, Sheltered Instruction, State of Texas Assessments of Academic Readiness (STAAR), Vocabulary Development, Fluency &amp; Accuracy, Sequencing &amp; Pacing, Writing Across the Curriculum, Comprehension Strategies, Effective research-based teaching practices.<br/>Population: teachers<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 8</p> | 1, 2, 4, 10 | Dean of Instruction, District Curriculum Specialist                         | F: Lessons plans, walkthroughs, observations, Session Evaluations<br><br>S: Improved scores STAAR Test & TELPAS Test 2017 |  |  |  |  |
| Funding Sources: Title I-A - \$6000.00, State Compensatory - \$5000.00, State Compensatory - \$1000.00, Title I-A - \$200.00  |             |   |   |  |  |  |  |






|   |               |   |   |  |  |  |  |
|---|---------------|---|---|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 7</p> <p>22) Teachers in Core Testing Areas, especially English Language Arts teachers, will attend conferences to enhance the strategies brought to all students (Depth of Knowledge, STAAR Assessment, SIOP strategies, Share-Fair) when possible to increase student performance rates and commended levels on STAAR exams as well as return to campus to conduct turn around trainings.<br/>Population: Teachers<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 9</p> | 1, 2, 3, 4, 5 | Dean of Instruction, Teachers   | F: Certificates, Lesson plans<br>S: Improved scores STAAR Test 2017 & TELPAS Test 2017  |  |  |  |  |
| Funding Sources: Title I-A - \$2000.00, Title I-A - \$1500.00   |               |   |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 7</p> <p>23) Federal Programs will continue to fund highly qualified teachers and paraprofessionals to supplement allotted campus position so that the needs of low performing students can be met through more individualized and small group instruction.<br/>Population: at-risk students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 13</p>  | 1, 2, 3, 10   | Administration  | F: Teacher Observations, Student Progress Reports<br><br>S: EOY Student Passing Rates<br>EOY Assessment Scores                |  |  |  |  |
| Funding Sources: Title I-A - \$126599.00  |               |   |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 7</p> <p>24) Federal Programs will continue to provide supplemental stipends for secondary teachers certified in areas of need, in order to recruit high quality teachers and increase student performance and student success.<br/>Population: at-risk students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 12</p>  | 1, 3, 5       | Administration, Dean of Instruction, Teachers                               | F: Benchmarks<br><br>S: EOC scores  |  |  |  |  |
| Funding Sources: Title II-A (TPTR)  |               |   |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>25) To better support instruction and improve student achievement in the classroom, Title I-A instructional assistants will attend professional development sessions and be trained on the latest scientific, research-based instructional strategies.<br/>Population: Paraprofessionals<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 12</p>   | 1, 2, 10      | Federal Programs Administrator, Federal Programs Supervisor, Administration | F: Session Evaluations<br>Inst. Asst. Observation Forms<br>S: Improved Student Passing Rates, Peer Review, EOY Survey Results |  |  |  |  |
| Funding Sources: No Funds Required  |               |   |   |  |  |  |  |

|   |               |  |  |  |  |  |  |
|---|---------------|--|--|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 7</p> <p>26) Cummings Middle School will provide professional development for new and existing Secondary teachers on all modules of Texas State Literacy Plan in order to establish a working plan.<br/>Population: teachers<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 13</p>  | 1, 2, 3, 4, 5 | Administration, Dean of Instruction, TLI Specialist  | F: Evaluations, Classroom Observation forms<br>S: Improved student passing rates and EOY TMSFA Result      |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>27) The district will provide professional development in the area of Reading through attendance of selected teachers, and administrators at Texas TLI Summer Institutes in order to target areas for improvement.<br/>Population: Reading Teachers<br/>Timeline: July 2016<br/>CNA: pg. 13</p>  | 1, 2, 3, 4, 5 | Administration, Dean of Instruction, TLI Specialist  | F: Classroom Observations, Session Evaluations<br>S: Improved student passing rates and EOY TMSFA Results  |  |  |  |  |
| Funding Sources: TLI  |               |  |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>28) Cummings Middle School teachers will receive professional development in Reading through turn-around training by selected teachers, Teacher Specialists, and administrators, who attended TX TLI Summer Institute, in order to guide planning for student improvement.<br/>Population: Teachers<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 13</p>  | 3, 4          | Administration, Dean of Instruction, TLI Specialist  | F: Classroom Observations, Session Evaluations<br>S: Improved student passing rates and EOY TMSFA Results  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 7</p> <p>29) The district will provide Professional Development for new and existing Secondary teachers on designated grade level assessments data analysis in order to monitor/adjust instruction and report student achievement in literacy.<br/>Diagnostic Assessments 4-12th grade STAAR 3-8th grade<br/>Middle School Fluency 7th grade<br/>TELPAS<br/>Population: Teachers<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 9</p> | 1, 2, 3, 4, 5 | Administration, Dean of Instruction, TLI Specialist, Curriculum and Instruction Department | F: Sign In Sheets, Agendas, Session Evaluations<br>S: Improved student passing rates and EOY TMSFA Results |  |  |  |  |



|   |         |  |  |  |  |  |  |
|---|---------|--|--|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 7</p> <p>30) All CTE teachers will receive their class rosters by period indicating their students who are served by Bilingual/ESL or Special Education Programs, so they may attend appropriate training and implement researched based strategies to improve the students' academic performance.<br/>Population: CTE Teachers<br/>Timeline: August 2016, January 2017<br/>CNA: pg. 13</p>   |         | Administration, Dean of Instruction, Teachers, CPOs            | F: Verification signatures from CTE teachers per campus documenting by class period<br>S: Student performance monitoring |  |  |  |  |
| Funding Sources: No Funds Required  |         |  |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>31) General student incentives will be purchased to increase participation in district and campus initiatives, such as perfect attendance, tutorials, student achievement, programs and other areas.<br/>Population: all students, especially those at-risk<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 8</p>   | 1       | Administration, Attendance Clerk, Counselors, Data Entry Clerk | F: Attendance reports, Progress Monitoring Assessments<br>S: STAAR 2017 Performance Data                                 |  |  |  |  |
| Funding Sources: Title I-A - \$4000.00, Local - \$1000.00   |         |  |  |  |  |  |  |
| <p>32) All teachers will target the ELL population (especially those with Advanced High Proficiency levels) with effective strategies to improve reading comprehension and enhance writing skills using STAAR enrichment resources, such as Measuring Up, Step Up to STAAR, Mastering Grade 8 Social Studies TEKS, and Comprehensive Narrative and Expository Guides, which will positively impact student performance levels on campus, district and state assessments and will increase the number of at-risk students that exit the bilingual program.<br/>Population: ELL Students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 8</p> | 1, 3, 9 | Administrators, Dean of Instruction, Dept. Chairs, Teachers    | F: Walkthroughs, Lesson Plans, Benchmarks<br>S: Improved achievement scores on STAAR and TELPAS 2017                     |  |  |  |  |
| Funding Sources: Title I-A - \$10000.00   |         |  |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>33) In order to improve students' understanding of animal anatomy and increase the passing rate on the STAAR Science Assessment, science teachers will conduct dissections of fetal pigs and frogs in their classroom labs.<br/>Population: 7th graders<br/>Timeline: May 2017<br/>CNA: pg. 8</p>  | 1, 3    | Dean of Instruction, Science Dept. Chair                       | F: Dissection Lab<br>S: STAAR 2017   |  |  |  |  |
| Funding Sources: Title I-A - \$500.00   |         |  |  |  |  |  |  |

|  |   |   |  |  |  |  |  |
|--|---|---|--|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>34) Science teachers will utilize STEMscopes and Reading i-station, online curriculum programs, to support and extend the BISD curriculum in order to improve scores on state assessments.<br/>Population: 8th grade at-risk, special education, ELL Students, Gifted and Talented Students<br/>Timeline: August 2016 - June 2017<br/>CNA: Pg. 8</p>  | 1 | Dean of Instruction, Administration, Teachers         | F: Lab, benchmarks<br>S: STAAR 2017  |  |  |  |  |
| Funding Sources: Title I-A - \$2500.00, Title I-A - \$2500.00  |   |   |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 7</p> <p>35) Substitutes teachers will be requested when teachers are provided professional learning opportunities in order to ensure instruction occurs in the classroom upon their absence.<br/>Population: Teachers<br/>Timeline: August 2016 - June 2017<br/>CNA: Pg. 8</p>  | 1 | Administration  | F: Benchmark Scores, Lesson Plans, Observations<br>S: STAAR Assessment 2017  |  |  |  |  |
| Funding Sources: Title I-A - \$4826.00   |   |   |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>36) In order to improve Reading comprehension, teachers will utilize class sets of novels to study a text in-depth and demonstrate progress on STAAR assessments.<br/>Population: at-risk, GT, ELL and Special Education students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg.8</p>   |   | Administration, Dean of Instruction, Reading Teachers | F: Benchmark Scores, Lesson Plans, Observations<br>S: STAAR Assessment 2017  |  |  |  |  |
| Funding Sources: TLI - \$5000.00, State Compensatory - \$1000.00   |   |   |  |  |  |  |  |
| <p>37) In order to provide visual stimulus, a welcoming atmosphere and highly engaging interactive lessons based on district curriculum, scope and sequence, general supplies will be purchased for faculty and staff to promote learning.<br/>Population: At-risk, GT, ELL, Special Education and General Education students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 8</p>   |   | Administration, Dean of Instruction, Teachers         | F: Benchmark Scores, Lesson Plans, Observations<br>S: STAAR Assessment 2017  |  |  |  |  |
| Funding Sources: Local - \$3187.00   |   |   |  |  |  |  |  |
| <p>38) Cummings Middle School students will attend instructional field trips to promote college and career readiness as well as provide incentive to participate in district events, such as UIL One Act Play, Special Olympics, City-wide Math Competition, College visits, etc... which will require transportation.<br/>Population: At-risk, GT, ELL, Special Education and General Education students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 8</p> |   | Administration, Dean of Instruction, Teachers         | F: Benchmark Scores, Lesson Plans, Observations, Attendance logs<br>S: STAAR Assessment 2017, Recognition of Performance |  |  |  |  |
| Funding Sources: Local - \$1000.00   |   |   |  |  |  |  |  |

|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 6</p> <p>39) General teacher incentives will be purchased to increase participation in district and campus initiatives<br/>Population: teachers<br/>Timeline: July 2016 - June 2017<br/>CNA: pg. 8</p>  | Administration, Secretary, Teachers                           | F: Benchmark Scores, Lesson Plans, Observations, Attendance logs<br><br>S: STAAR Assessment 2017, Recognition of Performance |  |  |  |  |
|   | Funding Sources: Local - \$800.00, Local - \$800.00           |  |  |  |  |  |
| <p>40) In order to improve Reading comprehension and develop opportunities for project-based learning, the librarian will purchase resources, texts and supplies for the library, which will lead to students demonstrating progress on STAAR assessments.</p> <p>Population: at-risk, GT, ELL and Special Education students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg.8</p>   | Principal, Dean of Instruction, Librarian                     | F: calendars, AR Tests, Observations, Walkthroughs, Visitation logs<br><br>S: STAAR Assessments 2017                         |  |  |  |  |
|   | Funding Sources: Title I-A - \$7000.00, Title I-A - \$3000.00 |  |  |  |  |  |
| <p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> |   |  |  |  |  |  |


**Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based Fine Arts programs, co-curricular, athletic programs and extra-curricular activities.**

**Performance Objective 1:** A minimum of 90% of Cummings Middle School fine arts students will meet performance standards in all Fine Arts Areas in addition to participating in the Fine Arts program in annual, campus, community and district events.

**Summative Evaluation:** Documentation of participation and attendance at performances and competitions

| Strategy Description   | Title I | Staff Responsible for Monitoring                | Evidence that Demonstrates Success   | Formative Reviews |     |     |      |
|--|---------|---|--|-------------------|-----|-----|------|
|  |         |   |  | Nov               | Jan | Apr | June |
| <p><b>Critical Success Factors</b><br/>CSF 3 CSF 4 CSF 5 CSF 6</p> <p>1) Middle School Band will perform in at least one high school football game and one middle school football game.<br/>Population: Band students<br/>Timeline: August 2016 - November 2016<br/>CNA: pg. 15</p>                              |         | Administration, Band Directors                  | F: band roster, stadium practice, eligibility<br>S: game performances  |                   |     |     |      |
| Funding Sources: No Funds Required   |         |   |  |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 3 CSF 4 CSF 5 CSF 6</p> <p>2) Band will perform in holiday parades as determined by the Fine Arts Department.<br/>Population: Band Students<br/>Timeline: December 2016<br/>CNA: pg. 15</p>   |         | Administration, Band directors                  | F: band roster, marching practice, eligibility<br>S: parade performance                                      |                   |     |     |      |
| Funding Sources: No Funds Required   |         |   |  |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 3 CSF 4 CSF 5 CSF 6</p> <p>3) Band and choir will perform no less that a Fall and Spring concert to showcase student performances to parents and community members.<br/>Population: Band and Choir Students<br/>Timeline: December 2016, May 2017<br/>CNA: pg. 15</p> |         | Administration, Band Directors, Choir Directors | F: student rosters, performance practice, eligibility, and walkthroughs<br>S: Concert Performance and rating |                   |     |     |      |
| Funding Sources: No Funds Required   |         |   |  |                   |     |     |      |

|   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 4 CSF 5 CSF 6</p> <p>4) Band and choir students will compete in solo and ensemble, T.M.E.A. and all-area competitions in addition to U.I.L. contest, and pre-contest clinics and competition while being challenged with rigorous teaching strategies involving higher order thinking skills using curricular resources to increase student performance and commended assessment rates.<br/>Population: Band and Choir Students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 15</p> |  | Administration, band directors, choir directors  | F: student rosters, performance practices, eligibility, and walkthroughs,<br>S: Concert performances and ratings |  |  |  |  |
| Funding Sources: No Funds Required  |  |  |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 3 CSF 4 CSF 5 CSF 6</p> <p>5) Band will perform in one recruitment performance per semester at the feeder elementary schools.<br/>Population: Band Students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 15</p>   |  | Administration, band directors   | F: choice slips, band rosters, eligibility<br>S: Concert Performances  |  |  |  |  |
| Funding Sources: No Funds Required  |  |  |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 4 CSF 5 CSF 6</p> <p>6) Band, Choir and Visual Arts students will represent the campus and district by performing in the annual Fine Arts Festival.<br/>Population: Band, Choir and Visual Arts Students<br/>Timeline: August 2016 - June 2017 CNA: pg. 15</p>  |  | Administration, Cluster Fine Arts Personnel, Band Directors, Choir Directors, and Art Teachers | F: Student Rosters, performance and practice<br>S: Performing Arts   |  |  |  |  |
| Funding Sources: No Funds Required  |  |  |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 4 CSF 5 CSF 6</p> <p>7) Visual Arts students will compete in community and valley art competitions.<br/>Population: Visual Arts Students<br/>Timeline: March 2017 - May 2017<br/>CNA: pg. 15</p>  |  | Administration, Art Teachers, and Sponsors.  | F: class art projects, eligibility<br>S: Contest places and wins   |  |  |  |  |
| Funding Sources: No Funds Required  |  |  |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 4 CSF 5 CSF 6</p> <p>8) Students will compete in the U.I.L. district art exhibit and competition.<br/>Population: Art Students<br/>Timeline: March 2017 - May 2017<br/>CNA: pg. 15</p>  |  | Administration, Art Teachers and Sponsors  | F: Class Art Projects, eligibility<br>S: Contest places and wins   |  |  |  |  |
| Funding Sources: No Funds Required  |  |  |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 4 CSF 5 CSF 6</p> <p>9) Students will be exposed to One Act Play.<br/>Population: Students interested in Drama<br/>Timeline: November 2016<br/>CNA: pg. 15</p>  |  | Administration and sponsors  | F: O.A.P. Practice, Clinic Performance<br>S: O.A.P. Final Performance  |  |  |  |  |
| Funding Sources: No Funds Required  |  |  |  |  |  |  |  |

|   |                                    |   |  |  |  |  |
|---|------------------------------------|---|--|--|--|--|
| 10) Students will be recruited, exposed to and trained to compete in U.I.L. Scholastic chess tournaments.<br>Population: Students interested in Chess<br>Timeline: August 2016 - June 2017<br>CNA: pg. 15 | Administrators and Sponsors        | F: Practice<br>S: District / regional competition |  |  |  |  |
|   | Funding Sources: No Funds Required |   |  |  |  |  |
|   |                                    |   |  |  |  |  |

**Goal 2:** The students in the public education system will demonstrate exemplary performance in the TEKS based Fine Arts programs, co-curricular, athletic programs and extra-curricular activities.






**Performance Objective 2:** GT students will be exposed to extra-curricular enrichment activities in which they will be encouraged to participate in order to raise our participation rate to 50% from 38%.

