

Bryan Independent School District
Stephen F. Austin Middle School
2018-2019 Campus Improvement Plan



Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Core Beliefs

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Needs Assessment Overview

On the (following day) _____, staff names, community members names and other committee members met to review the following campus data:

2017-2018

Discipline Data

STARR performance (7th/8th grades) Reading/Math

Attendance Data

The summarized data identified that we have areas of improvement in....

Demographics

Demographics Summary

Group Name	2015 - 2016	2016-2017
Female	441	462 (47.5%)
Male	473	510 (52.5%)
Hispanic-Latino	500	532 (54.7%)
Am. Indian	1	3 (0.3%)
Asian	4	2 (0.2%)
African American	156	147 (15.1%)
Native Hawaiian	3	1 (0.1%)
White	235	274 (28.2%)
Two or More	15	13 (1%)

Bilingual	--	--
ELL	123	138 (14.2%)
CTE	167	129 (13.3%)
Free Lunch	588	605 (62.2%)
Reduced Lunch	72	46 (7.1%)
GT	180	196 (20.2%)
SPED	98	111 (11.4%)
Title 1	100	100%
Migrant	3	13 (1%)
At-Risk	564	575 (59.2%)
ED	660	651 (66.98%)

	2015- 2016	2016-2017	2017-2018 (Projection)
Total Enrolled	922	972	1181
6th	316	333	N/A
7th	316	315	606
8th	282	324	575

2016-2017
Migrant Students 13 (1%)

2016-2017
Mobility Rates
(%) 18.7%

Dropout Rates
(%)

2016-2017
<1%

Group Name
At-Risk

2016 - 2017
575 (59.2%)

Special Ed. Referrals # %

Hispanic	52	46.9%
American Indian	1	0.9%
African American	29	26.1%
White	27	24.3%
Two or More	1	0.9%
Female	37	33.3%
Male	74	66.7%

Attendance Rate

2016 - 2017

Total School	95.8%
6th Grade	96.2%
7th Grade	96.1%
8th Grade	95.0%
Female 6th	96.2%
Female 7th	96.2%
Female 8th	95.3%
Male 6th	96.2%
Male 7th	96.0%

Male 8th	94.8%
Hispanic-Latino 6th	96.2%
Hispanic-Latino 7th	96.3%
Hispanic-Latino 8th	94.6%
African American 6th	95.8%
African American 7th	96.2%
African American 8th	94.0%
Native Hawaiian 8th	97.1%
White 6th	96.5%
White 7th	95.8%
White 8th	96.4%
Two or More 6th	97.6%
Two or More 7th	93.8%
Two or More 8th	95.8%
SPED 6th	94.7%
SPED 7th	94.8%
SPED 8th	91.9%
Non-SPED 6th, 7th, 8th	96.5%, 96.2%, 95.5%
Economic Dis. 6th	95.8%
Economic Dis. 7th	96.0%
Economic Dis. 8th	94.3%

Teacher Demographics	2016 - 2017	%
Total Teaching Staff (#)	71	100%
Female	45	63.4%
Male	26	36.7%
Hispanic-Latino	4	5.6%
African American	4	5.6%
White	63	88.7%

Class Size	2016 - 2017
Avg. Number of students in core subjects	18-24
Odyssey	28
Foreign Language	27

-Moving to 1200 students

-70 Teachers

-Consolidating 4 Communities Into 2

-6 Different Special Education Programs

2017-2018 Demographics

7th Grade- 591

8th Grade- 598

African American 18%

Hispanic 58%

Multi Racial- 1%

White - 22%

ED- 36%

2018-2019 Demographics as of September 24th

7th grade- 615

8th grade 585

African American 17%

Hispanic- 58%

Multi-Racial 2%

White- 22%

At-Risk- 72%

ED 76%

LEP-22%

SPED- 12%

Demographics Strengths

We have a diverse campus, SFA did well on 7th Grade Reading

SFA did well on 7th Math.

School Processes & Programs

School Processes & Programs Summary

in the 2018-2019 School Year, we will utilize PBIS to take the everyday routines and procedures.

School Processes & Programs Strengths

The following is a list of programs that are used to increase student performance.

-District Scopes and Sequences

-PBIS

-Essential 8

-SFA Strong

-CHAMPs

-iLit

-Readers' and Writers' Workshops

-GT Training

-Project Lead the Way

-Lesson Design Institute

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Behavior and repeated discipline concerns were not being successfully addressed or resolved as a result of a cultural shift due to district grade realignment and zoning. **Root Cause:** Lack of structure within classroom that demonstrate consistent expectations of routines and procedure.

Perceptions

Perceptions Summary

2016-2017 CSEC Rating: Recognized

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

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- 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: Ensure a safe and supportive climate for students, staff and our community that is focused on instruction by the end of May 2019.




Performance Objective 1: Establish and sustain strategies and procedures for all stakeholders to develop a culture of respect, effort and success.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 4 CSF 6</p> <p>1) 1. PBiS: All staff and students will adhere to a consistent set of campus expectations. Students will be taught campus expectations in the first week of each semester through the Bronco Basics lessons. These expectations will be posted, reinforced daily and revisited throughout the school year.</p> <p>The PBiS Committee will meet bi-monthly to review discipline data, attendance and level of structure concerns.</p>	2.5, 2.6	Administration Process Champions PBiS Committee	Classroom Observations Reduction of referrals in common areas				
<p>Funding Sources: Title I, A - 144715.00</p>							

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 6</p> <p>2) PBIS and CHAMPs will be implemented in all classrooms, increasing student engagement, and decreasing behavior issues.</p> <p>Teachers will be instructed based on the principles of STOIC.</p> <p>Minor Misbehavior forms will be utilized to document classroom managed behaviors.</p>	2.5, 2.6	Administration Process Champions Leadership Team	Campus Observations Reduced Referral Rate Increased Learning Time				
<p>Funding Sources: Title I, A - 144773.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>3) Implement and Sustain a system for Response to Intervention including continuous data analysis, tutorial support and refinement of student support by conducting student planning meetings with parents.</p>	2.4, 2.5, 2.6	Administration RTI Committee Grade Level Teams	Tier II and III strategies documented Improved Tier I instruction Recommendations for further testing				
<p>Funding Sources: Title I, A - 11000.00</p>							
<p>Critical Success Factors CSF 4</p> <p>4) Attendance: Attendance rate will be 95% or higher. Weekly competitions will be held between grade levels to celebrate the highest attendance rates.</p>	2.5, 2.6	Administration Attendance Clerk Attendance Committee	Increased ADA				
<p>Critical Success Factors CSF 6</p> <p>5) Use Student Incentives Committee to celebrate accomplishments in attendance, discipline, athletics and academics.</p>	2.6	Administration Attendance Clerk Attendance Committee	Increased ADA Decrease Six Weeks Failure Rates				
<p>Critical Success Factors CSF 4 CSF 6</p> <p>6) Implement the district discipline system that includes community service, peer mediation, grade level teaming where student behavior is discussed and consequences assigned, discussing student needs through Teaming, RTI and PBIS each of the methods are to address violence prevention and intervention.</p>	2.6	Administration RTI Team PBIS	Decrease repeat discipline incidents per student.				

<p>Critical Success Factors CSF 4 CSF 6</p> <p>7) Students will complete the Physical Fitness Assessment and practice healthy fitness behavior in Physical Education classes.</p>	2.6	Physical Education Department	Improve overall fitness level of students.				
<p>Comprehensive Support Strategy</p> <p>8) Coordinate and integrate services under Title I to implement comprehensive supports and improvement activities.</p>	2.6	Administration Title I Coordinator					
<p>Critical Success Factors CSF 4 CSF 6</p> <p>9) Administration will refer students with chronic attendance issues to the Juvenile Case Worker.</p>	2.5, 3.1	Assistant Principal PBIS Attendance sub-committee	Increase daily attendance rate Decrease Drop Out rate				

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  = Continue/Modify
  = No Progress
  = Discontinue









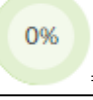

Goal 1: Ensure a safe and supportive climate for students, staff and our community that is focused on instruction by the end of May 2019.