**Summative Evaluation:** GT Student Participation Rate in Extra-curricular and co-curricular activities

| Strategy Description  | Title I | Staff Responsible for Monitoring                                | Evidence that Demonstrates Success  | Formative Reviews |     |     |      |
|---|---------|---|---|-------------------|-----|-----|------|
|   |         |   |   | Nov               | Jan | Apr | June |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 7</p> <p>1) In order to better meet the needs of our GT and PAP students, Cummings Middle School teachers will follow the aligned curriculum for Pre-AP/AP courses in the core areas of English, math, science, social studies and Spanish Language and Literature.<br/>Population: Teachers<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 14</p> |         | Administration, Dean of Instruction, Dept. Chairs, PAP Teachers | F: Curriculum Documents, lesson plans, walkthroughs<br>S: STAAR 2017, TELPAS 2017, TAPR AYP |                   |     |     |      |
| Funding Sources: No Funds Required  |         |   |   |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 7</p> <p>2) Administration will approve all courses through the College Board via the College Board Audit process to be in compliance with College Board Audit requirements.<br/>Population: Administration<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 14</p>  |         | Administration, Dean of Instruction, PAP and AP teachers        | F: AP Central website where approved syllabi are posted<br>S: Students AP scores 2017       |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 7</p> <p>3) Teachers will receive Pre-AP/AP Institute training and will maintain on-going training for all Pre-AP/AP secondary teachers in GT, Pre-AP, AP to enhance teaching skills and better prepare students to pass AP exams.<br/>Population: teachers<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 14</p>                                  |         | Administration, Dean of Instruction, Teachers                   | F: Sign in sheets<br>S: Transcripts   |                   |     |     |      |
| Funding Sources: Advanced Academics   |         |   |   |                   |     |     |      |

|   |   |   |  |  |  |  |  |
|---|---|---|--|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 7</p> <p>4) Cummings Middle School teachers will implement the District Pre-AP/AP Plan. Plan includes selection of campus Pre-AP/AP coordinator, development of campus vertical teams per subject area.<br/>Population: Teachers<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 14</p>  |   | Administration,<br>Dean of Instruction,<br>Teachers                         | F: Team rosters, Sign in sheets<br>S: STAAR Commended Performance 2017 |  |  |  |  |
| Funding Sources: No Funds Required  |   |   |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 7</p> <p>5) Cummings Middle School teachers will teach a Pre-AP/AP curriculum if the class is labeled as such to create true vertical teams and improve students' passing rates on AP exams.<br/>Population: teachers<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 14</p>   | 3 | Administration,<br>Dean of Instruction,<br>Teachers                         | F: Schedule rosters<br>S: AP test results 2017                         |  |  |  |  |
| Funding Sources: No Funds Required  |   |   |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>6) There will be no mixing of Pre-AP or AP courses with regular students and/or special education students unless these students have met entrance criteria for the Pre-AP/AP program. The exception to this rule is in dual enrollment. Some dual enrollment courses may be double coded with AP (i.e. U.S. History). The goal is to improve AP exams scores.<br/>Population: GT and PAP Students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 14</p> | 3 | Administration,<br>Counselors,<br>Teachers                                  | F: Duke applications, Master Schedule<br>S: Duke Scholars Participants |  |  |  |  |
| Funding Sources: No Funds Required  |   |   |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 7</p> <p>7) All required paperwork for a student to be enrolled in a Pre-AP/AP course will be completed for the student to remain in the course, so teachers can teach the aligned curriculum and student passing rates will increase on AP exams.<br/>Population: Counselors and teachers<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 14</p>  |   | Counselors,<br>Teachers   | F: Kids to College pre-test & curriculum<br>S: post-test survey        |  |  |  |  |
| Funding Sources: No Funds Required  |   |   |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>8) Algebra students will be encouraged to participate in the City Math Meet competition so that student math achievement is increased.<br/>Population: GT and PAP Students<br/>Timeline: May 2017<br/>CNA: pg. 14</p>  |   | Administrators,<br>Dean of Instruction,<br>Counselors,<br>Teachers, Parents | F: HESTEC Attendance Applications<br>S: survey                         |  |  |  |  |
| Funding Sources: Local - \$500.00   |   |   |  |  |  |  |  |



|   |  |   |  |  |  |  |
|---|--|---|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 4</p> <p>9) Cummings Middle School will allow 18 hours of additional tutorial time for teachers to work with their AP students outside of the regular classroom setting.<br/>Population: PAP and AP students<br/>Timeline: April 2017 and May 2017<br/>CNA: pg. 14</p>  | Administration,<br>Dean of Instruction<br>and Teachers                       | F: Teacher tutorial sign-in sheets<br>S: Students AP scores 2017                          |  |  |  |  |
|   | Funding Sources: Advanced Academics - \$540.00                               |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>10) Cummings Middle School will provide information and support for students who qualify for The Duke Talent Search, to increase the number of student participants.<br/>Population: GT Students, at-risk students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 16</p>   | Administrators,<br>Counselors,<br>Parental<br>Involvement, Parent<br>Liaison | F: Sign-in sheets and agendas<br>S: Duke University Talent<br>Search District-Wide Report |  |  |  |  |
|   | Funding Sources: No Funds Required   |   |  |  |  |  |
| <p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> |  |   |  |  |  |  |

**Goal 2:** The students in the public education system will demonstrate exemplary performance in the TEKS based Fine Arts programs, co-curricular, athletic programs and extra-curricular activities.

**Performance Objective 3:** Cummings Middle School students' health and wellness as monitored by the fitnessgram will improve by 5%






**Summative Evaluation:** Fitnessgram

| Strategy Description   | Title I                            | Staff Responsible for Monitoring  | Evidence that Demonstrates Success  | Formative Reviews |     |     |      |
|--|------------------------------------|---|---|-------------------|-----|-----|------|
|  |                                    |   |   | Nov               | Jan | Apr | June |
| <p><b>Critical Success Factors</b><br/>CSF 2 CSF 6</p> <p>1) Physical Education teachers will promote and ensure physical fitness for middle school students in grades 6-8 for at least 4 total semesters, so that everyone will be in compliance with Senate Bill 530.<br/>Population: P.E. Students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 15</p>  |                                    | Area Superintendents, Administration, Dean of Instruction, Counselors, Physical Education Teachers                      | F: Classroom observations, walkthroughs, student attendance records, district policy<br>S: School Health Index, Physical Fitness Assessment |                   |     |     |      |
|  | Funding Sources: Local - \$1000.00 |   |   |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 2</p> <p>2) Physical Education teachers will assess fitness annually in class to improve the health and well-being of all students in be in compliance with the requirements of Senate Bill 530.<br/>Population: P.E. Students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 15</p>  |                                    | Administration, Physical Education Specialist, Physical Education Teachers, Special Education teachers and 504 Teachers | F: Walkthroughs<br>S: Fitness Assessment Results and Student Follow Up  |                   |     |     |      |
|  | Funding Sources: No Funds Required |   |   |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 2 CSF 3 CSF 6</p> <p>3) Physical education teachers will update campus improvement plans to include necessary improvements indicated by the School Health Index Assessment Tool in order to comply with legislative updates as they pertain to health and physical education in accordance with Senate Bill 892.<br/>Population: SBDM Committee<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 15</p> |                                    | Administration, Dean of Instruction, Physical Education Specialist, CATCH Team, Physical education teachers             | F: Campus Improvement Plan Review<br>S: School Health Index Documentation, Fitness Assessment   |                   |     |     |      |
|  | Funding Sources: No Funds Required |   |   |                   |     |     |      |

|   |       |  |   |  |  |  |  |
|---|-------|--|---|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Physical Education and Health teachers will monitor and emphasize the integrated math, reading and writing academic concepts inherent in the health and Physical Education programs in order to enhance students' skills and prepare them for testing.<br/>Population: P.E. and Health Students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 15</p>   | 3, 9  | Administration, Dean of Instruction, Physical Education Specialist, Health Teachers, Physical Education teachers, Core Area Department Chairs                | <p>F: Curriculum frameworks, staff development agendas and lesson plans</p> <p>S: Monthly Campus Visitations, Documentation, and evaluations</p>  |  |  |  |  |
| Funding Sources: No Funds Required - \$0.00   |       |  |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 2 CSF 7</p> <p>5) Physical Education and Health teachers will maintain and improve the Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching moderate to vigorous physical activity (MVPA) and any other indicator recommended by the School Health Advisory Council (SHAC) in order to comply with State Bill 19 and Senate Bill 892.<br/>Population: P.E. and Health Students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 15</p> | 3, 10 | Administrators, Physical and Health Education teachers, School nurse, counselor, Food Service Manager, Parent Liaison, Wellness Coordinator, CATCH Champions | <p>F: Implementation documentation, lesson plans, Fitness Assessment and Observations, Student grades, Attendance rates, and SHAC</p> <p>S: CATCH Activities, CATCH Visitation Reports, School Health Index, Student Assessment Results</p> |  |  |  |  |
| Funding Sources: No Funds Required  |       |  |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 2</p> <p>6) Physical Education teachers will evaluate and recommend necessary upgrades for instructional facilities and equipment to ensure an appropriate instructional environment and student safety.<br/>Population: P.E. Students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 15</p>  |       | Administration, Safety Coordinator, CATCH Team, Maintenance Personnel  | <p>F: Safety Evaluation, Campus Visitation Documentation, and Proper Maintenance</p> <p>S: SHAC recommendations</p>   |  |  |  |  |
| Funding Sources: No Funds Required  |       |  |   |  |  |  |  |
| <p>7) Campus personnel will implement a Parenting and Paternity Awareness (PAPA) program at Cummings Middle School to provide knowledge and awareness of the legal aspects of parenting in compliance with House Bill 3076.<br/>Population: At-Risk Students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 17</p>  |       | Principals, Safety Coordinators, CATCH Team, Counselors, and Maintenance Personnel   | <p>F: Lesson plans, and walkthroughs</p> <p>S: PAPA Curriculum Assessments</p>  |  |  |  |  |
| Funding Sources: No Funds Required  |       |  |   |  |  |  |  |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 5</p> <p>8) Campus personnel will educate students and parents on the District Dating Violence Policy that provides content specificity in order to promote awareness and intervention strategies and comply with House Bill 121.<br/>Population: Parents and Students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 17</p>  | <p>Administration, Dean of Instruction, Guidance and Counseling, Physical Education and Health Teachers,</p> | <p>F: Curriculum frameworks, lesson plans, Code of Conduct, Campus Safety Plan, and Walkthroughs<br/>S: Handbook Receipts</p>  |  |  |  |  |
| <p>Funding Sources: No Funds Required</p>   |  |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 5</p> <p>9) Campus personnel will provide information on the Wellness/Nutrition Policy &amp; Guidelines to parents, teachers &amp; students through parent meetings, teacher staff development, CATCH Teams, and classroom instruction to ensure compliance with respective policies and guidelines and comply with the Texas Public School Nutrition Policy effective 08/01/2004 and revisions 08/01/2007.<br/>Population: Parents, students and Teachers<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 17</p>  | <p>Administrators, Food &amp; Nutrition Services, CATCH Team</p>   | <p>F-Campus Visitation Observation, Updated District Policy<br/>S: Student Fitness Assessments</p>   |  |  |  |  |
| <p>Funding Sources: No Funds Required</p>   |  |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 3 CSF 6</p> <p>10) All schools must identify the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher student ratio is greater than 45-1 in compliance with Senate Bill 891 effective 9/1/09.<br/>Population: P.E. Students<br/>Timeline: August 2016 and January 2017<br/>CNA: pg. 15</p>   | <p>Administrators, P.E. Teachers, Campus Safety Coordinator, P.E. Specialist</p>                             | <p>F: Walkthroughs, Classroom Observations<br/>S-Reviews of Campus Safety Action Plan and Emergency Operating Procedures (EOP)</p>   |  |  |  |  |
| <p>Funding Sources: No Funds Required</p>   |  |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 5</p> <p>11) Campus personnel will educate students and parents on the district's reporting of sexual abuse of children policies/guidelines through awareness and information, including but not limited to, knowledge of likely warning signs indicating that a child June be a victim of sexual abuse, using resources developed by the Texas Education Code (TEC) under Section 38.004, to conduct class presentations and distribute information via the BISD Parent / Student Handbook to comply with House Bill 1041 (Jenna's Law effective 09/01/2009.)<br/>Population: All Students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 17</p> | <p>Administrators, Counselors, At-risk Counselor, teachers, Parent Liaison, CIS Liaison</p>                  | <p>F: Counselor Classroom Presentations, Classroom Presentation Agendas, Classroom Presentation, Sign-In Sheets, Verification of Information Distribution via Signed BISD Parent/Student Handbook Receipt Form<br/>S: Student/Parent Surveys Handbook Receipts</p> |  |  |  |  |
| <p>Funding Sources: No Funds Required</p>   |  |  |  |  |  |  |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 5 CSF 7</p> <p>12) Campus personnel will implement informational sessions to faculty, staff, and parents on specific guidelines on reporting child abuse as well as informing all students through counselor classroom presentations, informational documents, and KBSD on actions they should take to obtain assistance and intervention, if they have been sexually abused in order to comply with House Bill 1041 (Jenna's Law) effective 09/01/2009.<br/>Population: Parents, students and Teachers<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 17</p> | <p>Administrators, Counselors, Teachers, At-Risk Counselor, CIS Liaison, Parent Liaison</p>  | <p>F: Counselor Classroom Presentations, Classroom Presentation, Agendas, Classroom Presentation, Sign-In Sheets, Parental Involvement Agendas and Sign-In Sheets<br/>S: Handbook Receipts</p>   |  |  |  |  |
| Funding Sources: No Funds Required  |  |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>13) The District will provide available counseling options for students affected by sexual abuse in order to comply with House Bill 1041 (Jenna's Law) effective 09/01/2009.<br/>Population: at-risk students<br/>Timeline: Daily as needed<br/>CNA: pg. 15</p>  | <p>-Counseling Dept. &amp; Administration<br/>-Campus Counselors<br/>-SAFE Counselors<br/>-Parental Involvement<br/>-Campus Personnel<br/>-Health Science Technical Teachers<br/>-Health Teachers<br/>-Campus Administration<br/>-Area Asst. Superintendents</p> | <p>F: Counselor / Teacher verification of class presentation(s), Agendas, Sign-in Sheets, Presentation and Student Documentation<br/>S: Student Counseling Documentation, Follow-up on child's progress in school and provide during/ after school counseling sessions</p> |  |  |  |  |
| Funding Sources: No Funds Required  |  |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 6</p> <p>14) The safety coordinator will provide the School Health Index Assessment Tool for each campus to evaluate the overall campus health education and to develop a Campus Action Plan to improve on their weaknesses.<br/>Population: Campus<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 18</p>   | <p>Safety Coordinator, Index Team, CATCH team</p>  | <p>F: CATCH binder<br/>S: Annual Report</p>  |  |  |  |  |
| Funding Sources: No Funds Required  |  |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 2 CSF 6</p> <p>15) Physical Ed. Teachers will implement an on-going in-service training with strategies that motivate students to participate in a physically active and healthy lifestyle.<br/>Population: P.E. Students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 15</p>   | <p>Administrators, P.E. teachers</p>   | <p>F: Sign in Sheets<br/>S: End of Year Survey</p>   |  |  |  |  |
| Funding Sources: No Funds Required  |  |  |  |  |  |  |

|  |   |                               |  |  |  |  |  |
|--|---|-------------------------------|--|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 2 CSF 6</p> <p>16) Physical Ed. Teachers will increase the quality of student health with the new monitoring system of Fitness Gram.<br/>Population: P.E. Students<br/>Timeline: December 2016 and May 2017<br/>CNA: pg. 15</p>  |   | Administrators, P.E. Teachers | F: Initial measurements, benchmark measurements<br>S: End of Year measurements |  |  |  |  |
| Funding Sources: No Funds Required   |   |                               |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 6</p> <p>17) Federal Programs will continue to fund campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students to improve overall health in order to improve student attendance/performance.<br/>Population: at-risk students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 8</p>   |   | School Nurse                  | F: Logs<br>S: Evaluation   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>18) A full time nurse will assist students with health issues by administering medication, offering first aide during emergency situations, and will educate our students about the need to develop healthy habits, personal hygiene, etc. The nurse will assist with the execution of the health program aimed at monitoring and assisting low-performing students at school-wide campuses in order to improve student attendance/performance<br/>Population: all students (Dyslexia, PAP / GT, Special Education, at-risk, Migrant, LEP)<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 8</p> | 9 | School Nurse                  | F: logs<br>S: Evaluation   |  |  |  |  |
| Funding Sources: Title I-A - \$400.00  |   |                               |  |  |  |  |  |
| <p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>  |   |                               |  |  |  |  |  |

**Goal 3: Cummings Middle School will develop prevention and intervention strategies that increase at-risk students achievement on STAAR by 15 percentage points, increase the at-risk students' attendance rate by 10% and reduce the drop out rate to less than 1%.**

**Performance Objective 1:** Cummings Middle School will develop prevention and intervention strategies that increase at-risk student achievement on STAAR by 10%, increase the at-risk student attendance rate by 10%, and reduce the drop out rate to less than 1%.

**Summative Evaluation:** At-Risk Student Attendance Rate, Drop Out Rate, Retention Rate and STAAR Test 2016.

| Strategy Description   | Title I | Staff Responsible for Monitoring   | Evidence that Demonstrates Success  | Formative Reviews |     |     |      |
|--|---------|--|---|-------------------|-----|-----|------|
|  |         |  |   | Nov               | Jan | Apr | June |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 4</p> <p>1) Cummings Middle School will implement tutorials, pull-outs and accelerated instruction in core subject areas for low-performing students in order to decrease the retention rate and improve student achievement. Teachers will use STAAR enrichment resources, such as STAAR Testmaker, Measuring Up, Measuring Minds, STAAR Coach, Step up To STAAR, i-station, Think Through Math and Compass Learning to increase student achievement in all core subject areas.<br/>Population: AR, TI, MI, LEP<br/>Timeline: Weekly<br/>CNA pg: 8</p> | 3, 9    | Administration, Dean of Instruction, Area Superintendent, Administrator for Special Programs, Administrator for State Compensatory Education | <p>F: Tutorial Schedule, Attendance Rosters, Tutorial Lesson Plans, Tutorial Teacher Observations, Benchmark scores, and Student progress reports</p> <p>S: STAAR Test 2017, Retention Rate, and Dropout Rate</p> |                   |     |     |      |
| Funding Sources: State Compensatory - \$10324.00, State Compensatory - \$20759.00, State Compensatory - \$10000.00   |         |  |   |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 4</p> <p>2) Counselors will classify at-risk students by criteria in order to provide appropriate intervention strategies, such as tutorials and Saturday Academies.<br/>Population: AR, TI, LEP, MI<br/>Timeline: August 2016 and January 2017<br/>CNA: pg. 8</p>  | 9, 10   | Campus Administration, Counselors  | <p>F: E-School Plus At-Risk Progress Report and Special Programs Report</p> <p>S: STAAR 2017 Test</p>   |                   |     |     |      |
| Funding Sources: No Funds Required   |         |  |   |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 6 CSF 7</p> <p>3) Cummings Middle School will revise and update a plan for high quality professional development for faculty and staff. Professional Development activities will target the identification of at-risk students in danger of dropping out. Teachers will acquire an implement effective intervention and prevention instructional strategies.<br/>Population: AR<br/>Timeline: Monthly or as needed<br/>CNA: pg. 12</p>  | 4       | Professional Development, Administration, Dean of Instruction  | <p>F: ERO Session Evaluation Report, classroom observations, benchmark scores, student progress reports, lesson plans, and ERO Session Attendance Report</p> <p>S: STAAR 2017 Test</p>                            |                   |     |     |      |
| Funding Sources: No Funds Required   |         |  |   |                   |     |     |      |

|  |    |  |  |  |  |  |  |
|--|----|--|--|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>4) The Homeless Department will ensure support services for students identified as homeless. The campus counselors will identify and support the homeless students on campus by providing community services and counseling for academic success.<br/>Population: Homeless students, AR, TI, LEP, MI<br/>Timeline: Weekly or as needed<br/>CNA: pg. 6</p>   | 10 | Homeless Department, Campus Administration, Counselors, At-Risk Counselors, CIS                              | F: Monthly e-school Plus At-Risk reports will be generated, and the Homeless Dept. will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless, student progress reports<br>S: STAAR 2017 Test, Attendance Rate, Dropout Rate, and Retention Rate |  |  |  |  |
| Funding Sources: No Funds Required   |    |  |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 7</p> <p>5) Teachers will attend training on Sheltered Instruction Strategies. Campus cohort groups for training will be ESL teachers, Reading teachers, Science teachers, Social Studies teachers, CTE teachers, and Migrant teachers. Training will enhance the ability to understand and use curricula, assessment and effective instructional strategies for LEP students; Planning and delivering lessons that incorporate strategies consistently that will maximize the use of effective teaching strategies to provide support for Limited English Proficient (LEP) students in improving English Proficiency. They will annually demonstrate and obtain measurable progress on oral, reading, and written English proficiency measures and thereby meets adequate yearly progress (AYP) for LEP students.<br/>Population: LEP<br/>Timeline: Annually or as needed<br/>CNA: pg. 13</p> | 4  | Administrators, Dean of Instruction, Professional Development Dept., Bilingual Dept., Dept. Chairs, Teachers | F: Attendance Certificate, ERO Session Evaluation Report, ERO Session Attendance Report, lesson plans, classroom observations, student progress reports, benchmark scores<br>S: Improved STAAR and TELPAS Scores in 2017   |  |  |  |  |
| Funding Sources: No Funds Required   |    |  |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>6) Campus Personnel will assist students with issues interfering with learning, such as but not limited to emotional distress, family problems, or alcohol problems. Response-to- Intervention strategies will be created for At-Risk students who meet state criteria which are addressed in the Personal Graduation Plans at the secondary level.<br/>Population: AR, TI, MI, LEP<br/>Timeline: Daily or as needed<br/>CNA: pg. 10</p>  | 10 | Administrators, Counselors, At-Risk Counselor, CIS, Teachers   | F: At-Risk Counselor Logs, Student Progress Reports, and Weekly Dropout Monitor Logs<br>S: Decreased Dropout Rate  |  |  |  |  |
| Funding Sources: No Funds Required   |    |  |  |  |  |  |  |








|   |       |   |   |  |  |  |  |
|---|-------|---|---|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>7) Cummings Middle School will increase coordination between the Attendance Clerk, PEIMS Clerk, ESL clerk, migrant clerk, special education clerk and home visitors to determine the whereabouts of non-returning students and to ensure appropriate documentation is in place to recover and document non-returning students to decrease drop-out rates and increase graduation rates.</p> <p>Population: AR, TI, LEP, MI<br/>Timeline: Monthly<br/>CNA: pg. 6</p>  | 10    | Administrators, ESL Clerk, Migrant Clerk, Special Education Clerk, PEIMS Clerk, Attendance Clerk and Attendance Liaison | F: E-School PLUS generated student roster with ESL, ELL/Migrant Indicators<br>S: Decreased Dropout Rate   |  |  |  |  |
| Funding Sources: No Funds Required  |       |   |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 7</p> <p>8) A support plan for secondary teachers of LEP students will be implemented and followed. LEP students will be identified by the campus/teacher indicating students by category, number of years in the program and repeaters in addition to providing TELPAS and STAAR results. It will target students who are categorized as Beginners with two (2) years in the program for tutorials. Intervention/Tutorial Guidelines to facilitate program implementation will be developed.</p> <p>Population: LEP<br/>Timeline: Quarterly<br/>CNA: pg. 8</p> | 10    | Bilingual Dept., Administrators, Dean of Instruction, Teachers, ESL Clerk, LPAC Committee, Curriculum Specialists       | F: Intervention / Tutorial Student Class Rosters reflecting 90% attendance and Expenditure Reports<br>S: Improved performance on STAAR and TELPAS 2017                |  |  |  |  |
| Funding Sources: No Funds Required  |       |   |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>9) Federal Programs will continue to fund a campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at school wide campuses improve overall health in order to improve student attendance/performance through the provision of Health Care Supplies and Personal Hygiene Supplies.</p> <p>Population: TI<br/>Timeline: daily or as needed<br/>CNA: pg. 16</p>   | 10    | Administrators, Counselors, Campus Nurse  | F: PRS Contact Logs and Nurse Log<br>S: Attendance Rates, Retention Rates   |  |  |  |  |
| Funding Sources: No Funds Required  |       |   |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 5</p> <p>10) Parent meetings will be held by the academic team to discuss grades, attendance, and other items to improve student achievement and the dropout rate.</p> <p>Population: AR, TI, LEP, MI<br/>Timeline: Weekly<br/>CNA: pg. 16</p>  | 6, 10 | Administrators, Team Teachers   | F: Parent sign in sheets, Team log, student progress reports, benchmark scores<br>S: Decrease in Dropout rate, increase in attendance rate and STAAR Assessments 2017 |  |  |  |  |
| Funding Sources: No Funds Required  |       |   |   |  |  |  |  |

|   |       |  |  |  |  |  |  |
|---|-------|--|--|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 5 CSF 6</p> <p>11) Cummings Middle School will coordinate a Career Day in the Fall semester and invite different community leaders to demonstrate their trade to encourage students to stay in school and continue w/ their education.<br/>Population: AR, TI, LEP, MI<br/>Timeline: Fall 2016<br/>CNA: pg. 16</p>  | 7, 10 | Administrators,<br>Counselors,<br>Librarian  | F: Sign in sheets<br>S: Decreased Dropout rate   |  |  |  |  |
| Funding Sources: No Funds Required  |       |  |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 7</p> <p>12) The Dean of Instruction will support teachers with curriculum and instruction issues, professional development, as well as provide teachers with necessary resources (supplemental materials, aids) to provide high quality instruction to At-Risk students.<br/>Population: AR, TI, LEP, MI<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 8 &amp; pg. 14</p> | 4, 10 | Principal,<br>Administrator for<br>State Compensatory<br>Education   | F: ERO Session Evaluation Reports, ERO Session Attendance Reports, lesson plans, classroom observations, student progress reports, benchmark scores<br>S: STAAR 2017 |  |  |  |  |
| Funding Sources: State Compensatory - \$66038.00  |       |  |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>13) Core-area teachers will provide accelerated instruction to at-risk students in order to assist students in meeting content performance expectations and improve academic achievement in conjunction with the implementation of technology.<br/>Population: AR, TI, LEP, MI<br/>Timeline: Daily<br/>CNA: pg. 8</p>  | 3, 10 | Administrators,<br>Dean of Instruction,<br>Administrator for<br>State Compensatory<br>Education                      | F: Lesson plans, benchmark scores, student progress reports, walkthroughs<br>S: STAAR 2017   |  |  |  |  |
| Funding Sources: State Compensatory - \$189603.00, State Compensatory - \$10000.00  |       |  |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>14) The Dyslexia teacher will have reading and dyslexia lab classes throughout the day to assist those students in the dyslexia program to improve their reading skills and increase student performance.<br/>Population: dyslexic students,AR, TI<br/>Timeline: Daily<br/>CNA: pg. 8</p>  | 3, 10 | Administrators,<br>Dean of Instruction,<br>Dyslexia Teacher,<br>Administrator for<br>State Compensatory<br>Education | F: Six Week Grades, Semester Exams, student progress reports, classroom observations, benchmark scores<br>S: Improved STAAR scores 2017                              |  |  |  |  |
| Funding Sources: State Compensatory - \$54371.00  |       |  |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>15) The At-risk Counselor will work specifically with at-risk students to monitor attendance, academic achievement, and state assessment progress.<br/>Population: AR, TI, LEP, MI<br/>Timeline: Daily<br/>CNA: pg. 8</p>  |       | Administration,<br>Administrator for<br>State Compensatory<br>Education  | F: Weekly At-Risk Progress Report, Student Progress Reports, Benchmark scores<br>S: STAAR 2017 Performance Results   |  |  |  |  |
| Funding Sources: State Compensatory - \$72682.00  |       |  |  |  |  |  |  |

|   |          |   |   |  |  |  |  |
|---|----------|---|---|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>16) The CIS Site Coordinator will ensure that parents and students are provided with specialized services, such as Case Management, Obtaining assistance from Govt./ Co. Service Agencies, and Childcare Information Service Coordination in order to support at risk students that will benefit from services.</p> <p>Population: AR, TI, LEP, MI<br/>Timeline: Daily/as needed<br/>CNA: pg. 16</p>                               | 10       | Administrators, At-risk Counselor, CIS Coordinators, Administrator for State Compensatory Education | F: CIS Weekly Logs, Student progress reports, At-Risk Progress Report, Benchmark Scores<br>S: Attendance Rate, STAAR 2017 Performance Results, Dropout Rate   |  |  |  |  |
| Funding Sources: State Compensatory - \$23136.00  |          |   |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 7</p> <p>17) Federal Programs will continue to provide supplemental stipends for secondary teachers certified in areas of need, in order to increase student performance and student success. In addition, a stipend will be provided for teachers who obtain the ESL Supplemental certification.</p> <p>Population: Teachers<br/>Timeline: Annually<br/>CNA: pg. 13</p>  | 3, 5, 10 | Administrators, Dean of Instruction   | F: Benchmarks, student progress reports<br>S: STAAR/EOC scores 2017   |  |  |  |  |
| Funding Sources: Title I-A  |          |   |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>18) Cummings Middle School will provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake.</p> <p>Population: AR, TI<br/>Timeline: Fall 2016<br/>CNA: pg. 16</p> | 4, 10    | Administrators, Dean of Instruction   | F: ERO Session Evaluation Report, Inst. Asst. Observation Forms<br>S: STAAR 2017, Attendance Rate, Retention Rate, and Dropout Rate   |  |  |  |  |
| Funding Sources: No Funds Required  |          |   |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>19) Cummings Middle School will ensure that the campus has a process in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school.</p> <p>Population: Homeless Students, AR, TI<br/>Timeline: Daily as needed<br/>CNA: pg. 6</p>   | 10       | Administrators, Counselors, Records clerk, PEIMS Clerk  | F: Monthly e-school Plus At-Risk Reports will be generated and the Homeless Youth Project will work with At-Risk Campus Contact to ensure support services are provided to students classified as homeless and Student Progress Reports<br>S: STAAR 2017, Attendance Rate, Dropout Rate, Retention Rate |  |  |  |  |
| Funding Sources: No Funds Required  |          |   |   |  |  |  |  |

|   |      |   |   |  |  |  |  |
|---|------|---|---|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>20) Cummings Middle School will promote awareness throughout the campus regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and unaccompanied youth.<br/>Population: Homeless Students and Families, AR, TI<br/>Timeline: Daily as needed<br/>CNA: pg. 10</p>  | 10   | Administrators, Counselors, Records Clerk, PEIMS Clerk, At-Risk Counselor, Homeless Youth Project | F: Monthly e-School Plus At-Risk Reports will be generated and the Homeless Youth Project will work with At-Risk Campus Contact to ensure support services are provided to students classified as homeless and Student Progress Reports<br>S: STAAR, Retention Rate, Dropout Rate, and Attendance Rate    |  |  |  |  |
| Funding Sources: No Funds Required  |      |   |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>21) Cummings Middle School will implement a closet on campus to provide identified homeless and unaccompanied youth with food, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs.<br/>Population: Homeless students, AR, TI<br/>Timeline: Daily as needed<br/>CNA: pg. 16</p>   | 10   | Administrators, At-risk Counselor, CIS Coordinator  | F: Student Progress Reports<br>S: STAAR 2016, Retention Rate, Attendance Rate, and Dropout Rate   |  |  |  |  |
| Funding Sources: No Funds Required  |      |   |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>22) Cummings Middle School will ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. The terms of enrollment includes attending classes and participating fully in school activities.<br/>Population: Homeless students, AR, TI<br/>Timeline: Daily as needed<br/>CNA: pg. 6</p> | 10   | Administrators, Records Clerk, PEIMS Clerk, Counselors, At-risk Counselors                        | F: Monthly e-School PLUS At-Risk Reports will be generated and the Homeless Youth Project will work with At-Risk Campus Contact to ensure support services are provided to students classified as homeless and Student Progress Reports<br>S: STAAR 2017, Attendance Rate, Dropout Rate, and Dropout Rate |  |  |  |  |
| Funding Sources: No Funds Required  |      |   |   |  |  |  |  |
| <p>23) Computer-based instruction and adaptive-assisted devices will be provided in the foundation curriculum in order to improve at-risk student achievement, attendance, and decrease the retention and dropout rates.<br/>Population: AR, TI, LEP, MI<br/>Timeline: Fall 2016<br/>CNA pg. 8</p>  | 2, 9 | Campus Administration, Teachers, Administrator for State Compensatory Education                   | F: student progress reports, lesson plans, classroom observations, software usage reports, benchmark scores<br>S: STAAR 2017, Attendance Rate, Dropout Rate, and Retention Rate   |  |  |  |  |
| Funding Sources: State Compensatory - \$2500.00, State Compensatory - \$13108.00, State Compensatory - \$4800.00, State Compensatory - \$3200.00  |      |   |   |  |  |  |  |

|   |                                    |                               |  |  |  |  |  |
|---|------------------------------------|-------------------------------|--|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 5</p> <p>24) Campus Personnel will assist 5th grade students as they transition from elementary school to middle school by providing orientations, including campus tours, an explanation of activities and opportunities as well as expectations at Cummings Middle School. Counselors will assist in the transition process by assisting students in course selections when it is time to enroll at Cummings.<br/>Population: AR, TI, LEP, MI<br/>Timeline: January 2017 - April 2017</p> | 7                                  | Administrators,<br>Counselors | F: Orientations<br>S: STAAR Assessment and Enrollment and Attendance Rates for 2016-2017   |  |  |  |  |
|   | Funding Sources: No Funds Required |                               |  |  |  |  |  |
| <p>25) Cummings Middle School 8th graders will be provided an orientation, including a tour of a high school campus in order to understand the expectations, an explanation of activities and programs available and how to select a career pathway. Counselors will assist in this transition process by assisting students in course selections when it is time to enroll in high school.<br/><br/>Population: AR, TI, LEP, MI<br/>Timeline: January 2017 - April 2017</p>  | 7                                  | Administrators,<br>counselors | F: Orientations<br>S: STAAR Assessment 2016, Enrollment and Attendance Rates for 2016-2017 |  |  |  |  |
|   | Funding Sources: No Funds Required |                               |  |  |  |  |  |
| <p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>                             |                                    |                               |  |  |  |  |  |






**Goal 4: The students will be encouraged and challenged to meet their full educational potential.**

**Performance Objective 1:** All Cummings Middle School Students will be encouraged to attend classes on a daily basis to increase the ADA to 97%.

**Summative Evaluation:** Average Daily Attendance Rate

| Strategy Description  | Title I | Staff Responsible for Monitoring  | Evidence that Demonstrates Success   | Formative Reviews |     |     |      |
|---|---------|---|--|-------------------|-----|-----|------|
|   |         |   |  | Nov               | Jan | Apr | June |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 6</p> <p>1) Campus personnel will implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for monitoring / management included in campus Improvement Plan so that attendance rates/goals will be met at 96% as set by the District.<br/>Population: Personnel<br/>Timeline: August 2015<br/>CNA: pg. 17</p>                                     |         | Administrators, Attendance Clerks, Liaisons, Data Entry Clerk                                       | F: Weekly review of campus attendance rates<br>S: End of year, ADA Campus Reports  |                   |     |     |      |
| Funding Sources: Local - \$1000.00  |         |   |  |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 3</p> <p>2) Campus administration will annually reduce the out-of-school suspensions on every campus by 5% through researching and evaluating 2013 - 2014 number of days students were absent due to OSS. Campus goal is to increase campus student attendance rates and improve student instructional levels.<br/>Population: at-risk students<br/>Timeline: Each Marking Period<br/>CNA: pg. 6</p> |         | Administrators, PEIMS Supervisor, Attendance Clerk, Discipline Clerk, Computer Services             | F: Principal will analyze OSS report at end of each 6 weeks to determine increase or decrease in OSS<br>S: Annual Incident Reports |                   |     |     |      |
| Funding Sources: No Funds Required  |         |   |  |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 3 CSF 6</p> <p>3) Students will receive recognition, awards and incentives on our campus for having perfect attendance at the end of every six weeks and at the end of the year. Campus recognition of students for Perfect Attendance Achievement will increase student performance.<br/>Population: students<br/>Timeline: End of Each Marking Period<br/>CNA: pg. 17</p>                          |         | Principal, PEIMS Supervisor, Data Entry Clerk, Student Accounting, Attendance Clerk, Pupil Services | F: Campus Attendance Reports<br>S: e-School Plus Reports, TAPR campus reports  |                   |     |     |      |