Performance Objective 2: SFA will proactively review student and staff needs to ensure that resources are provided for student success.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7 1) Ensure teachers have all the materials and support they need for quality instruction by discussing needs in department meetings, and implementing procedures for teachers to order supplies.	2.4, 2.5, 2.6	Administration Department Heads Office Staff					
Funding Sources: State Comp - 46187.00							
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 7 2) Students will utilize planners as an organizational tool for homework, tutorial information and hallway pass information.	2.4, 2.5, 2.6	Administration Teachers	Improve student six weeks average.				
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 3) Technology software, especially Think through Math, I-station, Quill and Compass Learning, will be used in the classroom to increase student engagement and allow for differentiated instruction interventions and re-teach to increase learning time and provide a well rounded education.	2.4, 2.5, 2.6	Administration Instructional Coaches	Decrease learning gaps.				
Funding Sources: Local Funds - District - 0.00							














<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6 CSF 7</p> <p>4) All students will receive academic advising and information on CTE courses such as Robotics and Engineering in the Odyssey program to make informed curriculum and career choices.</p>	2.4, 2.5, 2.6	Academic Advisors	Increased enrollment in CTE courses in Odyssey Robotics and Engineering.				
<p>Funding Sources: Local Funds - Campus - 110989.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>5) Prevention and education of unwanted physical and verbal aggression will be provided in the areas of sexual harassment, bullying and online safety.</p>	2.5	Administration Academic Advisors PBIS committee	Lesson Plans Bronco Basics Increased student awareness and reduction of discipline incidents involving these issues.				
<p>Funding Sources: Local Funds - Campus - 110989.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>6) Student Advisory Committee for the district will gather feedback from the students.</p>	3.2	Administration	Surveys				
<p>Funding Sources: Local Funds - District - 110989.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>7) Sustain a systematic plan for purchasing computer hardware and projector materials to ensure that campus hardware capacity remains consistent with campus needs, taking into account life-span of machines.</p>	2.4, 2.5, 2.6	Administration	Active Inventory Ensuring 9-10 Computers Per Class Which Are Actively Utilized for Rigorous Student Engagement				
<p>Funding Sources: Title I, A - 80000.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 1: Ensure a safe and supportive climate for students, staff and our community that is focused on instruction by the end of May 2019.

Performance Objective 3: Develop and nurture school-family-community partnerships and communications to ensure high academic achievement and the successful development of students by hosting one parent/ community involvement event every month.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 1. Build spirit, pride, commitment and ownership within Bryan ISD and SFA Middle School by inviting parents to attend Academic Meeting sessions and Family Learning events to support relationships between the campus and the home, and educate parents about their role in their child education, our Title 1 and AYP accountability status. Other events include Back to School Ice Cream Social, Open House, Community Luncheon, Coffee with the Principal and the Bronco Stampede.	3.1, 3.2	Administration Campus Leadership Team	Increase Parent Involvement				
	Funding Sources: Title I, A - 4126.00						
2) Create with the help of parents and distribute the Family Engagement Policy, Home/Schools, Title 1 Parent Compact to students-parents, and stakeholders of SFA Middle School both digitally and otherwise.	3.1, 3.2	Administration	Increase Parent Involvement				
	Funding Sources: Title I, A - 0.00						
Critical Success Factors CSF 5 CSF 6 3) Host a Bronco Camp for incoming 7th to introduce them to the Bronco Way and to allow them to become familiar with the new campus.	3.1	Administration	Increase student involvement				
	Funding Sources: Title I, A - 0.00						
4) Communications sent home to parents will be presented in the parent's home language.	3.1	Administration Office Staff	Increase parent involvement.				
	Funding Sources: Title I, A - 0.00						
5) Tours of the SFA building will be conducted for students, parents and community members.	3.1, 3.2	Administration	Increase community involvement				
	Funding Sources: Title I, A - 0.00						

6) SFA will utilize social media to share information and communicate with parents, students and community members via Twitter, Facebook and the school website.		Administration Technology Teacher	Increase community awareness of SFA events and accomplishments. Tell our Story.				
Funding Sources: Title I, A - 0.00							
7) CPIC committee will be established to meet once a quarter to evaluate and update the CIP.	3.1, 3.2	Administration CPIC Committee	Sign In Sheets				
Funding Sources: Title I, A - 0.00							
8) Suggestion box for students/staff/parents for concerns and suggestions		Administration	Increase parent involvement				
Funding Sources: Title I, A - 0.00							
9) Survey sent to parents/students each semester.	3.1, 3.2	Administration	Increase parent and student involvement				
Funding Sources: Title I, A - 0.00							
10) The Welcome Center will be maintained and expanded to offer an opportunity for families to access information on the campus, district and their child.	3.1, 3.2	Office Staff	Observed Parent Utilization				
Funding Sources: Title I, A - 0.00							
11) Parents will be invited to specific grade level transition meetings to help parents and students know what the expectations will be as their student(s) progress in the school system. (Transition)This is planned to help parents and students make appropriate choices for their academic standards throughout the year.	3.1, 3.2	Principal	Successful transition to the high school				
Critical Success Factors CSF 5	3.1, 3.2	Dean, Department Heads	Sign In sheets, agendas				
12) Parents and community members will be invited to flexible activities on campus such as Ice Cream Social, Open House and Family Involvement/Learning nights to extend and support their student(s) education, campus Title I and state accountability status along with home/school parent compact.							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Ensure a safe and supportive climate for students, staff and our community that is focused on instruction by the end of May 2019.

Performance Objective 4: Monitor and sustain a high quality SFA facility during the first year of its use as a 7th and 8th grade middle school.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

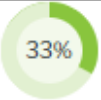

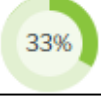
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Implement weekly dialogue and monthly walk the building meetings with custodial and administrative staffs.	2.6	Administration Custodial Staff	Responsive Maintenance Requests Presentable Facility				
2) Implement and sustain a Campus Emergency Operations Team to maintain state and district policies for maintaining a safe environment through practicing emergency drills and procedures.	2.6	Administration EO Team	Evidence of Successfully Completed Drills				
Funding Sources: Local Funds - District - 0.00							
3) PBiS lessons (Bronco Basics) will be developed and presented to the students to teach campus expectations in order to maintain the new building.	2.6	Administration PBiS Committee					
Funding Sources: Local Funds - Campus - 0.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							








Goal 2: Recruit and retain a highly effective staff and support them with ongoing quality professional development to support teacher and student growth by ensuring that all staff are Highly Qualified and will participate in at least 20 hours of PD to improve student academic growth by 5% by the end of May 2019.

Performance Objective 1: Support the district recruitment plan to ensure hiring of high quality individuals for SFA Middle School.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Maintain and expand district implementation of a comprehensive and formalized staff development program to attract and retain highly qualified staff in the district.	2.4, 2.5, 2.6	Campus Administration	Required staff development hours accumulation				
Funding Sources: Local Funds - District - 0.00							
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 6 CSF 7 2) Provide opportunities for currently certified teachers to earn additional teaching credentials, especially in critical needs areas.	2.5	TTESS Appraisers Special Education Department Chair LPAC Team	Content experts gaining additional certification for special education to co-teach and ESL for teachers working with ELL students				
Funding Sources: Local Funds - Campus - 110989.00							
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 5 CSF 6 3) Recruit and retain highly qualified applicants reflective of district demographics & assign highly qualified teachers in equal proportions to all campuses, including low-income & minority areas.	2.5	Campus Administration Hiring Committees	TAPR Report Reflecting Higher Number of Minority Teachers (Reflecting Campus Demographics)				
Funding Sources: Local Funds - District - 0.00							

Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 6 4) Employee a campus Dean to facilitate RTI(Teaming and PLC), Testing and master schedule duties which best support student success.	2.4, 2.5, 2.6	Principal	Successful Implementation of Each Responsibility				
	Funding Sources: Title I, A - 83897.00						
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







Goal 2: Recruit and retain a highly effective staff and support them with ongoing quality professional development to support teacher and student growth by ensuring that all staff are Highly Qualified and will participate in at least 20 hours of PD to improve student academic growth by 5% by the end of May 2019.