|  |   |   |  |  |  |  |  |
|--|---|---|--|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 5</p> <p>4) Cummings Middle School will have one open house per semester to improve communication with parents as per BISD policy.<br/>Population: Parents<br/>Timeline: Bi-annually<br/>CNA: pg. 17</p>   | 6 | Administrators,<br>Teachers,<br>Counselors                                  | F: Sign in sheets<br>from each teacher<br>S: TAPR campus report  |  |  |  |  |
| Funding Sources: No Funds Required   |   |   |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 5</p> <p>5) Clerical staff will support teachers with attendance reports for students identified as high attendance risk. Clerical staff and parent liaisons will work to update phones and addresses so that teachers and office personnel can communicate with parents. This will help us increase their student attendance and performance rates.<br/>Population: teachers, at-risk students, parents<br/>Timeline: Daily<br/>CNA: pg. 17</p> |   | Administrators,<br>Attendance Clerk,<br>Data Entry Clerk,<br>Parent Liaison | F: 3 weeks progress reports, attendance reports, contact logs<br>S: TAPR campus report   |  |  |  |  |
| Funding Sources: No Funds Required   |   |   |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 5</p> <p>6) Each team will contact the parents after each absence and request a visit after 3 absences in order to stress the importance of daily attendance and its effect on grades, and promotion to next grade level<br/>Population: Parents, at-risk students<br/>Timeline: As needed per student with 3 absences<br/>CNA: pg. 17</p>   | 6 | Teachers,<br>Attendance Liaison   | F: 3 week reports, team meeting notes, parent contact logs<br>S: TAPR campus report  |  |  |  |  |
| Funding Sources: No Funds Required   |   |   |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>7) Each teacher will have a portfolio which includes discipline, academic, and attendance records as needed with student expectations.<br/>Population: Teachers<br/>Timeline: Daily as needed<br/>CNA: pg. 15</p>   |   | Administrators,<br>Teachers   | F: Portfolios<br>S: School report card   |  |  |  |  |
| Funding Sources: No Funds Required   |   |   |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 5</p> <p>8) Prior to holding parent/ student conference, the academic team will notify elective teachers and solicit input and/or participation in the conference. The elective teachers will be notified of the outcome when unable to participate.<br/>Population: teachers, at-risk students, parents<br/>Timeline: as needed per students' needs<br/>CNA: pg. 15</p>   |   | Team leaders,<br>teachers, Elective<br>teachers                             | F: Documentation signed by<br>team leader and elective(s) teachers<br>S: decreased referrals to office, STAAR scores, school report card TELPAS 2016 |  |  |  |  |
| Funding Sources: No Funds Required   |   |   |  |  |  |  |  |

|   |   |   |  |  |  |  |  |
|---|---|---|--|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 7</p> <p>9) Teachers will be provided professional development on team concept, classroom management and when and how the discipline referral is used.<br/>Population: teachers<br/>Timeline: Annually or as needed<br/>CNA: pg. 13</p>   | 4 | Administrators,<br>Dean of Instruction,<br>Team Leaders               | F: Decrease in office referrals<br>S: STAAR 2016 scores, school report card            |  |  |  |  |
| Funding Sources: No Funds Required  |   |   |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 6</p> <p>10) Administration will increase and recognize student involvement in school activities, such as student council, National Honor Society, Yearbook Club, Band, Choir, Athletics.<br/>Population: all students, especially at-risk<br/>Timeline: Daily<br/>CNA: pg. 17</p>  | 6 | Administrators,<br>Teachers, Sponsors                                 | F: Calendar of activities, list of membership<br>S: Awards Night                       |  |  |  |  |
| Funding Sources: No Funds Required  |   |   |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 6 CSF 7</p> <p>11) Teachers and staff will be trained in conflict resolution as mandated by the state. Counselors will document conflict resolution on referrals and other documentation.<br/>Population: Faculty and Staff<br/>Timeline: Annually<br/>CNA: pg. 13</p>  |   | Administrators,<br>Counselors   | F: Sign-in Sheets<br>S: Decrease in conflict per incident reports                      |  |  |  |  |
| Funding Sources: Local - \$1000.00, Local - \$300.00  |   |   |  |  |  |  |  |
| <p>12) Posters will be created to display attendance goals as well as other motivating quotes to come to school.<br/>Population: All students, especially at-risk<br/>Timeline: Each Marking Period<br/>CNA: pg. 13</p>   |   | Administrators,<br>teachers,<br>Attendance Clerk,<br>Data Entry clerk | F: Attendance rates each week<br>S: Annual rate  |  |  |  |  |
| Funding Sources: No Funds Required  |   |   |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>13) Cummings Middle School will provide a Summer Bridge Program for incoming 6th graders in order to become familiar with the structure and expectations of this new level of instruction. Teachers will help students understand the importance of doing well on STAAR assessments, the purpose of online programs, bell schedules, interactive and cooperative learning as well as extra-curricular opportunities at the middle school level. Population: 6th graders<br/>Timeline: August 10th to 13th<br/>CNA: pg. 8</p> | 7 | Dean of Instruction,<br>2 Summer Bridge<br>Teachers                   | F: Attendance Logs, Online Program Usage logs<br>S: Improved performance on STAAR 2016 |  |  |  |  |
| Funding Sources: Title I-A - \$600.00   |   |   |  |  |  |  |  |
| <p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>   |   |   |  |  |  |  |  |



## Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.

**Performance Objective 1:** Cummings MS will decrease the number of office referrals by 10% using 2015 - 2016 data.






**Summative Evaluation:** referrals, PEIMS data

| Strategy Description   | Title I                            | Staff Responsible for Monitoring                     | Evidence that Demonstrates Success  | Formative Reviews |     |     |      |
|--|------------------------------------|--|---|-------------------|-----|-----|------|
|  |                                    |  |   | Nov               | Jan | Apr | June |
| <p><b>Critical Success Factors</b><br/>CSF 3 CSF 5</p> <p>1) Cummings Middle School will promote awareness and notification of Student Code of Conduct to students, parents, staff, &amp; community through distribution of SCC, campus website, and campus presentations.<br/>Population: Parents, students, faculty and Community<br/>Timeline: August 2016<br/>CNA: pg. 10</p>  |                                    | Administrators, Counselors, Teachers, Parent Liaison | F: SCC Signature Page, Sign in Sheets<br>S: Fewer referrals                                       |                   |     |     |      |
|  | Funding Sources: No Funds Required |  |   |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 3 CSF 5</p> <p>2) Parents will be notified of any discipline referrals, as noted by the Student Code of Conduct.<br/>Population: Parents<br/>Timeline: August 2016 - May 2017<br/>CNA: pg. 10</p>   |                                    | Administrators                                       | F: Copy of Referral, documentation of parental contact<br>S: Decrease in referrals, PEIMS reports |                   |     |     |      |
|  | Funding Sources: No Funds Required |  |   |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 3 CSF 7</p> <p>3) The District will provide training for administrators and all teachers regarding the effective use of Review 360, including how to effectively handle classroom discipline so that out-of-school suspensions and discretionary removals are used as a last resort; ensuring students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.<br/>Population: Administrators, Teachers<br/>Timeline: August 2016<br/>CNA: pg. 10</p> |                                    | Administrators, Counselors, Professional Development | F: Agenda, Professional Development Sign-in sheets<br>S: Discipline Incident Reports              |                   |     |     |      |
|  | Funding Sources: No Funds Required |  |   |                   |     |     |      |

|   |  |   |   |  |  |  |  |
|---|--|---|---|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 3 CSF 6 CSF 7</p> <p>4) Campus personnel, such as counselors, will implement conflict resolution through the utilization of skills to resolve differences between students as well as students and campus administrators.<br/>Population: Counselors, students, administrators<br/>Timeline: August 2016 - May 2017<br/>CNA: pg. 10</p> |  | Administration, Counselors                              | F: Counselors' Sign in sheets, Reports on reprimanded students<br>S: decrease in referrals, r referrals |  |  |  |  |
| Funding Sources: No Funds Required  |  |   |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 5</p> <p>5) Counselors will create group presentations for students who demonstrate violence and possible gang activity. Presenters will be brought in to inform students and parents of issues.<br/>Population: Students and Parents<br/>Timeline: August 2016 - May 2017<br/>CNA: pg. 10</p>  |  | Administrators, Counselors                              | F: Monitoring reports<br>S: annual drop out rate  |  |  |  |  |
| Funding Sources: No Funds Required  |  |   |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>6) Counselors, BI teacher, and health teachers will work on a unit about suicide prevention to give students coping skills with stress and other pressures<br/>Population: Students<br/>Timeline: August 2016 - May 2017<br/>CNA: pg. 10</p>   |  | Administrators, Counselors, Health teachers, BI Teacher | F: lunch bunch, Classroom presentations, BI redirections<br>S: campus yr incidences                     |  |  |  |  |
| Funding Sources: No Funds Required  |  |   |   |  |  |  |  |

|   |  |   |  |  |  |  |
|---|--|---|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 3 CSF 7</p> <p>7) Cummings will develop and maintain an Emergency Operations Plan, which will include features, such as being multi-hazard in nature, be reviewed and updated annually by the campus safety and security committee, allow for drills to be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop &amp; Cover, Evacuation, will prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.<br/>Population: all students<br/>Timeline: Reviewed and updated annually; drills practiced as deemed needed by administration<br/>CNA: pg. 10</p>                     | <p>Administrators,<br/>Principals &amp;<br/>Assistant Principals,<br/>Faculty<br/>&amp; Staff,<br/>Administration and<br/>BISD Police &amp;<br/>Security</p> | <p>F: After Action Reviews, Sign-In Sheets, Evaluations, Audits<br/>S: Operations Binder</p>          |  |  |  |  |
| <p>Funding Sources: No Funds Required</p>   |  |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 5</p> <p>8) Cummings Middle School will have an identification security system in place. Visitors must present an identification at Sign-In and be escorted at all times.<br/>Population: Visitors<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 10</p>  | <p>Administrators,<br/>Faculty &amp; Staff,<br/>and BISD Police &amp;<br/>Security</p>   | <p>F: Audits, Sign-in Sheets<br/>S: Program Usage Reports</p>   |  |  |  |  |
| <p>Funding Sources: Local - \$480.00</p>  |  |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 3 CSF 5 CSF 7</p> <p>9) Campus based Law Enforcement:<br/>Security Officer(s) will be placed and assigned throughout the year to teach at the middle school level. In addition, Campus Officers, when possible, will address current trends with Students, Parents, Campus Faculty and Staff regarding the areas of Gang Awareness, Bullying, Dating Violence, Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community Emergency Response Team (CERT), Truancy, and Emergency Operations Plan (EOP)-Safety Procedures. As a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff.<br/>Population: Faculty, Students and Parents<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 10</p> | <p>Administrators,<br/>BISD Police and<br/>Security Services</p>   | <p>F: Evaluations, Sign-In Sheets,<br/>PEIMS Discipline Reports<br/>S: Discipline Incident Report</p> |  |  |  |  |
| <p>Funding Sources: No Funds Required</p>   |  |   |  |  |  |  |

|  |   |   |  |  |  |  |
|--|---|---|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 5</p> <p>10) Parent Presentations will be made periodically at campuses regarding the topics of Gang Awareness, Bullying, Dating Violence, Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen CERT, Truancy, EOP-Safety Procedures to educate parents to be able to recognize the signs and symptoms related to certain offenses.</p> <p>Population: Parents<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 10</p>   | <p>Administrators,<br/>Counselors,<br/>Parental<br/>Involvement, Parent<br/>Liaison, BISD<br/>Police and Security<br/>Services.</p>   | <p>F: Evaluations, Sign-In Sheets<br/>S: Discipline Incident Report</p>                                       |  |  |  |  |
| <p>Funding Sources: No Funds Required</p>  |   |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 3 CSF 7</p> <p>11) Cummings Middle School Dating Violence Policy will maintain a written safety plan developed by the campus safety committee, meet annually with parents for awareness education, provide training for administrators, counselors and teachers, provide counseling for students involved in offenses, implement enforcement of protective orders and school based alternatives to protective orders, and will be designed to empower victims of dating violence to report dating violence.</p> <p>Population: Administrators, Counselors, Teachers<br/>Timeline: August 2016 - May 2017<br/>CNA: pg. 10</p> | <p>Administration,<br/>Counselors,<br/>Professional<br/>Development,<br/>Parental<br/>Involvement, Parent<br/>Liaison, BISD<br/>Police and<br/>Security Services</p>  | <p>F: Evaluations, Audits, Sign-In Sheets, PEIMS<br/>Discipline Reports<br/>S: Discipline Incident Report</p> |  |  |  |  |
| <p>Funding Sources: No Funds Required</p>  |   |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>12) Campus administration will ensure that each grade level counselor will provide individual and group counseling sessions on a weekly basis in order to ensure that students needs are addressed.</p> <p>Population: at-risk students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 10</p>   | <p>Administrators,<br/>Counselors</p>   | <p>F: Student sign-in sheets, Counselor logs<br/>S: Discipline Incident Report</p>                            |  |  |  |  |
| <p>Funding Sources: No Funds Required</p>  |   |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>13) Counselors will assist students with issues interfering with learning, such as but not limited to emotional distress, family problems, or alcohol problems. Intervention strategies will be created for students who meet State criteria which are addressed in the PGPs (Personal Graduation Plans) at the secondary level to increase students' graduation rate.</p> <p>Population: At-risk students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 10</p>  | <p>Principal,<br/>Counselors,<br/>Teachers, Nurses,<br/>Administrator for<br/>Guidance &amp;<br/>Counseling,<br/>Administrator for<br/>Comp. Ed.,<br/>Administrator for<br/>Dyslexia,<br/>At Risk Counselors,<br/>SAFE Counselors</p> | <p>F: Counselor Logs, 10% decrease<br/>in dropout rate<br/>S: Discipline Incident Report</p>                  |  |  |  |  |
| <p>Funding Sources: No Funds Required</p>  |   |   |  |  |  |  |

| <p align="center"><b>Critical Success Factors</b><br/>CSF 2 CSF 7</p>   |   |   |  |  |  |  |
|---|---|---|--|--|--|--|
| <p>14) In order to help students self-correct their behavior, teachers will undergo a training with the Behavior Management Specialist and increased support from the Special Education Supervisor in order to reduce the number of placements in ISS or OSS.<br/>Population: Teachers<br/>Timeline: March 2017<br/>CNA: pg. 10</p>   | <p>Administration,<br/>Special Education<br/>Supervisor, teachers</p> | <p>F: Sign-in Sheets, BIPs<br/>S: reduced placements in ISS and OSS</p>   |  |  |  |  |
| <p>Funding Sources: No Funds Required</p>   |   |   |  |  |  |  |
| <p>15) Cummings Middle School office staff members will provide required documentation in order to ensure financial compliance with district guidelines in addition to meeting the goals of the campus by following the chain of command for gaining district approval for campus activities, professional leave requests, tutorial composites, field trip and other designated activities.<br/>Population: students, teachers, faculty<br/>Timeline: July 2016 - June 2017<br/>CNA: pg. 13-17</p>                              | <p>Administrative<br/>Team, Secretary,<br/>Bookkeeper</p>             | <p>F: Approved documentation, timely submissions,<br/>purchases, Mileage Reports<br/><br/>S: End of the Year Clearance, Mileage Reports</p> |  |  |  |  |
| <p>Funding Sources: Local - \$500.00</p>  |   |   |  |  |  |  |
| <p>16) Cummings Middle School will maintain a clean and accessible campus for all.<br/>Population: Faculty, Staff and students<br/>Timeline: July 2016 - June 2017<br/>CNA: pg. 10</p>  | <p>Administrative<br/>team, secretary,<br/>head custodian</p>         | <p>F: Clean campus<br/><br/>S: Ongoing or Improved appearance</p>   |  |  |  |  |
| <p>Funding Sources: Local - \$3500.00</p>   |   |   |  |  |  |  |
| <p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> |   |   |  |  |  |  |

**Goal 6: Administration, Parents, and Community will collaborate to increase involvement in the campus learning community and develop partnerships between parents and faculty in the education of their children.**

**Performance Objective 1:** Cummings Middle School will increase the number of parents in the parental involvement program by 10%.






**Summative Evaluation:** Attendance Data

| Strategy Description   | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success   | Formative Reviews |     |     |      |
|--|---------|----------------------------------|--|-------------------|-----|-----|------|
|  |         |                                  |  | Nov               | Jan | Apr | June |
| <p><b>Critical Success Factors</b><br/>CSF 5 CSF 6</p> <p>1) Cummings Middle School personnel will meet, discuss, complete and disseminate Parental Involvement Policy to delineate how parents will be actively involved at the campus level with the intent to increase participation<br/>Population: Parents<br/>Timeline: August 2016 - May 2017<br/>CNA: pg. 16</p>                       | 6       | Principal, Parent Liaison        | <p>F: District and Campus Parental Involvement Policy, Flier on School Website Agenda, Sign In Sheets<br/>S: Increase attendance<br/>Composite of End of Year Survey, Title IA-Parental Involvement Compliance Checklist</p> |                   |     |     |      |
| Funding Sources: Title I-A - \$500.00  |         |                                  |  |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 5</p> <p>2) Cummings Middle School personnel will issue School-Parent-Student Compact Forms to outline responsibilities of each.<br/>Population: Parents<br/>Timeline: August 2016 - November 2016<br/>CNA: pg. 16</p>  |         | Principal, Parent Liaison        | <p>F: Forms, Flier, Agendas/Invitations Sign in Sheets, Compact on School Website<br/>S: End of yr report Sign-in Minutes Signed Compacts, Evaluations, Title IA-Parental Involvement Compliance Checklist</p>               |                   |     |     |      |
| Funding Sources: No Funds Required   |         |                                  |  |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 5</p> <p>3) Cummings Middle School personnel will hold Title I Annual Meeting to inform parents of school report card, performance in Title I indicators, special populations, and services provided through Title I funds and increase parental involvement.<br/>Population: Parents<br/>Timeline: August 2016 - November 2016<br/>CNA: pg. 16</p> |         | Principal, Parent Liaison        | <p>F: Forms on School Website, Agendas/Invitations, Sign in Sheets<br/>S: Composite end of year report, Sign-in Minutes, Signed Compacts, Evaluations, Title IA-Parental Involvement</p>                                     |                   |     |     |      |
| Funding Sources: No Funds Required   |         |                                  |  |                   |     |     |      |