Performance Objective 2: Performance Objective 2: Implement a culture of ongoing professional growth for all through professional development for individuals, teams, and campus wide throughout the year.

Evaluation Data Source(s) 2: Sign-In sheets. Eduphoria workshop reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>1) Breakthrough Coach: the campus administrative/ counseling/ clerical team will implement strategies learned from Breakthrough Coach training to maximize efficiency and productivity within the team for the best interests of the campus.</p>	2.4	Administration Office Staff	Increase efficiency in time management to increase time for administrators in the classroom.				
Funding Sources: Local Funds - Campus - 110989.00							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>2) Staff will implement strategies of Capturing Kids Hearts such as Good Things, Meet and Greet, Launches, Affirmations, and the 4 questions.</p>	2.5, 2.6	Administration Process Champions	Confirmed Attendance Classroom Observations				
Funding Sources: Local Funds - District - 0.00							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>3) Teachers will complete Professional Development in September to address sexual harassment, bullying prevention policies and procedures, and CPS procedures.</p>	2.4	Administration					
Funding Sources: Local Funds - Campus - 0.00							

<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 6</p> <p>4) Strategies from the 7 Steps to a Language-Rich Interactive Classroom will be used for increasing engagement in all classrooms.</p>	2.4	Administration Instructional Coaches					
<p>Critical Success Factors CSF 6</p> <p>5) Provide In-Class support and Co-Teach training in order to focus on the inclusion of SPED students in their least restrictive environment.</p>	2.4, 2.5, 2.6	Administration Special Education Department					
Funding Sources: Local Funds - Campus - 0.00							
<p>Critical Success Factors CSF 6</p> <p>6) All teachers with a PLC period will meet 3 a days per week to discuss instructional strategies based on data from benchmarks, unit tests and mastery checks to improve academic performance for all students after being provided ongoing professional development.</p>	2.4, 2.5, 2.6	Administration Instructional Coaches					
Funding Sources: Local Funds - Campus - 0.00							
<p>Critical Success Factors CSF 3</p> <p>7) Professional Development will be provided for the ELA teachers in the area of Reading and Writing which will focus on the strategies of Reading/ Writing Workshop.</p>	2.4, 2.5, 2.6	Administrative Team Instructional Coaches	Improvement in student data in 7th grade writing.				
Funding Sources: Local Funds - Campus - 110989.00							
<p>8) Provide professional development for all professional staff in the area of working with students of poverty.</p>	2.4, 2.5, 2.6	Administration	Decrease in discipline referrals per student.				
Funding Sources: Local Funds - Campus - 0.00							
<p>9) All core teachers will gain the Initial 30 hours of GT training or the 6 hour update in order to increase the use of differentiation to meet the needs of the Gifted and Talented students.</p>	2.4, 2.5, 2.6	Tanya Johnson- Counselor Department Heads	Implement strategies to implement strategies to deliver instruction on the appropriate level for a GT student.				
Funding Sources: Local Funds - District - 0.00							
<p>10) Provide Instructional Coaches to support teacher growth and professional development in the core content areas. The coaches will provide professional development, modeling, and coaching to teachers.</p>	2.4, 2.5, 2.6	Administration Instructional Coaches	Improve classroom instruction				
Funding Sources: Title I, A - 167168.00, State Comp - 133734.00							

11) Provide supplemental learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking in the Odyssey STEM program.	2.4, 2.5, 2.6	Odyssey Administrator and counselor.	Increased number of students achieving Mastery on the STAAR testing.				
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= Accomplished



= Continue/Modify



= No Progress















= Discontinue


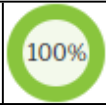





Goal 2: Recruit and retain a highly effective staff and support them with ongoing quality professional development to support teacher and student growth by ensuring that all staff are Highly Qualified and will participate in at least 20 hours of PD to improve student academic growth by 5% by the end of May 2019.

Performance Objective 3: Sustain a working environment at SFA Middle School that is conducive to retaining high quality employees.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Increase the leadership capacity of the SFA faculty members and hold all staff accountable for campus expectations through the use of leadership committees, PBIS and the Campus Mentoring Program.	2.4	Administration Process Champions					
	Funding Sources: Local Funds - Campus - 0.00						
2) Create a positive environment by celebrating and affirming teachers and staff through events such as luncheons, staff night at the park, Shout Outs, and Teacher and Staff of the month.	2.4	Administration					
	Funding Sources: Local Funds - Campus - 0.00						
3) The Social Committee will hold faculty luncheons each six weeks to support fellowship.	2.4	Administration Social Committee					
	Funding Sources: Local Funds - Campus - 0.00						
4) Communicate to staff the calendar of events and major activities happening at SFA once a week.	2.4	Administration	Implement effective communication between administration and the staff.				
	Funding Sources: Local Funds - Campus - 0.00						
5) Use good things, affirmations and launches at all meetings including faculty meetings.	2.4	Administration Process Champions					
	Funding Sources: Local Funds - Campus - 0.00						
6) Hold a dinner/ social activity before the school year to increase moral, allow teachers to become aquatinted with one another, and instill staff pride in SFA.	2.4	Administration Instruction Coaches					
	Funding Sources: Local Funds - Campus - 0.00						



7) SFA Handbook will be located in GOOGLE to allow access by all staff members to be able to reference campus procedures and expectations.	2.4	Administration PBIS Committee					
Funding Sources: Local Funds - Campus - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: Each individual student will improve their Academic Performance. The staff of SFA will provide a strong system of tiered instruction in a structured environment of accountability and support to promote student growth by 5% by May 2019.

Performance Objective 1: Support the effective planning and implementation of lessons based on the district curriculum.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Instructional Coaches will provide support during teaming (planning), model teach in classrooms, work on the district curriculum, analyze student data to decrease achievement gaps between subgroups and increase student performance in all categories and provide ongoing professional development for instructional best practices.</p>	2.4, 2.5, 2.6	Administration Instructional Coaches					
<p>Funding Sources: Local Funds - District - 110989.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>2) Teachers will identify instructional support needed for ELL learners in their lesson design and delivery by monitoring student progress according to each students individual language rating. Literacy for Life and 7 Steps Strategies will be implemented.</p>	2.4, 2.5, 2.6	Administration Instructional Coaches	Individual Intervention plans for ELL students will be developed through PLCs.				
<p>Funding Sources: Local Funds - District - 0.00</p>							

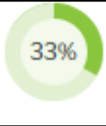

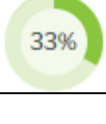
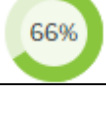
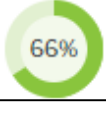
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 3) Through teaming, Lesson Design Institute, planning days and Professional Development, the campus administration and instructional coaches will work with teachers to improve alignment of lessons to TEKS, increase in-class differentiation, and increase student engagement through real world experiences and connections, with an emphasis on the use of small group instruction.	2.4, 2.5, 2.6	Administration Instructional Coaches					
	Funding Sources: Title I, A - 40557.00						
Critical Success Factors CSF 1 4) Student-centered instructional practices, with an emphasis on active cognitive student engagement, such as questioning strategies, will be explicitly planned for and improved on by all teachers.	2.4, 2.5, 2.6	Administration Instructional Coaches					
	Funding Sources: Title I, A - 0.00						
5) Journaling/ Interactive notebooks will be used in all core subjects with specific expectations for implementation.	2.4, 2.5, 2.6	Administration Instructional Coaches					
	Funding Sources: Title I, A - 0.00						
6) Consistent observational feedback of lesson implementation will be provided to teachers for the development of successful instructional practices.	2.4, 2.5, 2.6	Administration					
	Funding Sources: Local Funds - Campus - 0.00						
7) Lexile development of each student will be addressed in each core content area and developed alongside content.	2.4, 2.5, 2.6	Administration Teachers	I-Station Compass Learning				
	Funding Sources: Local Funds - District - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: Each individual student will improve their Academic Performance. The staff of SFA will provide a strong system of tiered instruction in a structured environment of accountability and support to promote student growth by 5% by May 2019.

Performance Objective 2: 7th and 8th grade STAAR testing data will reflect a 5% increase of “Approaching Grade Level”, and the achievement gap between At-Risk and non –At-Risk will decrease, as well as decreasing the learning gap between AA, Hispanic and White sub-populations

Evaluation Data Source(s) 2: Support individual and student progress through data analysis and the use of specific programs and strategies

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Data will be analyzed on the campus, class and student level and used when planning for unit tests, mastery checks, and student interventions, in order to reduce the Achievement Gap between White and AA students.	2.4, 2.5, 2.6	Administration Instructional Coaches PLCs					
	Funding Sources: Local Funds - Campus - 0.00						
2) Provide support for struggling readers with Read 180 and Systems 44.	2.4, 2.5, 2.6	Administration READ 180 Teachers	Improvement in Lexile scores and reading grade level.				
	Funding Sources: Local Funds - District - 0.00						
3) Teachers will implement research based instructional strategies such as TEACH, ACE, SIOP, Literacy for Life and 7 steps.	2.4, 2.5, 2.6	Administration Instructional Coaches					
	Funding Sources: Local Funds - Campus - 0.00						
4) At the beginning of the school year, all core teachers will participate in a “Data Dig”, analyzing previous STAAR data for each of their students and developing an individualized student plan focusing on the content and the skills that needs further development	2.4, 2.5, 2.6	Administration Instructional Coaches					
	Funding Sources: Local Funds - District - 0.00						
5) Provide support for all student to identify their current level and close the achievement gap using I-lit, Compass Reading, Imagine Math and Quill. Action Magazines will also be used to improve lexile scores, reading non-fiction and reading for deeper meaning.	2.4, 2.5, 2.6	Dean of Instruction					
	Funding Sources: Title I, A - 0.00						

 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	1. PBiS: All staff and students will adhere to a consistent set of campus expectations. Students will be taught campus expectations in the first week of each semester through the Bronco Basics lessons. These expectations will be posted, reinforced daily and revisited throughout the school year. The PBIS Committee will meet bi-monthly to review discipline data, attendance and level of structure concerns.
1	1	2	PBIS and CHAMPs will be implemented in all classrooms, increasing student engagement, and decreasing behavior issues. Teachers will be instructed based on the principles of STOIC. Minor Misbehavior forms will be utilized to document classroom managed behaviors.
1	1	3	Implement and Sustain a system for Response to Intervention including continuous data analysis, tutorial support and refinement of student support by conducting student planning meetings with parents.
1	1	8	Coordinate and integrate services under Title I to implement comprehensive supports and improvement activities.
1	2	1	Ensure teachers have all the materials and support they need for quality instruction by discussing needs in department meetings, and implementing procedures for teachers to order supplies.
1	2	2	Students will utilize planners as an organizational tool for homework, tutorial information and hallway pass information.
1	2	3	Technology software, especially Think through Math, I-station, Quill and Compass Learning, will be used in the classroom to increase student engagement and allow for differentiated instruction interventions and re-teach to increase learning time and provide a well rounded education.
1	2	4	All students will receive academic advising and information on CTE courses such as Robotics and Engineering in the Odyssey program to make informed curriculum and career choices.
1	2	5	Prevention and education of unwanted physical and verbal aggression will be provided in the areas of sexual harassment, bullying and online safety.
1	2	6	Student Advisory Committee for the district will gather feedback from the students.
1	2	7	Sustain a systematic plan for purchasing computer hardware and projector materials to ensure that campus hardware capacity remains consistent with campus needs, taking into account life-span of machines.
2	1	1	Maintain and expand district implementation of a comprehensive and formalized staff development program to attract and retain highly qualified staff in the district.
2	1	2	Provide opportunities for currently certified teachers to earn additional teaching credentials, especially in critical needs areas.
2	1	3	Recruit and retain highly qualified applicants reflective of district demographics & assign highly qualified teachers in equal proportions to all campuses, including low-income & minority areas.

Goal	Objective	Strategy	Description
2	1	4	Employee a campus Dean to facilitate RTI(Teaming and PLC), Testing and master schedule duties which best support student success.
2	2	2	Staff will implement strategies of Capturing Kids Hearts such as Good Things, Meet and Greet, Launches, Affirmations, and the 4 questions.
2	2	3	Teachers will complete Professional Development in September to address sexual harassment, bullying prevention policies and procedures, and CPS procedures.
2	2	4	Strategies from the 7 Steps to a Language-Rich Interactive Classroom will be used for increasing engagement in all classrooms.
3	1	1	Instructional Coaches will provide support during teaming (planning), model teach in classrooms, work on the district curriculum, analyze student data to decrease achievement gaps between subgroups and increase student performance in all categories and provide ongoing professional development for instructional best practices.
3	1	2	Teachers will identify instructional support needed for ELL learners in their lesson design and delivery by monitoring student progress according to each students individual language rating. Literacy for Life and 7 Steps Strategies will be implemented.
3	1	3	Through teaming, Lesson Design Institute, planning days and Professional Development, the campus administration and instructional coaches will work with teachers to improve alignment of lessons to TEKS, increase in-class differentiation, and increase student engagement through real world experiences and connections, with an emphasis on the use of small group instruction.

State Compensatory

Budget for Stephen F. Austin Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$133,734.00
6100 Subtotal:		\$133,734.00
6300 Supplies and Services		
6399	6399 General Supplies	\$59,986.00
6300 Subtotal:		\$59,986.00

Personnel for Stephen F. Austin Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
IC	Instructional Coach	Instructional Support	2

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dean	Dean of Instruction	Instructional Support	1
IC	Instructional Coach	Instructional Support	2.5

Campus Funding Summary

Local Funds - Campus					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$110,989.00
1	2	5			\$110,989.00
1	4	3			\$0.00
2	1	2			\$110,989.00
2	2	1			\$110,989.00
2	2	3			\$0.00
2	2	5			\$0.00
2	2	6			\$0.00
2	2	7			\$110,989.00
2	2	8			\$0.00
2	3	1			\$0.00
2	3	3			\$0.00
2	3	4			\$0.00
2	3	5			\$0.00
2	3	6		General	\$0.00
2	3	7			\$0.00
3	1	6			\$0.00
3	2	1			\$0.00
3	2	3			\$0.00
Sub-Total					\$554,945.00
Local Funds - District					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$0.00
1	2	6			\$110,989.00

1	4	2			\$0.00
2	1	1			\$0.00
2	1	3			\$0.00
2	2	2			\$0.00
2	2	9			\$0.00
3	1	1			\$110,989.00
3	1	2	i-Lit, Compass Learning		\$0.00
3	1	7			\$0.00
3	2	2			\$0.00
3	2	4			\$0.00

Sub-Total \$221,978.00

State Comp

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional Materials		\$46,187.00
2	2	10	1.5 FTE		\$133,734.00

Sub-Total \$179,921.00

Title I, A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$144,715.00
1	1	2			\$144,773.00
1	1	3	Tutors, Substitutes, Snack		\$11,000.00
1	2	7			\$80,000.00
1	3	1	Parent Involvement Resources, Snacks		\$4,126.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	3	6			\$0.00