|  |      |                           |  |  |  |  |  |
|--|------|---------------------------|--|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 5</p> <p>4) Cummings Middle School personnel will conduct an Annual Title I Parent Survey / Campus Needs Assessment Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts.<br/>Population: Parents<br/>Timeline: March 2016 - April 2017<br/>CNA: pg. 16</p>   |      | Principal, Parent Liaison | F: Agenda, Sign-In Sheets, Survey Results<br>S: Composite of End of Year Survey<br>Title IA-Parental Involvement<br>Compliance Checklist                       |  |  |  |  |
| Funding Sources: No Funds Required   |      |                           |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 5</p> <p>5) Cummings Middle School will provide regularly scheduled training activities in all subject areas dealing with educational issues throughout the year for parents. The Parent Liaison will provide supplies and food as needed.<br/>Population: Parents<br/>Timeline: August 2016 - May 2017<br/>CNA: pg. 16</p>  | 2, 6 | Principal, Parent Liaison | F: Agendas, Flyer / Sign in sheets, Schedules<br>S: Increase attendance, Agenda, Sign-in decrease in drop outs   |  |  |  |  |
| Funding Sources: Title I-A - \$200.00  |      |                           |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 5</p> <p>6) Parental Involvement personnel will educate campus administrators and teachers during faculty and/or grade-level meetings as to the academic and non-academic benefits of a strong parent-school partnership.<br/>Population: Faculty and Staff<br/>Timeline: August 2016- November 2017<br/>CNA: pg. 16</p>   |      | Principal, Parent Liaison | F: Agendas, Sign-In Sheets<br>S: Parent Phone Logs, Increase in Communications With Parents, Minutes, Evaluations  |  |  |  |  |
| Funding Sources: No Funds Required   |      |                           |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 5</p> <p>7) Cummings Middle School will host a Parent Orientation Events to inform parents and community members of daily operation procedures and District policy. Topics will include items, such as Student Code of Conduct, Student-Parent-School Compact, Parental involvement policy, Volunteer Guidelines/Opportunities<br/>Population: Parents<br/>Timeline: August 2016<br/>CNA: pg. 16</p> | 6    | Principal, Parent Liaison | F: Agenda, Sign in sheets, Flyers on Website, Brochures, Handouts<br>Session Evaluations<br>S: Increase attendance, Decrease in dropout, decrease in referrals |  |  |  |  |
| Funding Sources: No Funds Required   |      |                           |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 5</p> <p>8) Cummings Middle School personnel will publish/ advertise campus wide opportunities for parental/ community involvement. Personnel will encourage more businesses to become involved with our campus and our community.<br/>Population: Community Members<br/>Timeline: August 2016 - May 2017<br/>CNA: pg. 16</p>  | 6    | Principal, Parent Liaison | F: Agendas Sign in sheets<br>S: Increase attendance, decrease in drop out, Increased partnerships, Evaluations Minutes   |  |  |  |  |
| Funding Sources: No Funds Required   |      |                           |  |  |  |  |  |

|   |   |                           |   |  |  |  |  |
|---|---|---------------------------|---|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 5</p> <p>9) Parents will be provided educational opportunities through parent conferences and parent training sessions at each campus Parent Center to disseminate information, services, and/or referrals to agencies that address needs in the areas, such as NCLB Conference to get updated information concerning parents and school, School Safety Procedures, Early Childhood Reading Strategies, Health Education- Families in Training, Special Populations (Bilingual, Dyslexia, GT, Migrant, CTE Special Ed), College Readiness Drop-out and Violence prevention<br/>Population: Parents<br/>Timeline: August 2016 - May 2017<br/>CNA: pg. 16</p> | 6 | Principal, Parent Liaison | F: Registration Flyers on School Website, Agendas, Sign-In Sheets<br>S: Composite end of year report, Evaluations, Minutes  |  |  |  |  |
| Funding Sources: No Funds Required  |   |                           |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 5</p> <p>10) CATCH Family Activities will be provided in a variety of exercises (walking, aerobics, etc.) and Nutritional classes. Cummings Middle School will provide a Parent Center to hold weekly meetings and trainings for parents.<br/>Population: Parents<br/>Timeline: August 2016-May 2017<br/>CNA: pg. 16</p>  | 6 | Principal, Parent Liaison | F: Invitations/Agendas Sign in sheets<br>S: End of Year fitness report of parents, Evaluations, Minutes                     |  |  |  |  |
| Funding Sources: No Funds Required  |   |                           |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 5</p> <p>11) Parental involvement activities will be held every Friday for the school year. There will be a STAAR Orientation Night (Spring Semester) for parents of all students that will be taking the STAAR assessments to help parents of elementary students transitioning into middle school and middle school students transitioning into the high school.<br/>Population: Parents<br/>Timeline: August 2016 - May 2017<br/>CNA: pg. 16</p>   |   | Principal, Parent Liaison | F: Parent sign in sheets from Open House, Title 1 Meeting in Sept.<br>S: Composite end of year report, Evaluations, Minutes |  |  |  |  |
| Funding Sources: No Funds Required  |   |                           |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 5</p> <p>12) Cummings Middle School will ensure representation of community and parental involvement in the decision-making process of our campus. Parents will participate in the review and revision of the overall evaluation of the Parental Involvement Program to allow for improvement each year and School-Parent-Student Compact<br/>Campus Improvement Plan<br/>Population: Parents<br/>Timeline: August 2016 - May 2017<br/>CNA: pg. 16</p>  |   | Principal, Parent Liaison | F:Parent sign in sheet<br>S: Composite end of year report<br>Evaluations, Minutes   |  |  |  |  |
| Funding Sources: No Funds Required  |   |                           |   |  |  |  |  |



|   |      |                           |   |  |  |  |  |
|---|------|---------------------------|---|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 5</p> <p>13) Funds will be allocated to provide payment for mileage incurred while conducting Attendance and Parental Involvement responsibilities, i.e. home visits and parental involvement meetings and trainings.<br/>Population: Parent Liaisons and parents<br/>Timeline: August 2016 - May 2017<br/>CNA: pg. 16</p>  | 2, 6 | Principal, Parent Liaison | F: Monthly Contact Log, Composite Report<br>S: Monthly Mileage Log, Cash Payments |  |  |  |  |
| <p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p> |      |                           |   |  |  |  |  |

**Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.**

**Performance Objective 1:** 90% of Cummings Migrant Students will participate in the supplemental instructional activities and support services as required by Title I, Part C Migrant Education Program.






**Summative Evaluation: PBMAS Report**

| Strategy Description  | Title I | Staff Responsible for Monitoring  | Evidence that Demonstrates Success   | Formative Reviews |     |     |      |
|---|---------|---|--|-------------------|-----|-----|------|
|   |         |   |  | Nov               | Jan | Apr | June |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 7</p> <p>1) A Migrant clerk will be available to assist students and will attend the annual intensive Identification and Recruitment training in order to be certified as recruiters.<br/>Population: Migrant Clerk<br/>Timeline: August 2016<br/>CNA: pg. 12</p>   | 1, 4, 9 | Migrant Clerk   | Student ID&R numbers<br>Migrant Recruiter and clerk's certificates of attendance   |                   |     |     |      |
| Funding Sources: Title I-C (Migrant) - \$4941.00  |         |   |  |                   |     |     |      |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 7</p> <p>2) The campus migrant clerk will attend the required annual New Generation Systems (NGS) state training in order to secure the needed skills to accurately and appropriately enter the data for migrant students into the State Migrant Database.<br/>Population: Migrant Clerk<br/>Timeline: October 2016<br/>CNA: pg. 14</p>   |         | Migrant Clerk   | Region I Audit Report<br>Correctly enter error-free dates  |                   |     |     |      |
| Funding Sources: No Funds Required  |         |   |  |                   |     |     |      |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 5 CSF 7</p> <p>3) The migrant funded staff will have the opportunity to attend local, regional and state migrant conferences in order to expand their knowledge of the Migrant Program; thus, they will be providing more comprehensive supplemental support to migrant students and their families.<br/>Population: Migrant Clerk<br/>Timeline: August 2016 - June 2017<br/>CNA: pg.14</p> |         | Migrant Services Coordinator (MSC), Principal, Migrant Clerk, Migrant teacher | Improved student performance, documented ERO, cross training of staff unable to attend the event to ensure complete program training |                   |     |     |      |
| Funding Sources: No Funds Required  |         |   |  |                   |     |     |      |

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 2</p> <p>4) The Annual Residency Verification of migrant students with a current Certificate of Eligibility (COE) on file will be conducted as required by the state of Texas Migrant Program thus ensuring the accuracy of the count of migrant students in the school district.<br/>Population: Migrant Clerk<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 6</p> |  | Migrant Clerk,<br>Migrant Teacher,<br>District Migrant<br>Counselor (DMC),<br>PEIMS Data Entry<br>Clerk, MSC             | NGS Maximum Enrollment Report<br>Continuation of Services, On-time promotion /<br>graduation, Complete family files showing annual<br>residency verification |  |  |  |  |
| Funding Sources: No Funds Required   |  |  |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 2</p> <p>5) The New Generation System (NGS) and BISD E-School Plus entries will be monitored daily to ensure that ID&amp;R data and information has been appropriately coded in a timely manner.<br/>Population: Migrant Clerk<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 6</p>  |  | Migrant Clerk  | PBMAS Report<br>Correctly coded migrants on NGS  |  |  |  |  |
| Funding Sources: No Funds Required   |  |  |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>6) A Priority for Services (PFS) Plan of Action will be developed and included into the District Improvement Plan as a separate section labeled Migrant PFS Action Plan Section as required by the Texas State Migrant Program.<br/>Population: Migrant Students<br/>Timeline: August 2016</p>  |  | MSC, DMC   | Increased positive outcomes in all activities on PFS<br>Action Plan  |  |  |  |  |
| Funding Sources: No Funds Required   |  |  |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>7) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB section 1304 (d) are addressed.<br/>Population: PFS Migrant Students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 7</p>   |  | Special Program<br>Adminstrator,<br>Campus Principals,<br>Migrant funded:<br>teachers, campus<br>clerks, DMC, and<br>MSC | Fewer PFS students are identified due to increased<br>performance.   |  |  |  |  |
| Funding Sources: No Funds Required   |  |  |  |  |  |  |  |

|   |      |   |   |  |  |  |  |
|---|------|---|---|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 4</p> <p>8) All migrant students will receive clothing items and grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments, thus extending them the same opportunity for meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students.<br/>Population: PFS and Migrant Students<br/>Timeline: August 2016 - June 2017<br/>CNA: pg. 7</p>   | 1, 9 | Administrators,<br>Migrant teacher<br>Migrant clerk   | on time promotion and/or graduation   |  |  |  |  |
| Funding Sources: Title I-C (Migrant) - \$250.00   |      |   |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>9) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for middle school migrant students pre and post test results will be used by teachers and administrators to identify the migrant and administrators to identify the migrant students performing below grade level. Note: at sites being served by a migrant teacher, the teacher will provide additional support and ensure participation in supplemental opportunities.<br/>Population: Migrant Students and Teachers<br/>Timeline: Monthly<br/>CNA: pg. 8</p> | 1, 9 | Special Programs<br>Administrator,<br>Campus Principals,<br>Middle School<br>teachers, Migrant<br>Funded: teachers, 3<br>FTEs, Computer, 1<br>Printer, MSC          | Increased academic performance 2015-2016  |  |  |  |  |
| Funding Sources: Title I-C (Migrant) - \$22975.00, Title I-A - \$1200.00  |      |   |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>10) In order to increase awareness of migrant students needs, BISD campus faculty and staff will be provided with appropriate migrant information, so that timely and appropriate interventions are provided to migrant students.<br/>Population: Faculty and Staff<br/>Timeline: Monthly<br/>CNA: pg. 15</p>  |      | Migrant Teacher,<br>Migrant Clerk   | Timely placement into interventions   |  |  |  |  |
| Funding Sources: No Funds Required  |      |   |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 4</p> <p>11) In order to experience and develop good study skills and practice positive social engagement within the school community,. the middle school migrant students will participate in weekly Homework Help Sessions.<br/>Population: Migrant students<br/>Timeline: Weekly<br/>CNA: pg. 15</p>   |      | Special Programs<br>Administrator,<br>Campus Principal,<br>Migrant Funded:<br>tutorial teacher,<br>migrant teacher, 3<br>FTEs, Campus<br>Migrant Clerk,<br>MSC, DMC | Increased academic and test performance, EOY promotion rates,, decreased dropout rates, PBMAS |  |  |  |  |
| Funding Sources: No Funds Required  |      |   |   |  |  |  |  |

|   |   |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 3 CSF 5</p> <p>12) A leadership conference for middle school students and their parents will be held to provide the participants experiences to improve leadership, learning, study skills and share pertinent information for a successful academic experience.<br/>Population: Migrant Students and Parents<br/>Timeline: February 2017<br/>CNA: pg. 17</p>   |   | Migrant campus clerk, Migrant Teacher (.33FTE) | Increased academic and test performance  |  |  |  |  |
| Funding Sources: No Funds Required  |   |  |  |  |  |  |  |
| <p align="center"><b>State System Safeguard Strategy</b><br/><b>Critical Success Factors</b><br/>CSF 1</p> <p>13) A Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment.<br/>Population: Middle School PFS Migrant Students<br/>Timeline: March 2017 and May 2017<br/>CNA: pg. 15</p>  |   | Migrant Teacher, Migrant Clerk                 | F: Attendance Rosters<br>S: Improved STAAR 2017 Achievement  |  |  |  |  |
| Funding Sources: No Funds Required  |   |  |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 5</p> <p>14) Each middle school migrant clerk will conduct a minimum of four migrant parent meetings - two per semester in order to provide migrant parents with current information regarding the academic progress of students.<br/>Population: Migrant Parents<br/>Timeline: October 2016, December 2016, February 2017, May 2017<br/>CNA: pg. 15-16</p>   | 6 | Migrant Clerk                                  | F: Increased participation in PAC Meeting, increased participation in supplemental activities<br>S: Increased improvement on STAAR 2016 and report cards 2016-2017 |  |  |  |  |
| Funding Sources: Title I-C (Migrant) - \$100.00   |   |  |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>15) Cummings Middle School Migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. the migrant students will be provided with additional supplemental support by the respective campus in order to address academic, and attendance needs and to promote positive social engagement.<br/>Population: Migrant Students<br/>Timeline: July 2017<br/>CNA: pg. 15</p> |   | Administrators, Teachers, Migrant Clerk        | F: tutorial attendance, attendance records, report cards<br>S: increased promotion rate, improved STAAR performance 2017, PBMAS                                    |  |  |  |  |
| Funding Sources: No Funds Required  |   |  |  |  |  |  |  |

|  |   |  |   |  |  |  |  |
|--|---|--|---|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>16) The campus migrant clerk will provide supplemental support to the PFS and migrant students only, in order to enhance the advocacy, encouragement, and support to the special needs of migrant students as delineated by NCLB Act of 2001 (Public law 07-110) Section 1301-1309 and will ensure that the migrant students are actively engaged in the Migrant Club, receive needed homework assistance and socialize with other migrant students throughout the current school year.<br/>Population: migrant students<br/>Timeline: weekly<br/>CNA: pg. 17</p> |   | Administrators,<br>Migrant clerk,<br>Migrant teacher | F: Attendance reports for Homework Club, Migrant reports<br>S: Decrease in the number of PFS students |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 5</p> <p>17) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be better made to serve migrant students.<br/>Population: Migrant Students<br/>Timeline: May 2017<br/>CNA: pg. 11</p>  |   |  | Administrators,<br>Migrant Clerk  | F: survey<br>S: increase in on-time graduation |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>18) Desktop computers will be purchased in order to provide supplemental academic support to migrant students. These computers will assist the migrant teacher in providing accelerated instruction in the form of classroom or homework help in order for migrant students to achieve their academic goals, including an increase in achievement on state assessments.<br/>Population: Migrant Students<br/>Timeline March 2017<br/>CNA: pg. 15</p>  | 9 | Dean of Instruction,<br>Migrant Teacher              | F: six weeks grades<br>S: STAAR Assessment 2017   |  |  |  |  |
| <p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>  |   |  |   |  |  |  |  |

**Goal 8: Campus stakeholders will collaborate to improve technological integration in the teaching and learning process to make informed decisions, advance student achievement and increase technology literacy to encourage and support creative, innovative, lifelong learning.**






**Performance Objective 1:** Student exposure to technology software and hardware will increase 10 percent in order to improve student achievement.

**Summative Evaluation:** STAAR Assessment

| Strategy Description  | Title I | Staff Responsible for Monitoring         | Evidence that Demonstrates Success  | Formative Reviews |     |     |      |
|---|---------|--|---|-------------------|-----|-----|------|
|   |         |  |   | Nov               | Jan | Apr | June |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 6</p> <p>1) Students will be taught technology TEKS through 7th and 8th grade Technology classes in order to complete classroom assignments and promote critical thinking skills.<br/>Population: CTE Students<br/>Timeline: daily<br/>CNA: pg. 19</p> |         | CTE Teachers                             | F: Weekly and 6 weeks assessments<br>S: Technology integrated projects                  |                   |     |     |      |
| Funding Sources: Local  |         |  |   |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 2</p> <p>2) Students will be taught technology career path options through the computer lab in order to make students aware of different career choices.<br/>Population: CTE students<br/>Timeline: daily<br/>CNA: pg. 19</p>                                |         | CTE Teachers                             | F: Weekly and 6 weeks assessments<br>S: Surveys of students chosen career pathways PGPs |                   |     |     |      |
| Funding Sources: No Funds Required  |         |  |   |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 2 CSF 6</p> <p>3) Teachers will complete an annual School Technology and Readiness (STaR) Chart to show the campus level of tech implementation and comfort.<br/>Population: Teachers<br/>Timeline: Annually<br/>CNA: pg. 19</p>                             | 1, 2, 8 | Administration, Dean of Instruction, TST | F: teacher exposure with walkthroughs<br>S: Campus STaR chart results 2017              |                   |     |     |      |
| Funding Sources: No Funds Required  |         |  |   |                   |     |     |      |

|   |               |   |  |  |  |  |  |
|---|---------------|---|--|--|--|--|--|
| <p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 6 CSF 7</p> <p>4) Teachers will be sent to Professional Development activities in the area of Technology in order for them to implement technology resources in the classroom<br/>Population: Teachers<br/>Timeline: Annually or as needed<br/>CNA: pg. 13</p>   | 4, 5          | Administration, Dean of Instruction, CTE Teachers, Professional Development | F: Sign-In Sheets, Agendas, Turn Around Trainings<br>S: Session evaluations  |  |  |  |  |
| Funding Sources: No Funds Required  |               |   |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 7</p> <p>5) Teachers will be required to document technology use on lesson plans.<br/>Population: Teachers<br/>Timeline: Weekly<br/>CNA: pg. 14</p>   |               | Administration, Dean of Instruction, Teachers                               | F: Weekly lesson plan<br>S: T-Tess   |  |  |  |  |
| Funding Sources: No Funds Required  |               |   |  |  |  |  |  |
| <p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>6) All students will utilize campus computer labs to reinforce classroom skills in reading, math, science &amp; writing.<br/>Population: students<br/>Timeline: Weekly<br/>CNA: pg. 14</p>  |               | Administration, Dean of Instruction, teachers, lab managers                 | F: walkthroughs and lab schedule<br>S: Improved STAAR and TELPAS scores 2017   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>7) Cummings Middle School will improve the technology available on the campus with updated projectors, televisions, Smartboards, Interwrites, Mobiviews, computers, laptops, tablets, head sets, headphones, document cameras, and software and screens, so students, especially those at-risk, can be exposed to individualized lessons to increase their learning performance per the data collected by administration.<br/>Population: teachers and students<br/>Timeline: November 2016<br/>CNA: pg. 19<br/>Focus Activity</p> | 1, 2, 3, 8, 9 | Administration, Dean of Instruction, TST                                    | F: walkthroughs, lesson plans, purchases<br>S: STAAR 2017, campus surveys, parental surveys, student surveys, STAR chart |  |  |  |  |
| Funding Sources: Title I-A - \$9880.00, Title I-A - \$3138.00, Title I-A - \$5000.00, State Compensatory - \$20108.00, Title I-A - \$20000.00, Title I-A - \$2600.00  |               |   |  |  |  |  |  |



|   |             |  |   |  |  |  |  |
|---|-------------|--|---|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 7</p> <p>8) In order to improve teacher - students interactions, we will purchase wireless presentation remotes in order to have teachers present new information while actively monitoring students' progress by moving around the room in addition to providing students the opportunity to become familiar with the device as well when they conduct individual or group presentations.<br/>Populations: Students and teachers<br/>Timeline: Monthly<br/>CNA: pg. 19</p> | 1, 3, 8, 10 | Administrators,<br>Dean of Instruction,<br>TST, Department<br>Chairs | F: lesson plans, walkthroughs, purchases<br>S: STAAR results 2017, students surveys, STAR Chart |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 5</p> <p>9) Cummings Middle School will update its website to provide easier access to parents resources as well as to increase transparency, so parents can communicate with Faculty and staff as well as meet students' academic and personal goals.<br/>Population: Parents<br/>Timeline: Weekly<br/>CNA: pg. 16</p>   | 6           | Administrators,<br>Campus Webmaster                                  | F: Weekly Updates<br>S: Usage / Site reports 2016-2017  |  |  |  |  |
| <p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>             |             |  |   |  |  |  |  |

## State System Safeguard Strategies

| Goal | Objective | Strategy | Description  |
|------|-----------|----------|--|
| 1    | 1         | 1        | Core teachers in testing areas will use and review district/campus benchmarks, six weeks exams, and 2016 STAAR results to determine reporting categories not mastered and re-teach these skills. Teachers will meet by department in the Dean's conference area to examine data from campus initiatives, benchmarks, and STAAR scores, in order to raise student scores and increase commended performance levels on STAAR exam. Population: all students Timeline: Weekly CNA: pg. 8                  |
| 1    | 1         | 2        | Core teachers in testing areas will be provided training in addition to extra planning time, so they can access TANGO and AWARE software programs in order to generate reports of district and campus benchmarks. These reports will be used to plan instruction, develop lessons, develop tutorials, and identify intervention strategies to increase student scores to the Recommended levels on STAAR exams. Population: at-risk and sub-populations Timeline: August 2016 -June 2017 CNA: pg. 8    |
| 1    | 1         | 3        | Core and elective teachers in testing areas will review/study District Scope and Sequence, curriculum guides, and frameworks to align instruction and assessment to students' needs. They will plan by grade level, departments, and teams to maximize instruction in all TEKS and reporting categories both horizontally and vertically. They will consult PAP and AP resources as well as other sources of information. Population: all sub-populations Timeline: August 2016 - June 2017 CNA: pg. 8 |
| 1    | 1         | 4        | Core teachers in testing areas will collaborate once a week with the ESL and Special Education teachers to plan curriculum implementation, inclusion services and use of test taking strategies to raise students under the 2019 state assessment performance, as well as, improve ELL language proficiency and academic achievement. Population: ELLs, Special Education Timeline: August 2016- June 2017 CNA: pg. 8  |
| 1    | 1         | 5        | Core teachers in testing areas will meet with their content specialists at least twice a month to reflect on current practices and their alignment with students' needs and the data provided through TANGO. Content Specialists will recommend alternative strategies and provide professional support to teachers in order to increase student achievement. Population: All students Timeline: August 2016 - June 2017   |
| 1    | 1         | 8        | Students will be assessed every Six Weeks with a STAAR formatted assessment in all core classes to measure student progress towards mastery of STAAR exams. Teachers will administer the exams and ensure students submit their answers into TANGO in order to continuously monitor progress and adjust teaching to meet the needs of our students. Population: all students, especially those considered at-risk Timeline: August 2016 - June 2017 CNA: pg. 8   |
| 1    | 1         | 9        | Cummings Middle School General Education teachers will attend collaboration meetings at least twice each marking period between Special Education, Bilingual / ESL teachers, Dyslexia / 504 teacher, Migrant Teachers and CTE teachers of record to plan instructional strategies and support systems for all at-risk students in general education and CTE classroom instruction. Population: at-risk students Timeline: August 2016 - June 2017 CNA: pg. 15  |

| Goal | Objective | Strategy | Description  |
|------|-----------|----------|--|
| 1    | 1         | 10       | Accelerated instruction will be provided for at-risk and low-performing students during tutorials, Saturday Academies, and extended year summer programs, using STAAR enrichment resources such as Measuring Up, Mentoring Minds, STAAR COACH, Targeted Intervention, Mastering, Grade 8 Social Studies TEKS. This will increase students' academic progress and will ensure student success on STAAR exams. Teachers will be provided the opportunity to plan high quality instruction for these tutorials as well. Population: at-risk, ELL and Special Education students Timeline: August 2016 - June 2017 CNA: pg. 8 Focus Activity   |
| 1    | 1         | 11       | Students will go to the computer lab to access internet programs and software (Mind Play, Istation, Compass Learning, Think Through Math) to enhance their skills. Students will have one-to-one computer-aided instruction on missed target areas on STAAR to increase student performance and commended levels on STAAR exam Population: at-risk, ELL and Special Education students Timeline: August 2016 - June 2017 CNA: pg. 8 Focus Activity   |
| 1    | 1         | 13       | Cummings Middle School will implement interventions through Response to Intervention (RTI) 3 Tier Model in order to support student academic growth and success through: all interventions should be scientifically research based, documentation of interventions and progress monitoring, use of data to identify areas of need, monitor progress of struggling students, adjust instruction /interventions, and review student outcome data to evaluate instruction Review 360 Tier I- minimum 90 minutes devoted to ELA instruction Tier II- 30 minutes per day in small group in addition to core instruction Tier III- 30 minutes per day in individual or small group instruction in addition to core instruction Population: at-risk students Timeline: August 2016 - June 2017 CNA: pg. 8 |
| 1    | 1         | 14       | All students will participate in various writing activities across all core classes including: prompts, quick writes, journals, and interactive notebooks, which will reinforce the writing process and produce polished writing pieces. Students will be able to identify and apply the different modes in writing: informative narrative, informative classificatory, persuasive, descriptive, and expository, and poetic devices in order to be successful on STAAR and improve academic vocabulary. Population: All Students Timeline: August 2016 - June 2017 CNA: pg. 8  |
| 1    | 1         | 18       | All students will learn from visual displays of strategies, academic vocabulary posted on the campus through the use of word walls. Students will have multiple opportunities to see STAAR verbs early on, as well as, content terminology to help them with comprehension. This will in turn increase the use of academic language in order to improve student performance and commended levels on STAAR exam. Population: All Students, at-risk students, migrant students, GT students, ELL Students Timeline: August 2016 - June 2017 CNA: pg. 8   |
| 1    | 1         | 20       | All students will use manipulatives or visuals such as graphic organizers, Frayer Models, Foldables, and Interactive Notebooks to analyze and increase vocabulary, improve journal writing skills, and enhance proof-reading skills to increase performance on campus, district, and state exams Population: all students, especially those considered at-risk Timeline: August 2016 - June 2017 CNA: pg. 8  |

| Goal | Objective | Strategy | Description   |
|------|-----------|----------|---|
| 1    | 1         | 21       | Campus/District/Region 1 will provide training for teachers as needed on strategies recommended by the district in order to implement a comprehensive instructional program for English Language Learners on the following topics: TELPAS, ELPS, District Curriculum, Sheltered Instruction, State of Texas Assessments of Academic Readiness (STAAR), Vocabulary Development, Fluency & Accuracy, Sequencing & Pacing, Writing Across the Curriculum, Comprehension Strategies, Effective research-based teaching practices. Population: teachers Timeline: August 2016 - June 2017 CNA: pg. 8 |
| 7    | 1         | 13       | A Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment. Population: Middle School PFS Migrant Students Timeline: March 2017 and May 2017 CNA: pg. 15  |
| 8    | 1         | 4        | Teachers will be sent to Professional Development activities in the area of Technology in order for them to implement technology resources in the classroom Population: Teachers Timeline: Annually or as needed CNA: pg. 13  |
| 8    | 1         | 6        | All students will utilize campus computer labs to reinforce classroom skills in reading, math, science & writing. Population: students Timeline: Weekly CNA: pg. 14   |

# State Compensatory

## Budget for Cummings Middle School:

| <u>Account Code</u>                              | <u>Account Title</u>   | <u>Budget</u>       |
|--|--|---------------------|
| <b>6100 Payroll Costs</b>                        |  |                     |
| 162-11-6118-00-042-Y-24-SSI-Y                    | 6118 Extra Duty Stipend - Locally Defined                          | \$13,112.00         |
| 162-11-6118-00-042-Y-30-000-Y                    | 6118 Extra Duty Stipend - Locally Defined                          | \$4,668.00          |
| 162-11-6119-00-042-Y-30-000-Y                    | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$252,595.00        |
| 162-11-6119-00-042-Y-30-054-Y                    | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$54,371.00         |
| 162-13-6119-31-042-Y-30-000-Y                    | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$62,333.00         |
| 162-31-6119-31-042-Y-30-000-Y                    | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$68,925.00         |
| <b>6100 Subtotal:</b>                            |  | <b>\$456,004.00</b> |
| <b>6200 Professional and Contracted Services</b> |  |                     |
| 162-11-6249-00-042-Y-30-APL-Y                    | 6249 Contracted Maintenance & Repair                               | \$2,500.00          |
| 162-11-6299-00-042-Y-24-CIS-Y                    | 6299 Miscellaneous Contracted Services                             | \$23,136.00         |
| <b>6200 Subtotal:</b>                            |  | <b>\$25,636.00</b>  |
| <b>6300 Supplies and Services</b>                |  |                     |
| 162-11-6399-00-042-Y-30-0K2-Y                    | 6399 General Supplies  | \$168.00            |
| <b>6300 Subtotal:</b>                            |  | <b>\$168.00</b>     |
| <b>6600 Capital Outlay Accounts</b>              |  |                     |
| 162-11-6649-62-042-Y-30-0K2-Y                    | 6649 Capital Assets - Locally Defined                              | \$29,832.00         |
| <b>6600 Subtotal:</b>                            |  | <b>\$29,832.00</b>  |

**Personnel for Cummings Middle School:**

| <u>Name</u>      | <u>Position</u>     | <u>Program</u>     | <u>FTE</u> |
|------------------|---------------------|--------------------|------------|
| Aida Rodriguez   | At-Risk Counselor   | State Compensatory | 1.0        |
| Allicia Saldana  | Dean of Instruction | State Compensatory | 1.0        |
| Cecilia Uresti   | Teacher             | State Compensatory | 0.5        |
| Charles Lattimer | Teacher             | State Compensatory | 1.0        |
| Juan Vega        | Teacher             | State Compensatory | 0.5        |
| Juan Yniesta     | Teacher             | State Compensatory | 1          |
| Jules Frapart    | Teacher             | State Compensatory | 0.5        |
| Laura Rubio      | Migrant Clerk       | State Compensatory | 0.2        |
| Michelle Davis   | Teacher             | State Compensatory | 0.5        |
| Samantha Nettles | Dyslexia Teacher    | State Compensatory | 1.0        |
| Timmy Ramirez    | Teacher             | State Compensatory | 1.0        |

# Title I

## Schoolwide Program Plan

Federal requirements for campus planning mandate that schools develop a school-wide program that includes all of the ten required components. The following ten components of a school-wide program are embedded within the campus improvement plan and its activities. Cummings Middle School uses its Title I, State Compensatory and other funds to improve the entire instructional program by implementing school-wide programs under the provisions of Public Law 107-110, Section, 1114.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

The Site-Based Decision Making committee (SBDM) conducted a comprehensive needs assessment (CNA pg. 5-20) over a period of a year to determine the strengths and needs of students, staff, parental and community involvement and facilities before deciding how to use available local, state and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Bilingual, at-risk, Migrant and Dyslexia, 504 and Special Education students on state assessments. The goal is to increase student achievement by fifteen percentage points on state assessments for the 2015-2016 academic year and to increase the commended performance level in all content areas. To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and high impact instructional strategies that are established on scientifically based research to increase students' academic purpose.

### 2: Schoolwide Reform Strategies

To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and high impact instructional strategies that are established on scientifically based research that strengthen the core academic program. (1.1.13, 1.1.14, 1.1.18, 1.1.19, 1.1.20, 1.1.21, 1.1.22, 1.1.23, 1.1.25, 1.1.26, 1.1.27, 1.1.29, 8.1.7)

### 3: Instruction by highly qualified professional teachers

Highly qualified teachers, will implement the instructional program. Only teachers who are certified and who have met the state-testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in their previous assignments (1.1.22, 1.1.23, 1.1.24, 1.1.26).

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

The school will provide access to high-quality ongoing professional development throughout the academic year for all staff including teachers, administrators and paraprofessionals. Professional development activities will be geared towards individual teachers' specialities along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations, evaluations and/or district identified needs. Professional development will be conducted at both the campus and the education service centers as well as district conferences and workshops, which will be intensive and sustained. Cummings Middle School will attend the following trainings to ensure our students' needs are met: Sheltered instruction, Living with Science, STAAR, Depth of Knowledge, Texas Learning Initiative and College Readiness Standards Trainings (1.1.21, 1.1.22, 1.1.26, 1.1.27, 1.1.28, 1.1.29, 3.1.5, 4.1.9).

#### **5: Strategies to attract highly qualified teachers**

Strategies to attract highly qualified teachers to high needs schools will include paying stipends for attainment of a Master's Degree and ind insurance benefits, opportunities for supplemental duty pay, and paying stipends for bilingual, math, science, and social Studies (1.1.24, 1.1.26, 1.1.27, 1.1.29, 3.1.17).

#### **6: Strategies to increase parental involvement**

Title I Part A funds will be used to partially finance strategies to increase parental involvement at the school, including the parent workroom and to purchase materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the district's Parental Involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management and parenting skills will be provided to those parents who desire assistance to better meet the rigors of parenting. Teachers will send home flyers notifying parents of monthly meetings, which will be geared towards informing them about their children's academic progress, teaching them about nutritional foods and snack and wellness/fitness activities they can implement in their households to promote healthier students with strong bodies and minds (4.1.10, 6.1.1, 6.1.5, 6.1.7, 6.1.8, 6.1.9, 6.1.13).

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

An orientation for 5th grade students and their parents will be held annually in the Spring to assist in the transition into middle school and for 8th grade students and their parents to assist in the transition into high school (3.1.24, 4.1.13).

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

Teachers will be included in the decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to STAAR, TELPAS, and benchmark tests to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address students' needs as determined by the use of these instruments (1.1.1, 1.1.2, 1.1.6, 1.1.7, 1.1.10, 1.1.16)



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

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objective will be provided additional assistance in the after school tutorial program or accelerated instruction courses based on individual needs. Tutorials will be offered after school and during Saturday Academies for those students that are struggling. Students, who are at-risk of failing, will be given will be provided remediation lessons to complete during Winter Break and Spring Break holidays ( 1.1.7, 1.1.9, 1.1.10, 3.1.1, 3.1.2, 3.1.23).

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

The school will coordinate and integrate federal, state and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I funds, e.g. after school tutorial programs. Professional development activities are also paid from Title I, Parts A and C and local funds. Title I Funds along with local and state compensatory funds are used to purchase supplemental instructional materials, media and library resources, which are used to improve and enhance the overall instructional program.

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. All migrant students will receive grade appropriate school supplies on an as-needed basis to provide the necessary tools to comply with student dress code and be able to complete their classroom and homework assignments. The Campus Migrant Clerk will conduct a meeting each semester to foster parental involvement and provide important information on campus migrant opportunities; light snacks will be provided. PFS students will be provided clothing and hygienic supplies to help with home and school environment and will assist with school attendance.

Bilingual Funds are used to provide supplemental services to help ensure that children who have limited proficiency in English attain English language proficiency and develop high levels of academic attainment. Teachers are using Sheltered Instruction, TALA and Milestones instructional strategies to scaffold instruction and ensure that all English Language Learners' transitions are achieved.

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. After school tutorials target any academic areas of difficulty that students encounter during the school day. State Compensatory teachers work with at-risk students utilizing research-based high impact instructional strategies. The campus is also utilizing the RTI model to identify, monitor and assist at-risk students struggling with academic and social issues. The campus will use State Compensatory Education Funds to pay highly qualified teachers to tutor at-risk students after school in addition to purchasing supplies, software and personnel.

Special Education Funding provides supplemental services to eligible students as per the Individuals with Disabilities Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children, who qualify for special education must receive services in accordance with a properly developed Individualized Education Plan (IEP) as per federal and state special education guidelines. In addition all Admission, Review and Dismissal (ARD) committee will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and

Dismissal Process. At the campus, we utilize the inclusion model to assist special education students in the classroom. Inclusion teachers work closely with general education teachers to ensure that students comprehend instruction. Special Education teachers hold a co-planning sessions to ensure that their students are succeeding in the regular classroom (1.1.1, 1.1.2, 1.1.19, 1.1.21, 1.1.23, 1.1.25, 3.1.2, 3.1.4, 3.1.6, 3.1.7, 3.1.8, 3.1.9, 3.1.10, 3.1.11, 3.1.12, 3.1.17, 3.1.21).