1	3	7		\$0.00	
1	3	8		\$0.00	
1	3	9		\$0.00	
1	3	10		\$0.00	
2	1	4		\$83,897.00	
2	2	10	3 FTE	\$167,168.00	
3	1	3	Chromebooks, Substitutes	\$40,557.00	
3	1	5		\$0.00	
3	2	5		\$0.00	
				Sub-Total	\$676,236.00
				Grand Total	\$1,633,080.00

Addendums

Math Benchmark - Spring 2017

17-18 Campus	Grade Level	Classified as Economically Disadvantaged	Number at Met	Percent at Met	Number at Final	Percent at Final	Number at Advanced	Percent at Advanced	Number Tested
SFA	6th	No	91	75.2%	57	47.1%	24	19.8%	121
		Yes	191	43.4%	70	15.9%	23	5.2%	440
		Total	282	50.3%	127	22.6%	47	8.4%	561
	7th	No	103	82.4%	63	50.4%	32	25.6%	125
		Yes	158	37.9%	67	16.1%	17	4.1%	417
		Total	261	48.2%	130	24.0%	49	9.0%	542

Reading Benchmark - Spring 2017

17-18 Campus	Grade Level	Classified as Economically Disadvantaged	Number at Met	Percent at Met	Number at Final	Percent at Final	Number at Advanced	Percent at Advanced	Number Tested
SFA	6th	No	101	83.5%	65	53.7%	40	33.1%	121
		Yes	188	41.7%	76	16.9%	27	6.0%	451
		Total	289	50.5%	141	24.7%	67	11.7%	572
	7th	No	110	88.7%	77	62.1%	43	34.7%	124
		Yes	178	42.5%	78	18.6%	29	6.9%	419
		Total	288	53.0%	155	28.5%	72	13.3%	543

Writing Benchmark - Spring 2017

17-18 Campus	Grade Level	Classified as Economically Disadvantaged	Number at Met	Percent at Met	Number at Final	Percent at Final	Number at Advanced	Percent at Advanced	Number Tested
SFA	7th	No	103	100.0%	72	69.9%	20	19.4%	103
		Yes	154	100.0%	65	42.2%	11	7.1%	154
		Total	257	100.0%	137	53.3%	31	12.1%	257

Completion of the Year



2016-2017

Student Discipline/Truancy Progress Monitoring

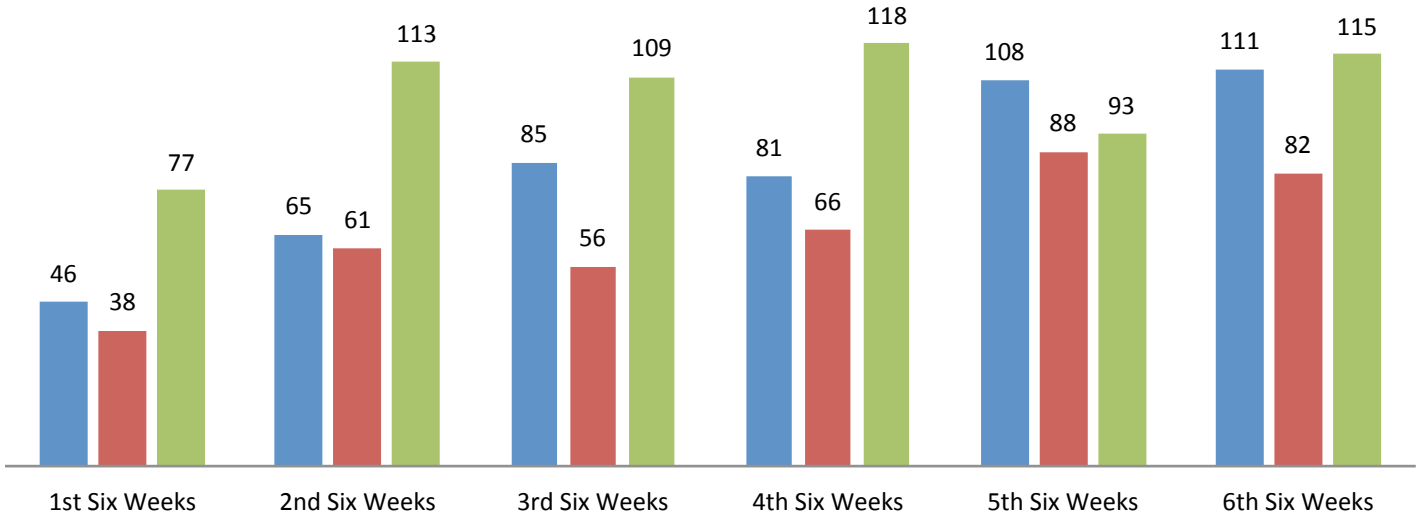
ANNUAL TOTAL	2012-2013 Incidents	2013-2014 Incidents	2014-15 Offenses	2015-2016 Offenses	2016-2017 Offenses
Office Referrals	3,007	1,501	1,749	1,427	1,601

OUT OF CLASS PLACEMENTS	Number of Placements	AA	H	W
ISS Placement	97	31	54	10
Out of School Suspension	72	25	34	11
DAEP Placement - Mandatory (30 days)	4	0	4	0
DAEP Placement - Discretionary (20 days)	3	2	1	0

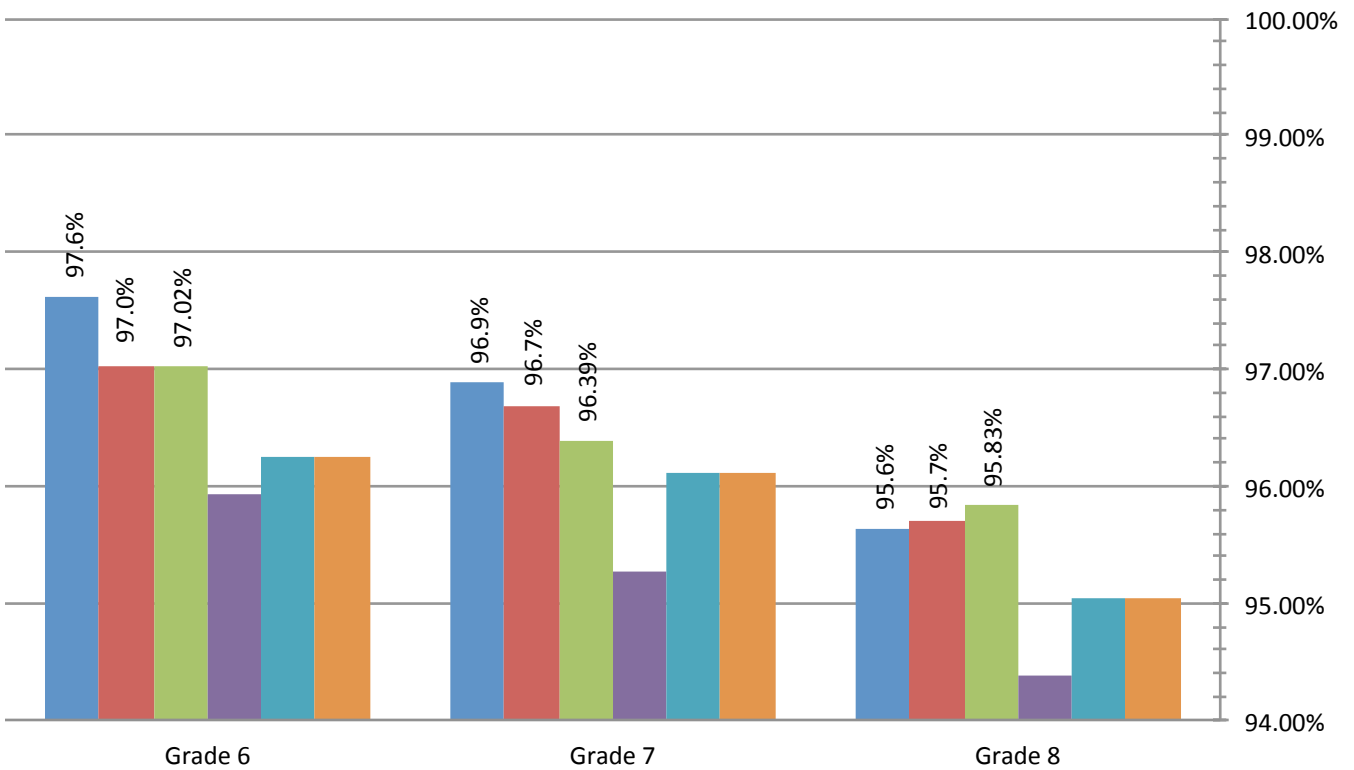
REPEAT OFFENDERS	Total Number of Students (Percent of Student Body)	AA	H	W
1 Referral	72/977 (7.4%)	14	46	12
2-3 Referrals	37/977 (3.9%)	11	23	2
>=4 Referrals	29/977 (2.9%)	14	9	5