## Title I Personnel

| <u>Name</u>        | <u>Position</u> | <u>Program</u>   | <u>FTE</u> |
|--------------------|-----------------|------------------|------------|
| Maria Balli        | Library Aide    | Special Programs | 1.0        |
| Maria Sonia Rivera | Parent Liaison  | Special Programs | 1.0        |
| Melissa Vasquez    | Nurse           | Special Programs | 0.40       |
| Vanessa Espinoza   | Dyslexia Aide   | Special Programs | 1.00       |

# Plan Notes

## State Compensatory Education (SCE) CIP Peer Review

### Intent and Purpose of the SCE Program:

In the "Schoolwide Program Plan" under "Schoolwide Component #10" include a description of the campus SCE program. Refer to the following example (personalize the following example to reflect the campus SCE program/the campus SCE program description does not have to be exactly worded as the example):

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

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Title I funds along with Local, State Compensatory Education, State Bilingual, State Special Education are used to...

Cummings Middle School will provide the state mandated State Compensatory Education Program through funded initiatives including after school tutorials starting... Tutorials will be ... Students will be provided accelerated instruction by ... Cummings Middle School will also utilize State Compensatory Education funds to...

### Measure SCE Progress Toward the Performance Objectives:

In the "Comprehensive Needs Assessment" under "Demographics" include a description of the student population at Cummings Middle School; specifically including the at-risk student population. Refer to the following example (personalize the following example to reflect the campus profile/the campus profile does not have to be exactly worded as the example):

#### Demographics Summary:

The student population at Cummings Middle School is approximately ... and serves students in grades sixth through eighth. According to the PEIMS Data Review of our campus profile, the student population includes: Hispanic ..., White ..., African American ..., Economically Disadvantaged ..., Limited English Proficient (LEP) ..., At-Risk ..., Migrant ..., Gifted and Talented ..., Special Education... Enrollment numbers for Cummings Middle School have shown an ... The mobility rate for the campus has... A total of ... students are identified as at-risk with the highest number of at-risk students being identified under the ... Additionally, the retention rate is as follows: All students-... At-Risk Students-... The Attendance Rates for the 2013-2014 school year is ... for all students and ... for at-risk students. The Dropout Rates for the 2013-2014 school year is ... for all students and ...for at-risk students...

In the "Comprehensive Needs Assessment" under "Student Achievement" include a description of the student achievement profile at Cummings Middle School; specifically including the at-risk student population. Refer to the following example (personalize the following example to reflect the campus student

achievement profile/the campus student achievement profile does not have to be exactly worded as the example):

Student Achievement Summary:

6th-8th Grade All Students STAAR Summary:

Reading: 6th Grade (...%), 7th Grade (...%), 8th Grade (...%)

Writing: 7th Grade (...%)

Math: 6th Grade (...%), 7th Grade (...%), 8th Grade (...%)

Science: 8th Grade (...%)

Social Studies: 8th Grade (...%)

The trends identified when student performance scores were compared over a period of ... years demonstrate that students are ....

Performance variation between all student groups:

Reading: At-Risk (...%), Economic Disadvantage (...%), Hispanic (...%), White (...%), Female (...%), Male (...%), Gifted and Talented (...%), LEP (...%), Migrant (...%), Special Education (...%)

Writing: At-Risk (...%), Economic Disadvantage (...%), Hispanic (...%), White (...%), Female (...%), Male (...%), Gifted and Talented (...%), LEP (...%), Migrant (...%), Special Education (...%)

Math: At-Risk (...%), Economic Disadvantage (...%), Hispanic (...%), White (...%), Female (...%), Male (...%), Gifted and Talented (...%), LEP (...%), Migrant (...%), Special Education (...%)

Science: At-Risk (...%), Economic Disadvantage (...%), Hispanic (...%), White (...%), Female (...%), Male (...%), Gifted and Talented (...%), LEP (...%), Migrant (...%), Special Education (...%)

Social Studies: At-Risk (...%), Economic Disadvantage (...%), Hispanic (...%), White (...%), Female (...%), Male (...%), Gifted and Talented (...%), LEP (...%), Migrant (...%), Special Education (...%)

The trends identified when all students performance was compared with all student groups indicate...

**Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-**

**secondary education.**

Update Performance Objective 1 to state: **Cummings Middle School will develop prevention and intervention strategies that increase at-risk student achievement on STAAR by 10%, increase the At-Risk Student Attendance Rate by 10%, and reduce the Dropout Rate to less than 1%.**

Update Summative Evaluation to state: **STAAR, At-Risk Student Attendance Rate, Retention Rate, and Dropout Rate**

Update the following under "Strategy 1": (Refer to DIP Goal 3 Strategy 1 for further guidance)

1. Under the "Strategy Description" include "Population: AR" and "Timeline:..."
2. Under Title I delete Schoolwide Component #1
3. Under "Staff Responsible for Monitoring" update to "Administrator for Special Programs" and add "Administrator for State Compensatory Education"
4. Under "Evidence that Demonstrate Success" add "Benchmark Scores and eSchoolPLUS At-Risk Progress Reports" to formative evaluations and delete "TELPAS and Benchmarks" as summative evaluations
5. Under "Funding Sources" add State Compensatory-13,112 and State Compensatory-4,668 to document Extra Duty Pay for SSI and Regular Tutorials (make sure to include account numbers)

Include a "Strategy" for Dean of Instruction FTE: (Refer to DIP Goal 3 Strategy 9 for further guidance)

Include a "Strategy" for At-Risk Counselor FTE: (Refer to DIP Goal 3 Strategy 5 for further guidance)

Include a "Strategy" for SCE Certified Personnel FTEs: (Refer to DIP Goal 3 Strategy 8 for further guidance)

Include a "Strategy" for Dyslexia FTE: (Refer to DIP Goal 3 Strategy 10 for further guidance)

Include a "Strategy" for Contracted Services (CIS): (Refer to DIP Goal 3 Strategy 12 for further guidance) (Cost: \$11,568)

Include a "Strategy" for Contracted Maintenance/Repair (A+ Software): (Refer to DIP Goal 3 Strategy 17 for further guidance)

Include Mini-Grant Allocations

**State Compensatory:**

Update "Budget for Cummings Middle School" to the following:

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|---------------------|----------------------|---------------|
|---------------------|----------------------|---------------|

| <b>6100 Payroll Costs</b>           |  |           |
|-------------------------------------|--|-----------|
| 162-11-6119-00-042-Y-30-000-Y       | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$252,595 |
| 162-11-6119-00-042-Y-30-054-Y       | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$54,371  |
| 162-13-6119-31-042-Y-30-000-Y       | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$62,333  |
| 162-31-6119-31-042-Y-30-000-Y       | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$68,925  |
| 162-11-6118-00-042-Y-24-SSI-Y       | 6118 Extra Duty Stipend - Locally Defined                          | \$13,112  |
| 162-11-6118-00-042-Y-30-000-Y       | 6118 Extra Duty Stipend - Locally Defined                          | \$4,668   |
| <b>6100 Subtotal:</b>               |  | \$456,004 |
| <b>6300 Supplies and Services</b>   |  |           |
| 162-11-6399-00-042-Y-30-0K2-Y       | 6399 General Supplies  | \$168     |
| <b>6300 Subtotal:</b>               |  | \$168     |
| <b>6600 Capital Outlay Accounts</b> |  |           |
| 162-11-6649-62-042-Y-30-0K2-Y       | 6649 Capital Assets – Locally Defined                              | \$29,832  |
| <b>6300 Subtotal:</b>               |  | \$29,832  |

Update "Personnel for Cummings Middle School" to the following:

| <u>Name</u>     | <u>Position</u>     | <u>Program</u>     | <u>FTE</u> |
|-----------------|---------------------|--------------------|------------|
| Cecilia Uresti  | Teacher             | State Compensatory | .50        |
| Michelle Davis  | Teacher             | State Compensatory | .50        |
| Jules Frapart   | Teacher             | State Compensatory | .50        |
| Juan Vega       | Teacher             | State Compensatory | .50        |
| Juan Yniesta    | Teacher             | State Compensatory | 1          |
| Timmy Ramirez   | Teacher             | State Compensatory | 1          |
| Lorena Anzaldua | Dyslexia Teacher    | State Compensatory | 1          |
| Alicia Saldana  | Dean of Instruction | State Compensatory | 1          |
| Aida Schnabl    | At-Risk Counselor   | State Compensatory | 1          |

## Campus Funding Summary:

Update "State Compensatory" to the following:

| State Compensatory |           |          |                  |                               |          |
|--------------------|-----------|----------|------------------|-------------------------------|----------|
| Goal               | Objective | Strategy | Resources Needed | Account Code                  | Amount   |
| 3                  | 1         | 1        | Tutorials        | 162-11-6118-00-042-Y-30-000-Y | \$4,668  |
| 3                  | 1         | 1        | SSI Tutorials    | 162-11-6118-00-042-Y-24-SSI-Y | \$13,112 |
| Sub-Total          |           |          |                  |                               |          |

Note: The above table is not complete. Allocations for personnel and mini-grant allocations will automatically populate once the budget amounts are included in specified activities

## PARENTS AND COMMUNITY

**Goal 7: Administration, Parents and Community will collaborate to increase involvement in the campus learning community and develop partnerships between parents and faculty in the education of their children.**

**Strategy Description:** Include the (Population / Timeline / CNA pg.) at the end of each Strategy throughout the Parents and Community section.

**Funding Sources:** Specify fund allocations, i.e. Title I-A: Mileage -\$ 400.00, Supplies-\$ 600.00

## MIGRANT

**CNA: Need to include:** increase parental involvement for all subpopulations so that it will cover migrant clerk parent meetings.

**Strategies:** All strategies must be personalized to Cummings MS; Include Population and Timeline; Strategies that reflect amounts indicated must be reflective of Cummings MS budget and the CNA page must be included next to Timeline:

Missing strategies that pertain to middle school: See DIP Migrant Section and include Strategies #22-25, #30 and #43.



## 2016-2017 Site-Based Advisory Committee

| <b>Committee Role</b>       | <b>Name</b>        | <b>Position</b> |
|-----------------------------|--------------------|-----------------|
| Administrator               | Teresa Nunez       | Member          |
| Administrator               | Allicia Saldana    | Member          |
| Administrator               | Maribel Salinas    | Member          |
| Business Representative     | Sergio Garcia      | Member          |
| Business Representative     | Corrie Olivares    | Member          |
| Classroom Teacher           | Jesus Pecina       | Member          |
| Classroom Teacher           | Norma Abundiz      | Member          |
| Classroom Teacher           | Rebecca Alvarez    | Member          |
| Classroom Teacher           | Eduardo Araujo     | Member          |
| Classroom Teacher           | Quita Crowther     | Member          |
| Classroom Teacher           | Rogelio Errisuriz  | Member          |
| Classroom Teacher           | Celina Garcia      | Member          |
| Classroom Teacher           | Edna Martinez      | Member          |
| Classroom Teacher           | Patricia Salinas   | Member          |
| Classroom Teacher           | Carlos Tefertiller | Member          |
| Classroom Teacher           | Cecilia Uresti     | Member          |
| Classroom Teacher           | Juan C. Vega       | Member          |
| Community Representative    | Rene Capistran     | Member          |
| Community Representative    | Albert De La Rosa  | Member          |
| District-level Professional | Dr. Dora Saucedo   | Member          |
| Non-classroom Professional  | Andres Ceballos    | Member          |
| Paraprofessional            | Maria Sonia Rivera | Member          |
| Parent                      | Edelia Alfaro      | Member          |
| Parent                      | Cristina Castillo  | Member          |

## Campus Funding Summary

| <b>Advanced Academics</b> |                  |                 |  |                                |                 |
|---------------------------|------------------|-----------------|--|--------------------------------|-----------------|
| <b>Goal</b>               | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>  | <b>Account Code</b>            | <b>Amount</b>   |
| 2                         | 2                | 3               | Training Materials   |                                | \$0.00          |
| 2                         | 2                | 9               | AP Spanish Teacher   |                                | \$540.00        |
| <b>Sub-Total</b>          |                  |                 |  |                                | <b>\$540.00</b> |
| <b>Local</b>              |                  |                 |  |                                |                 |
| <b>Goal</b>               | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>  | <b>Account Code</b>            | <b>Amount</b>   |
| 1                         | 1                | 1               | Printing   | 199-11-6399-16-042-Y-11-000-Y  | \$1,000.00      |
| 1                         | 1                | 1               | conference table, chairs   | 199-23-6635-00-042-Y-99-000-Y  | \$1,000.00      |
| 1                         | 1                | 2               | Printing   | 199-11-6399-16-042-Y-11-000-Y  | \$1,000.00      |
| 1                         | 1                | 2               | toner  | 199-11-6399-62-042-Y-11-000-Y  | \$0.00          |
| 1                         | 1                | 15              | paper  | 199-11-6396-00-042-Y-11-000-y  | \$4,000.00      |
| 1                         | 1                | 15              | snacks   | 199-11-6499-53-042-Y-11-000-Y  | \$1,500.00      |
| 1                         | 1                | 31              | printing costs   | 199-11-6399-16-042-Y-11-000-Y  | \$1,000.00      |
| 1                         | 1                | 37              | paper, pencils, pens, composition books, workbooks, paint, bordette, butcher paper, poster board, highlighters, colored pencils, flags, maps | 199-11-6399-00-042-Y-11-000-Y  | \$3,187.00      |
| 1                         | 1                | 38              | transportation   | 199-11-6494-00-042-Y-11-000-Y  | \$1,000.00      |
| 1                         | 1                | 39              | totes, mugs, t-shirts, planners, lanyards, awards, key chains, food  | 199-23-6498-00-042-Y-99-000-Y  | \$800.00        |
| 1                         | 1                | 39              | food, beverages, napkins, plates, cups   | 199-23-6499-53-042-Y-99-000-Y  | \$800.00        |
| 2                         | 2                | 8               | food, transportation   |                                | \$500.00        |
| 2                         | 3                | 1               | basketballs, soccer balls, footballs, softballs, uniforms, equipment and general fitness supplies  | 199-11-6399-51-042-Y-11-000-Y  | \$1,000.00      |
| 4                         | 1                | 1               | Computers, PEIMS, printing of attendance forms   | 199-11-6399-169-042-Y-11-000-Y | \$1,000.00      |
| 4                         | 1                | 11              | Conflict Resolution Manual and training materials, Professional Development Time   | 199-11-6399-16-042-Y-11-000-Y  | \$1,000.00      |

| 4                | 1                | 11              | pens, pencils, stickers, labels, binders, composition books, file folders, dividers                | 199-31-6399-00-042-Y-99-000-Y | \$300.00           |
|------------------|------------------|-----------------|--|-------------------------------|--------------------|
| 5                | 1                | 8               | Personnel. ID Verification Software and Equipment Renewal  | 199-23-6249-00-042-Y-11-000-Y | \$480.00           |
| 5                | 1                | 15              | mileage of secretary and bookkeeper  | 199-23-6411-00-042-99-000-Y   | \$500.00           |
| 5                | 1                | 16              | cleaning supplcs, tools, and resources; safety equipment   | 199-51-6315-00-042-Y-99-000-Y | \$3,500.00         |
| 8                | 1                | 1               | computer labs, laptops, multimedia projectors, headphones,   |                               | \$0.00             |
| <b>Sub-Total</b> |                  |                 |  |                               | <b>\$23,567.00</b> |
| <b>Title I-A</b> |                  |                 |  |                               |                    |
| <b>Goal</b>      | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>  | <b>Account Code</b>           | <b>Amount</b>      |
| 1                | 1                | 1               | scantrons  | 211-11-6399-00-042-Y-30-0F2-Y | \$2,500.00         |
| 1                | 1                | 1               | printer Ink / toner  | 211-13-6399-62-042-Y-30-AYP-Y | \$2,500.00         |
| 1                | 1                | 2               | Paper  | 211-11-6396-00-042-Y-30-0F2-Y | \$1,700.00         |
| 1                | 1                | 3               | Printing Services  | 211-11-6399-16-042-Y-30-0F2-Y | \$1,700.00         |
| 1                | 1                | 3               | General Supplies   | 211-11-6399-00-042-Y30-PFG-Y  | \$2,920.00         |
| 1                | 1                | 10              | Title IA 14320 for tutorials Federal programs  | 211-11-6118-00-042-Y-30-0F2-Y | \$17,000.00        |
| 1                | 1                | 10              | Transportation   | 211-11-6494-00-042-Y30-0F2-Y  | \$2,500.00         |
| 1                | 1                | 10              | Planning   | 211-13-6117-00-042-Y-30-AYP-Y | \$6,000.00         |
| 1                | 1                | 10              |  | 211-11-6118-00-042-Y-30-BDG   | \$960.00           |
| 1                | 1                | 12              | Planning time, general supplies, poster film   | 211-11-6399-00-042-Y-30-0F2-Y | \$4,000.00         |
| 1                | 1                | 15              | highlighters, pencils, calculators, paper, toner, rulers   | 211-11-6399-00-042-Y-30-0F2-Y | \$4,000.00         |
| 1                | 1                | 18              | Paper, toner, general supplies, posters  |                               | \$2,000.00         |
| 1                | 1                | 19              | Writing Process Professional Development, COMPASS Learning, MindPlay, I Station, composition books | 211-11-6399-00-042-Y30-0F2-Y  | \$300.00           |
| 1                | 1                | 19              | Travel   | 211-13-64-223-042-Y-30-AYP-Y  | \$1,500.00         |
| 1                | 1                | 19              | Jane Schafer Professional Development  | 211-13-6299-00-042-Y30-AYP-Y  | \$1,992.00         |
| 1                | 1                | 20              | composition books  | 211-11-6399-00-042-Y-30-0F2   | \$5,000.00         |
| 1                | 1                | 21              | Professional Development, Substitutes and Consultants  | 211-13-6118-00-042-Y-30-AYP-Y | \$6,000.00         |
| 1                | 1                | 21              | READ software  | 211-11-6395-62-042-Y24-PFG-Y  | \$200.00           |