Total Referrals By Six Weeks

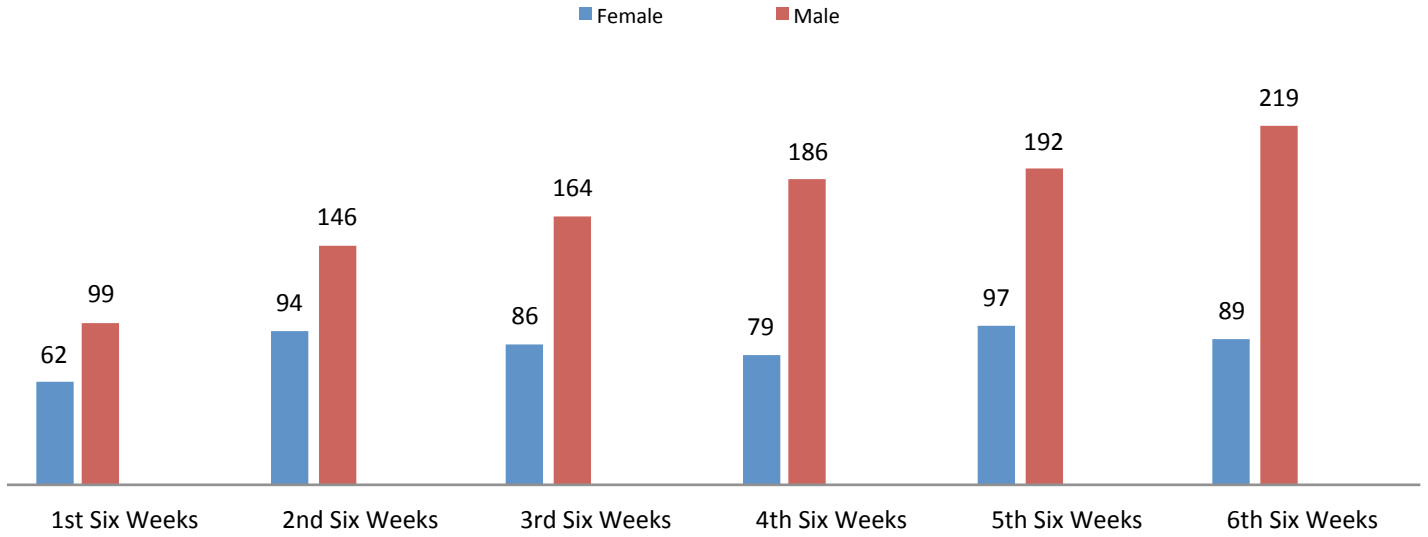
Grade 6 Grade 7 Grade 8



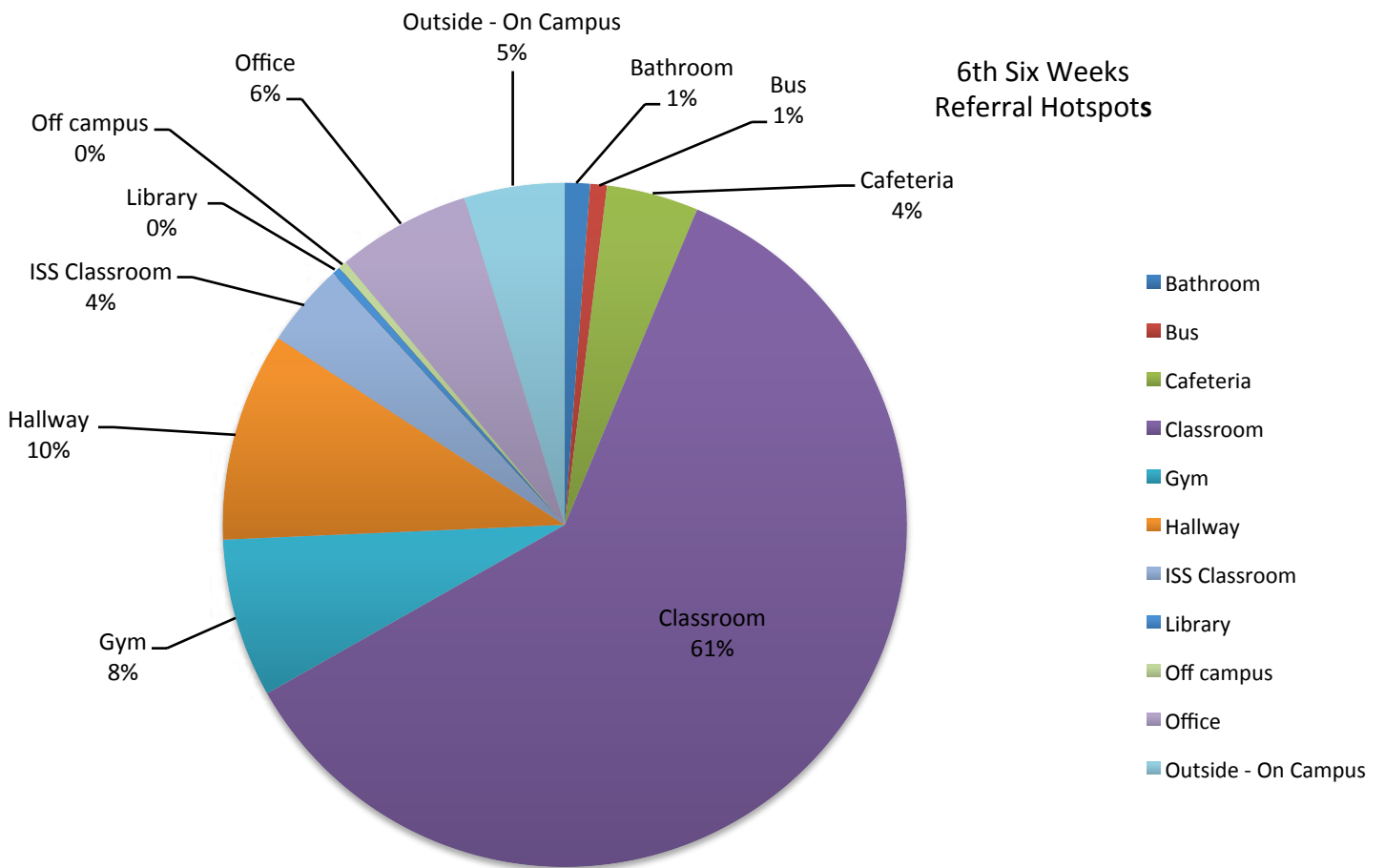
Attendance By Six Weeks



Offender Counts by Gender

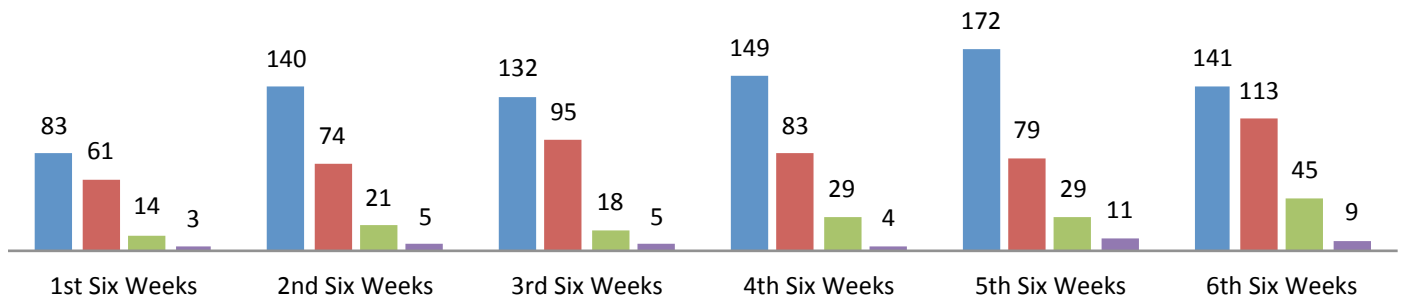


6th Six Weeks Referral Hotspots

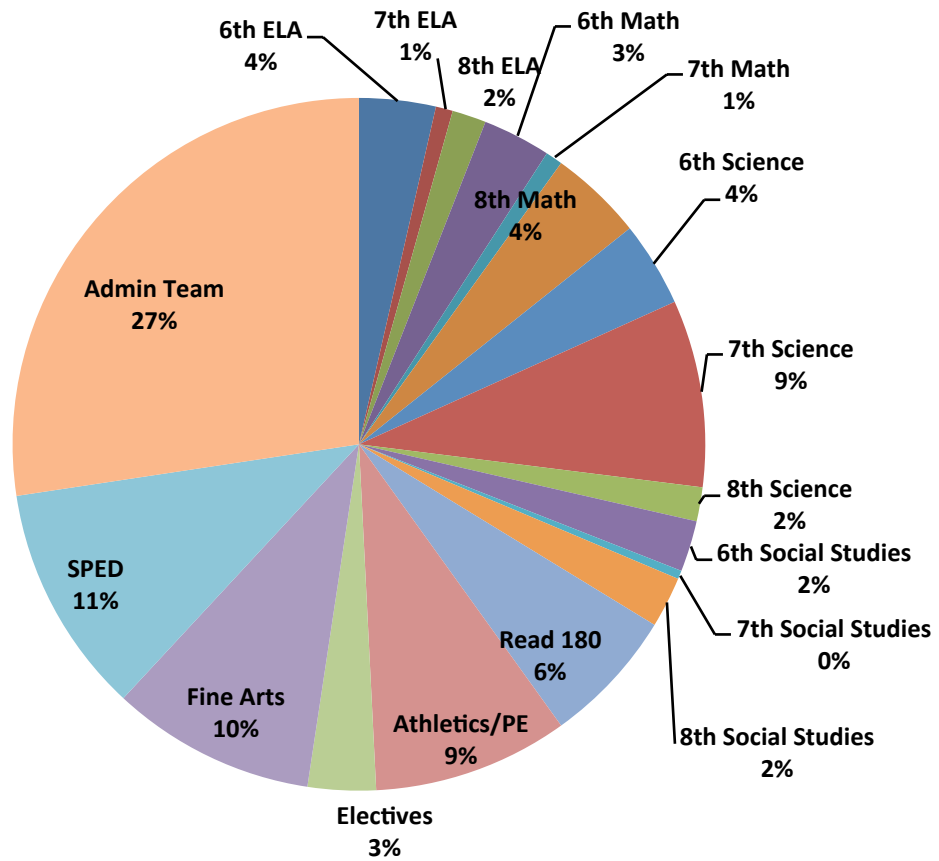


Total Referrals By Ethnicity

Hispanic AA Anglo All Others



6th Six Weeks Referrals by Content and Grade Level



Stephen F Austin Budget Worksheet - 2017-18

Submitted By: _____

Date: _____

PROJECTED ENROLLMENT **1,175**

ESTIMATED BUDGET ALLOCATION **\$ 142,573**

**

Title	Account Title	2016-17 to Mar 2017	2016-17 Budget	2017-18 Requested	
SFA INSTR	CONTR MAINT AND I	120	500	500	
SFA INSTR	RENTALS AND LEASE	22,692	22,629	23,129	
SFA INSTR	CONTRACT PRINTING	1,224	1,610	0	Fleet Printing
SFA INSTR	CONTR SERVICES	0	0	0	
SFA INSTR	POSTAGE/PRINTING	10,413	11,000	18,000	13,000-18,000
SFA INSTR	GENL SUPPLIES	14,919	18,000	30,000	19,000-30,000
SFA INSTR	ART SUPPLIES	0	1,500	1,400	
SFA INSTR	PE SUPPLIES	364	500	1,000	
SFA INSTR	INDUSTRIAL TECH SL	12	1,000	1,200	
SFA INSTR	SUPP COMP LIT.	0	0	0	
SFA INSTR	ODYSSEY SUPPLIES	0	0	1,000	
SFA INSTR	THEATRE	0	500	1,000	
SFA INSTR	MATH SUPP	547	1,000	1,000	
SFA INSTR	SOC STUD SUPP	84	1,000	1,000	
SFA INSTR	SCIENCE SUPP	660	3,000	2,000	
SFA INSTR	LANG ARTS SUPPLIES	473	1,000	1,000	
SFA INSTR	HONORS AND A/P	0	0	0	
SFA INSTR	FOREIGN LANG	45	300	500	
SFA INSTR	PAPER AND SUPP	8,185	6,000	8,500	
SFA INSTR	COMP EQUIP LESS TI	292	0	1,500	
SFA INSTR	FOREIGN LANG SM E	0	0	0	
SFA INSTR	LANG ARTS SM EQUI	0	0	0	
SFA INSTR	MATH SM EQUIP	0	0	0	
SFA INSTR	EQUIP LESS THAN \$5	7,747	10,000	8,000	
SFA INSTR	TRAV EMPL	0	1,000	1,000	
SFA INSTR	TRAVEL AP/PRE AP	0	0	0	
SFA INSTR	TRAVEL HONORS AP	0	1,000	700	
SFA INSTR	STUDENT TRAVEL/ R	145	500	500	
SFA INSTR	REG AND FEES	0	200	500	
SFA INSTR	AP REGISTR	0	0	0	
SFA INSTR	TRAVEL CO-CURRICU	957	2,000	1,500	
SFA INSTR	OTHER	209	1,000	500	
SFA INSTR	CAPITAL OUTLAY	460	5,000	6,800	
SFA STAFF	ESC SERVICES	0	0	0	
SFA STAFF	CONTR SERVICES	0	0	0	
SFA STAFF	GENL SUPPLIES	621	1,000	5,000	1,000-5,000
SFA STAFF	TRAV EMPL	848	2,000	2,000	
SFA STAFF	REG AND FEES	470	500	1,000	
SFA STAFF	REGIS. AP/PRE AP	0	500	1,000	

SFA STAFF OTHER	0	500	300	
SFA ADMIN PARA-PROFESSIONA	0	2,000	2,000	
SFA ADMIN EMPLOYER FICA/ME	11	200	200	
SFA ADMIN SAL ABOVE MINIMU	0	0	0	
SFA ADMIN POSTAGE/PRINTING	2,718	5,500	5,000	
SFA ADMIN GENL SUPPLIES	704	1,000	3,000	1,000 to 3,000
SFA ADMIN EQUIP LESS THAN \$5	0	1,000	1,000	
SFA ADMIN TRAV EMPL	834	1,000	1,200	
SFA ADMIN REG AND FEES	2,922	2,000	2,000	
SFA ADMIN DUES	675	750	1,000	
SFA ADMIN OTHER	0	0	0	
COUNS SFA GENL SUPPLIES	275	300	500	
COUNS SFA EQUIP LESS THAN \$5	0	0	0	
COUNS SFA TRAV EMPL	0	500	500	
COUNS SFA REG AND FEES	0	300	300	
COCURR. SI SUPPL PAY	0	0	0	
COCURR. SI SUPP CHEERLDRS	2,406	3,200	0	
COCUR UIL CONTR SERVICES	0	0	0	
COCUR UIL GENL SUPPLIES	0	1,000	800	
COCUR UIL TRAV EMPL	0	0	0	
COCUR UIL STUDENT TRAVEL/ R	0	0	0	
COCUR UIL TRANSP STU CC. 1ST	0	0	0	
COCUR UIL OTHER	306	500	500	
COCUR UIL STUDENT AWARDS	0	200	500	
	82,338	114,189	140,029	