|                           |                  |                 |   |                                |               |
|---------------------------|------------------|-----------------|---|--------------------------------|---------------|
| 1                         | 1                | 22              | Professional Development Calendar   | 211-13-6118-00-042-Y-30-AYP-Y  | \$2,000.00    |
| 1                         | 1                | 22              | Travel  | 211-13-6411-23-042-Y-30-AYP-Y  | \$1,500.00    |
| 1                         | 1                | 23              | Paraprofessionals, Teachers, Nurse, Support Staff   |                                | \$126,599.00  |
| 1                         | 1                | 31              | incentive rewards   | 211-11-6498-00-042-Y-30-0F2-Y  | \$4,000.00    |
| 1                         | 1                | 32              | Student Workbooks for Measuring Up, STAAR Coach, Step Up to STAAR, KAMIKO, Mastering Grade 8 Social Studies | 211-11-6399-00-042-Y-30-0F2-Y  | \$10,000.00   |
| 1                         | 1                | 33              | frogs and fetal pigs  | 211-11-6399-00-042-Y-30-0F2-Y  | \$500.00      |
| 1                         | 1                | 34              | STEMScopes Online Curriculum  | 211-11-6249-00-042-Y-30-0F2-Y  | \$2,500.00    |
| 1                         | 1                | 34              | Reading i-station   | 211-11-6299-62-042-Y-30-000-Y  | \$2,500.00    |
| 1                         | 1                | 35              | Substitutes   | 211-13-6112-00-042-Y-30-AYP    | \$4,826.00    |
| 1                         | 1                | 40              | books   | 211-12-6329-00-042-Y30-0F2-Y   | \$7,000.00    |
| 1                         | 1                | 40              | General Supplies  | 211-12-6399-00-042-Y30-0F2-Y   | \$3,000.00    |
| 2                         | 3                | 18              | Supplies  | 211-33-6399-00-042-Y-30-0F2-Y  | \$400.00      |
| 3                         | 1                | 17              | Secondary math, science social studies and reading teachers   |                                | \$0.00        |
| 4                         | 1                | 13              | Transportation and school supplies  | 211-11-6494-00-042-Y-30-BDG-6  | \$600.00      |
| 6                         | 1                | 1               | Paper, Printer, Toner   | 211-61-6399-00-0442-Y30-0F2-Y  | \$500.00      |
| 6                         | 1                | 5               | Supplies and Food   | 211-61-6499-53-042-Y30-0F2-/y  | \$200.00      |
| 6                         | 1                | 13              | Title IA \$1100.00 - mileage  | 211-61-6411-00-042-Y-30-0F2-Y  | \$1,000.00    |
| 7                         | 1                | 9               | Printer   |                                | \$1,200.00    |
| 8                         | 1                | 7               | desktops  | 211-11-6649-62-042-Y-24-PFG-Y  | \$9,880.00    |
| 8                         | 1                | 7               | desktops  | 211-11-6649-62-042-Y-30-0F2-Y  | \$3,138.00    |
| 8                         | 1                | 7               | Smartboards, multimedia projectors, document cameras, laptops, headphones                                   | 211-11-6649-00-042-Y-30-0F2-Y  | \$5,000.00    |
| 8                         | 1                | 7               | headsets, multimedia projectors, drop screens, document cameras   | 211--11-6399-00-042-Y-30-0F2-Y | \$20,000.00   |
| 8                         | 1                | 7               | tablets   | 211-11-6398-62-042-Y-24-PFG-Y  | \$2,600.00    |
| <b>Sub-Total</b>          |                  |                 |   |                                | \$271,715.00  |
| <b>State Compensatory</b> |                  |                 |   |                                |               |
| <b>Goal</b>               | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>   | <b>Account Code</b>            | <b>Amount</b> |

|                  |                  |                 |  |                               |                     |
|------------------|------------------|-----------------|--|-------------------------------|---------------------|
| 1                | 1                | 1               | labels, general supplies   | 162-13-6399-00-042-Y-30-000-Y | \$1,000.00          |
| 1                | 1                | 11              | After School Tutorials   | 162-11-6118-00-042-Y-30-000-Y | \$20,759.00         |
| 1                | 1                | 11              | SSI  | 162-11-6118-00-042-Y-24-SSI-Y | \$10,324.00         |
| 1                | 1                | 12              | Science Foldbales and AMnipulatve Resources                                | 162-11-6399-00-042-Y-30-000-Y | \$1,000.00          |
| 1                | 1                | 17              | Read Design Studio Starter Pack  | 211-11-6395-62-042-Y24-PFG-Y  | \$200.00            |
| 1                | 1                | 19              | Professional Development Travel  | 162-13-6411-23-042-Y-30-000-Y | \$2,000.00          |
| 1                | 1                | 21              | Region I Professional Development  | 162-13-6239-00-042-Y-30-000-Y | \$5,000.00          |
| 1                | 1                | 21              | Supplies for Staff Development   | 162-13-6399-00-042-Y-30-000-Y | \$1,000.00          |
| 1                | 1                | 36              | class sets of novels   | 162-11-6399-00-042-Y-30-000-Y | \$1,000.00          |
| 3                | 1                | 1               | Extra Duty Pay   | 162-11-6118-00-042-Y-24-SSI-Y | \$10,324.00         |
| 3                | 1                | 1               | Extra Duty Pay   | 162-11-6118-00-042-Y-30-000-Y | \$20,759.00         |
| 3                | 1                | 1               | General Supplies   | 162-11-6399-00-042-Y-30-000-Y | \$10,000.00         |
| 3                | 1                | 12              | 1 FTE  | 162-13-6119-31-042-Y-30-000-Y | \$66,038.00         |
| 3                | 1                | 13              | 4 FTEs   | 162-11-6119-00-042-Y-30-000-Y | \$189,603.00        |
| 3                | 1                | 13              | Supplies and Technology  | 162-11-6399-00-042-Y-30-000-Y | \$10,000.00         |
| 3                | 1                | 14              | 1 FTE  | 162-11-6119-00-042-Y-30-054-Y | \$54,371.00         |
| 3                | 1                | 15              | 1 FTE  | 162-31-6119-31-042-Y-30-000-Y | \$72,682.00         |
| 3                | 1                | 16              | Contracted Services  | 162-11-6299-00-042-Y-24-CIS-Y | \$23,136.00         |
| 3                | 1                | 23              | A+ Software  | 162-11-6249-00-042-Y-30-APL-Y | \$2,500.00          |
| 3                | 1                | 23              | Laptops and Projectors   | 162-11-6649-62-042-Y-30-0K2-Y | \$13,108.00         |
| 3                | 1                | 23              | Living With Science  | 162-11-6249-00-042-Y-30-LWS-Y | \$4,800.00          |
| 3                | 1                | 23              | Compass Learning Software  | 162-11-6249-00-042-Y-30-CMP-Y | \$3,200.00          |
| 8                | 1                | 7               | headsets, multimedia projectors, drop screens, document cameras, mobiviews | 162-11-6398-00-042-Y-30-000-Y | \$20,108.00         |
| <b>Sub-Total</b> |                  |                 |  |                               | <b>\$542,912.00</b> |
| <b>TLI</b>       |                  |                 |  |                               |                     |
| <b>Goal</b>      | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>  | <b>Account Code</b>           | <b>Amount</b>       |
| 1                | 1                | 27              | Handouts, Trainings  |                               | \$0.00              |

|                            |                  |                 |  |                               |               |
|----------------------------|------------------|-----------------|--|-------------------------------|---------------|
| 1                          | 1                | 36              | class sets of novels   | 162-11-6329-00-042-Y-30-TLX-Y | \$5,000.00    |
| <b>Sub-Total</b>           |                  |                 |  |                               | \$5,000.00    |
| <b>Title I-C (Migrant)</b> |                  |                 |  |                               |               |
| <b>Goal</b>                | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>                                      | <b>Account Code</b>           | <b>Amount</b> |
| 7                          | 1                | 1               | Migrant Clerk  | 212-61-6129-08-042-Y          | \$4,941.00    |
| 7                          | 1                | 8               | Migrant clerk, migrant teacher, supplies                     | 212-11-6399-00-042-Y-24-0F2-Y | \$250.00      |
| 7                          | 1                | 9               |  |                               | \$22,975.00   |
| 7                          | 1                | 14              | light snacks   |                               | \$100.00      |
| 7                          | 1                | 18              | Desktop Computers  | 212-11-6649-62-042-Y24-0F2Y   | \$3,600.00    |
| <b>Sub-Total</b>           |                  |                 |  |                               | \$31,866.00   |
| <b>Title II-A (TPTR)</b>   |                  |                 |  |                               |               |
| <b>Goal</b>                | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>                                      | <b>Account Code</b>           | <b>Amount</b> |
| 1                          | 1                | 24              | Highly Qualified Teachers                                    |                               | \$0.00        |
| <b>Sub-Total</b>           |                  |                 |  |                               | \$0.00        |
| <b>No Funds Required</b>   |                  |                 |  |                               |               |
| <b>Goal</b>                | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>                                      | <b>Account Code</b>           | <b>Amount</b> |
| 1                          | 1                | 25              | Support Staff (2 TAFP, Dyslexia Aide, Library Aide Trainings |                               | \$0.00        |
| 1                          | 1                | 30              |  |                               | \$0.00        |
| 2                          | 1                | 1               | Instruments and uniforms                                     |                               | \$0.00        |
| 2                          | 1                | 2               | instruments and uniforms                                     |                               | \$0.00        |
| 2                          | 1                | 3               | Uniforms and instruments                                     |                               | \$0.00        |
| 2                          | 1                | 4               |  |                               | \$0.00        |
| 2                          | 1                | 5               | Instruments and uniforms                                     |                               | \$0.00        |
| 2                          | 1                | 6               | Instruments, Uniforms and Artt Supplies                      |                               | \$0.00        |
| 2                          | 1                | 7               | Art Supplies   |                               | \$0.00        |
| 2                          | 1                | 8               | art supplies   |                               | \$0.00        |
| 2                          | 1                | 9               | Costumes   |                               | \$0.00        |
| 2                          | 1                | 10              |  |                               | \$0.00        |

|   |   |    |  |  |        |
|---|---|----|--|--|--------|
| 2 | 2 | 1  | PAP / AP aligned materials and resources, released exams, aligned curriculum                         |  | \$0.00 |
| 2 | 2 | 4  | Training Materials   |  | \$0.00 |
| 2 | 2 | 5  | Pre-AP/AP Teachers, Pre-AP/AP Curriculum   |  | \$0.00 |
| 2 | 2 | 6  | Pre-AP/AP Teachers, Pre-AP/AP Curriculum   |  | \$0.00 |
| 2 | 2 | 7  | Pre-AP and AP Teachers   |  | \$0.00 |
| 2 | 2 | 10 |  |  | \$0.00 |
| 2 | 3 | 2  | fitnessgram  |  | \$0.00 |
| 2 | 3 | 3  | School Health Index  |  | \$0.00 |
| 2 | 3 | 4  | STAAR objectives, TAHPERD Activity Resource Guides, TEKS Objectives, Content Area Scope and Sequence |  | \$0.00 |
| 2 | 3 | 5  | CATCH Materials, Consultants' fees   |  | \$0.00 |
| 2 | 3 | 6  | equipment, materials, tests, facility upgrades as needed   |  | \$0.00 |
| 2 | 3 | 7  |  |  | \$0.00 |
| 2 | 3 | 8  | Health Education Books, Healthy Teen Dating Curriculum   |  | \$0.00 |
| 2 | 3 | 9  | Wellness Policy Reference Manual, Food and Nutrition Personnel                                       |  | \$0.00 |
| 2 | 3 | 10 | Campus Safety Action Plan and Emergency Operating Procedures   |  | \$0.00 |
| 2 | 3 | 11 | Multimedia Projectors, Toner, Printer, Paper, Laptops, Parent / Student Handbook                     |  | \$0.00 |
| 2 | 3 | 12 | Paper, Printer, Toner, multimedia projector, laptop  |  | \$0.00 |
| 2 | 3 | 13 | Printer, paper, toner, laptop, counselors, counseling time   |  | \$0.00 |
| 2 | 3 | 14 | CATCH Binder, Surveys, Paper, Printer, Toner, Laptop   |  | \$0.00 |
| 2 | 3 | 15 |  |  | \$0.00 |
| 2 | 3 | 16 | Paper, Printer, Tone   |  | \$0.00 |
| 3 | 1 | 2  |  |  | \$0.00 |
| 3 | 1 | 3  |  |  | \$0.00 |
| 3 | 1 | 4  |  |  | \$0.00 |
| 3 | 1 | 5  |  |  | \$0.00 |
| 3 | 1 | 6  |  |  | \$0.00 |

|   |   |    |  |  |        |
|---|---|----|--|--|--------|
| 3 | 1 | 7  |  |  | \$0.00 |
| 3 | 1 | 8  |  |  | \$0.00 |
| 3 | 1 | 9  | Campus Nurse   |  | \$0.00 |
| 3 | 1 | 10 | Printer, Paper, Toner, Planning, E-school Plus Reports, telephone access |  | \$0.00 |
| 3 | 1 | 11 | Printer, Paper, Toner, Planning  |  | \$0.00 |
| 3 | 1 | 18 |  |  | \$0.00 |
| 3 | 1 | 19 |  |  | \$0.00 |
| 3 | 1 | 20 |  |  | \$0.00 |
| 3 | 1 | 21 |  |  | \$0.00 |
| 3 | 1 | 22 |  |  | \$0.00 |
| 3 | 1 | 24 |  |  | \$0.00 |
| 3 | 1 | 25 |  |  | \$0.00 |
| 4 | 1 | 2  | PEIMS Data   |  | \$0.00 |
| 4 | 1 | 4  | Flyers, Handouts, General Supplies, Printer, Toner, Computer             |  | \$0.00 |
| 4 | 1 | 5  | e-school plus, computer, internet  |  | \$0.00 |
| 4 | 1 | 6  | General Supplies, printer, paper, toner                                  |  | \$0.00 |
| 4 | 1 | 7  | General Supplies, paper, printer, toner                                  |  | \$0.00 |
| 4 | 1 | 8  | paper, toner, printer, planning time                                     |  | \$0.00 |
| 4 | 1 | 9  | professional development time  |  | \$0.00 |
| 4 | 1 | 10 |  |  | \$0.00 |
| 4 | 1 | 12 | Posters, attendance Reports, printer, paper, toner                       |  | \$0.00 |
| 5 | 1 | 1  | Student code of Conduct Handbooks  |  | \$0.00 |
| 5 | 1 | 2  | telephone  |  | \$0.00 |
| 5 | 1 | 3  | Review 360, Professional Development                                     |  | \$0.00 |
| 5 | 1 | 4  | Counselors   |  | \$0.00 |
| 5 | 1 | 5  | Guidance and Counseling, general supplies                                |  | \$0.00 |
| 5 | 1 | 6  | Guidance and Counseling, Planning Time, General Supplies                 |  | \$0.00 |



|   |   |    |   |  |        |
|---|---|----|---|--|--------|
| 5 | 1 | 7  | Planning Time, Drills, General Supplies     |  | \$0.00 |
| 5 | 1 | 9  | BISD Police Office and Security Guards      |  | \$0.00 |
| 5 | 1 | 10 | Counselors, Parent Liaison, Police Officers |  | \$0.00 |
| 5 | 1 | 11 | Professional Development                    |  | \$0.00 |
| 5 | 1 | 12 | Counselors,Counseling time                  |  | \$0.00 |
| 5 | 1 | 13 | Counselors, Counseling time                 |  | \$0.00 |
| 5 | 1 | 14 | presentation set-up, district personnel     |  | \$0.00 |
| 6 | 1 | 2  | Paper, Printer, Toner                       |  | \$0.00 |
| 6 | 1 | 3  | Paper, Printer, Toner                       |  | \$0.00 |
| 6 | 1 | 4  | Paper, Printer, Toner                       |  | \$0.00 |
| 6 | 1 | 6  | Paper, Printer, Toner                       |  | \$0.00 |
| 6 | 1 | 7  | Printer, Toner, Paper                       |  | \$0.00 |
| 6 | 1 | 8  | Paper, Toner, Printer                       |  | \$0.00 |
| 6 | 1 | 9  | Paper, toner, Printer                       |  | \$0.00 |
| 6 | 1 | 10 | Paper, Printer, Toner                       |  | \$0.00 |
| 6 | 1 | 11 | Paper, Printer, Toner                       |  | \$0.00 |
| 6 | 1 | 12 | Paper, Printer, Toner                       |  | \$0.00 |
| 7 | 1 | 2  |   |  | \$0.00 |
| 7 | 1 | 3  |   |  | \$0.00 |
| 7 | 1 | 4  |   |  | \$0.00 |
| 7 | 1 | 5  |   |  | \$0.00 |
| 7 | 1 | 6  |   |  | \$0.00 |
| 7 | 1 | 7  | Migrant clerk, mirgrant teacher             |  | \$0.00 |
| 7 | 1 | 10 |   |  | \$0.00 |
| 7 | 1 | 11 |   |  | \$0.00 |
| 7 | 1 | 12 |   |  | \$0.00 |
| 7 | 1 | 13 | curriculum and general supplies             |  | \$0.00 |
| 7 | 1 | 15 |   |  | \$0.00 |

|                    |   |    |   |  |              |
|--------------------|---|----|---|--|--------------|
| 7                  | 1 | 16 |   |  | \$0.00       |
| 7                  | 1 | 17 | Paper, Printer, Toner   |  | \$0.00       |
| 8                  | 1 | 2  | internet access, computer labs, laptops, headphones, multimedia projectors                  |  | \$0.00       |
| 8                  | 1 | 3  | Laptops, Desktops, internet access  |  | \$0.00       |
| 8                  | 1 | 4  | Handouts, brochures, internet access, laptops, desktops, smartboards, multimedia projectors |  | \$0.00       |
| 8                  | 1 | 5  |   |  | \$0.00       |
| <b>Sub-Total</b>   |   |    |   |  | \$0.00       |
| <b>Grand Total</b> |   |    |   |  | \$875,600.00 |