New accoung numbers requested (list below): **ALLOCATION \$ 2,544**

****2016-17 includes any carryover and textbook adjustments**



STATE COMPENSATORY EDUCATION PROGRAM EVALUATION NARRATIVE

CAMPUS NAME: SFA MIDDLE SCHOOL

NARRATIVE INSTRUCTIONS

BEFORE BEGINNING WORK, DOWNLOAD THIS PAGE:

Select file → download as → Microsoft Word. A Word icon will appear at the bottom left-hand corner of this page. Mouse over it and left click. The narrative template will open and then you can save it to your computer.

TO COMPLETE THIS NARRATIVE:

1. Enter your campus name above.
2. Answer questions 1 and 2 following the directions below.
3. Save as a PDF titled 2017-18 "Campus Name" SCE Narrative.
4. Upload as an attachment in Plan4Learning in the 2016-17 plan year by June 30.
5. Send the Comp Ed office a confirmation email.

QUESTION 1

List and describe each SCE funded campus strategy/intervention and the cost allocated to each (be sure to include ICs). Use your EOY SCE budget report and campus improvement plan to gather this information.

STRATEGY/INTERVENTION	DESCRIPTION	COST ALLOCATED
INSTRUCTIONAL COACH(ES)	2 INSTRUCTIONAL ARE FUNDED THROUGH SCE. THE INSTRUCTIONAL COACHES FUNDED THROUGH SCE FUNDS ARE FOR SOCIAL STUDIES AND 8 TH GRADE MATH.	95,250
INSTRUCTIONAL SUPPLIES	SUPPLIES TO SUPPORT AT-RISK STUDENTS	37,080.50
TUTORS	PULLED SMALL GROUPS TO SUPPORT AT-RISK STUDENTS TO CLOSE THE ACHIEVEMENT GAP	2758.59

QUESTION 2

To determine the effectiveness of the strategies/interventions listed in question 1, answer the grade span questions below relevant to your campus.

- Parts A and B - use disparity outcome results from your completed SCE workbook
- Part C - obtain high school completion information from AWARE.

A. Grades K-2: How effective were the interventions in reducing retention rates in this grade span from one year to the next? What is your evidence?

B. Grades 3-12: How effective were the interventions in reducing any disparity in performance on state assessments between identified at-risk students and those students not identified as at-risk? What is your evidence?

While the disparity for each test increased from 2016 to 2017, the interventions were effective for At-Risk students improving throughout the year from Benchmarks to the STAAR test. Due to realignment, the number of At-Risk students more than doubled. SCE funds were used to hire tutors and implement academic interventions that increased students testing data throughout the school year.

C. Grades 9-12: How effective were the interventions in reducing any disparity in the rates of high school completion between identified at-risk students and those students not identified as at-risk? What is your evidence?

KEEP IN MIND AS YOU PLAN FOR NEXT YEAR:

1. SCE resources must be redirected when evaluations indicate strategies were unsuccessful in producing desired results for students at-risk of dropping out of school, and
2. SCE strategies/interventions must be aligned with the campus comprehensive needs assessment and included in the campus improvement plan along with a fund source and amount.
3. SCE funds may only be used to supplement the regular education program for students identified as at-risk of dropping out of school.

SCE Campus Evaluation Worksheet for Grade 8

Campus: <u>SFA Middle School</u>			Instructions: Enter in COLUMN F the percent score of not at-risk and at-risk students in each of the indicated subject areas. According to this result, the disparity outcome between the two groups will display automatically.				
2016-17	Number of Students Identified as At-Risk	205					
2017-18	Number of Students Identified as At-Risk	420					
Did the disparity between at-risk and not at-risk learners increase, decrease, or remain unchanged from last year to this year?							
School Year	Subject Area	Description	Percent Score	Performance gap between at-risk and not at-risk students	Disparity Outcome (Positive: Disparity Decreased, Negative: Disparity Increased, Zero: Disparity unchanged)		
2016-17	2017 Math	Percent Score for Students NOT Identified as At-Risk	97%	34%	Math -10%		
		Percent Score for Students Identified as At-Risk	63%				
2017-18	2018 Math	Percent Score for Students NOT Identified as At-Risk	95%	44%	Disparity increased		
		Percent Score for Students Identified as At-Risk	51%				
2016-17	2017 Reading/ELA	Percent Score for Students NOT Identified as At-Risk	98%	31%	Reading/ELA -7%		
		Percent Score for Students Identified as At-Risk	67%				
2017-18	2018 Reading/ELA	Percent Score for Students NOT Identified as At-Risk	98%	38%	Disparity increased		
		Percent Score for Students Identified as At-Risk	60%				
2016-17	2017 Science	Percent Score for Students NOT Identified as At-Risk	96%	44%	Science -6%		
		Percent Score for Students Identified as At-Risk	52%				
2017-18	2018 Science	Percent Score for Students NOT Identified as At-Risk	96%	50%	Disparity increased		

2017-18	2018 Science	Percent Score for Students Identified as At-Risk	46%	50%	
2016-17	2017 Social Studies	Percent Score for Students NOT Identified as At-Risk	92%	58%	Social Studies
		Percent Score for Students Identified as At-Risk	34%		-1%
2017-18	2018 Social Studies	Percent Score for Students NOT Identified as At-Risk	88%	59%	Disparity increased
		Percent Score for Students Identified as At-Risk	29%		

SCE Campus Evaluation Worksheet for Grade 7

Campus: _____ SFA Middle School _____		Instructions: Enter in COLUMN F the percent score of not at-risk and at-risk students in each of the indicated subject areas. According to this result, the disparity outcome between the two groups will display automatically.						
2016-17	Number of Students Identified as At-Risk					164		
2017-18	Number of Students Identified as At-Risk					425		
Did the disparity between at-risk and not at-risk learners increase, decrease, or remain unchanged from last year to this year?								
School Year	Subject Area	Description	Percent Score	Performance gap between at-risk and not at-risk students	Disparity Outcome (Positive: Disparity Decreased, Negative: Disparity Increased, Zero: Disparity unchanged)			
2016-17	2017 Math	Percent Score for Students NOT Identified as At-Risk	99%	41%	Math -6%			
		Percent Score for Students Identified as At-Risk	58%					
2017-18	2018 Math	Percent Score for Students NOT Identified as At-Risk	95%	47%	Disparity increased			
		Percent Score for Students Identified as At-Risk	48%					
2016-17	2017 Reading/ELA	Percent Score for Students NOT Identified as At-Risk	98%	41%	Reading/ELA -8%			
		Percent Score for Students Identified as At-Risk	57%					
2017-18	2018 Reading/ELA	Percent Score for Students NOT Identified as At-Risk	96%	49%	Disparity increased			
		Percent Score for Students Identified as At-Risk	47%					
2016-17	2017 Writing	Percent Score for Students NOT Identified as At-Risk	98%	44%	Writing -11%			
		Percent Score for Students Identified as At-Risk	54%					
2017-18	2018 Writing	Percent Score for Students NOT Identified as At-Risk	94%	55%	Disparity increased			

2017-18	2018 Writing	Percent Score for Students Identified as At-Risk	39%	55%	
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