

Socorro Independent School District
John Drugan School
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science
Top 25% Closing Performance Gaps
Postsecondary Readiness



Mission Statement

John Drugan will go beyond...excellence by providing a nurturing environment that provides a solid foundation and instills a desire to be lifelong learners.

Vision

Tomorrow's Leaders Learning Today

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Comprehensive Needs Assessment

Demographics

Demographics Summary

John Drugan is one of 48 campuses in Socorro Independent School District. John Drugan opened its doors in 2005 and serves predominantly middle class families. John Drugan serves 1230 students in grades kinder to 8th grade. The student population is 4% Black African-American, 4% White Anglo, 2% Asian, 88% Hispanic, and 2% of our students identified with Two or More races.

The number of students identified and served in special programs were Limited English Proficient (208), Gifted and Talented (62), Special Education (92), Dyslexia (15), Homeless (3). Our At-Risk student population is 377, economically disadvantaged population is 596 and 77 students are military connected. The most current data indicates the campus has a 11% mobility rate. The average daily attendance rate for students is 97.46%.

Demographics Strengths

- Student breakdowns in subpopulations stayed consistent to trends of previous years.
- Student attendance rates have remained the same.

Demographics Needs

Upon review of the data, several findings were noted. These findings include:

ELL population has increased from 15.5% to 18.2%. Recent immigrants are entering school at 6th through 8th grade. Our teachers are working hard to close the gaps and accelerate the acquisition of a new language.

We have seen an increase in our elementary and middle school student population. In the past, we were an overflow school. However, in recent years, more families have moved into our neighborhood with the development of land for new housing. At the elementary level, we are overflowing students.

We had 10 portables brought in to accommodate our growth. The district installed an additional fire hydrant to meet fire safety code requirements.

We have had to stretch resources further than in the past. This trend will most likely continue into the future so we will need to develop a plan to deal with larger class sizes. An option we are considering is hiring 6 additional paraprofessionals to help provide additional support in the classroom and to help new students who are coming in with gaps in their learning.

Student Achievement

Student Achievement Summary

John Drugan School works diligently to implement best practices to support our campus needs. John Drugan School earned 5 out of 7 Distinction Designations by the Texas Education Agency: Academic Achievement in Mathematics; Top 25 Percent: Student Progress; Top 25 Percent: Closing Performance Gaps; and Post-Secondary Readiness.

Tutoring began early in the year to ensure interventions increase students' academic skills. Students are provided tutorials (before school, during school, and after school) through differentiated instruction and small group. In the lower grades (K-4) the campus is organized as self-contained classrooms. In the grades 5 and 6 the classes are organized as team teaching. The team consists of one teacher teaching language arts and social studies and the other teacher teaching mathematics and science.

STAAR	2014-15		2015-16		Met Percent Change	Advanced Percent Change
	Percent Met	Percent Advanced	Percent Met	Percent Advanced		
Reading	86%	20%	88%	27%	+0	+7
Writing	88%	11%	86%	22%	-2	+11
Math	89%	19%	89%	26%	+0	+7
Social Studies	83%	15%	84%	26%	+0	+11
Science	84%	19%	88%	28%	+3	+9
EOC Algebra	100%	83%	100%	85%	+0	-2

TELPAS Yearly Progress Composite Ratings

TELPAS Yearly Progress is measured using TELPAS Composite Ratings which indicate the student's overall level of English language proficiency and are determined from the student's listening, speaking, reading, and writing proficiency ratings.

TELPAS		
Grade Level	Students Who Progressed at Least One Proficient Level 2014-15	Students Who Progressed at Least One Proficient Level 2015-16
2nd	73%	54%
3rd	89%	59%
4th	79%	90%
5th	100%	72%
6th	50%	76%
7th	71%	76%
8th	46%	77%

Student Achievement Strengths

	STAAR 2015-16					
	Campus	African American	Hispanic	SPED	ECON DISADV	ELL
Grade 3 Reading	86%	*	88%	*	78%	91%
Grade 3 Math	91%	*	94%	*	86%	95%
Grade 4 Reading	92%	*	93%	71%	96%	6%
Grade 4 Writing	93%	*	93%	86%	89%	86%
Grade 4 Math	92%	*	93%	71%	89%	86%
Grade 5 Reading	89%	*	88%	*	86%	72%
Grade 5 Math	99%	*	99%	88%	100%	100%
Grade 5 Science	91%	*	89%	63%	91%	89%
Grade 6 Reading	84%	86%	84%	*	75%	64%
Grade 6 Math	83%	100%	82%	*	78%	55%
Grade 7 Reading	82%	78%	82%	41%	77%	46%
Grade 7 Writing	85%	67%	85%	47%	85%	61%
Grade 7 Math	83%	78%	83%	47%	80%	54%
Grade 8 Reading	97%	100%	97%	*	94%	85%

Grade 8 Math	93%	83%	93%	50%	93%	81%
Grade 8 Science	87%	100%	87%	*	83%	63%
Grade 8 Social Studies	84%	100%	83%	*	81%	63%
Algebra I	100%	*	100%	*		

- On the Math STAAR assessment, our elementary LEP scores increased from 91% to 96%.
- We are moving closer toward closing the achievement gap between our economically disadvantaged sub-group and all students in Math.
- In Reading, our overall score remained the same.
- Our LEP scores in Reading in the elementary grades increased from 78% to 82%.
- We are moving closer toward closing the achievement gap between our economically disadvantaged sub-group and all students in Reading.
- Our elementary expository writing is stronger than our middle school.
- We are moving closer toward closing the achievement gap between our economically disadvantaged sub-group and all students in Writing.
- In Science, our elementary LEP scores increased from 50% to 87%.
- Our middle school LEP scores increased from 40% to 72%.
- We are moving closer toward closing the achievement gap between our economically disadvantaged sub-group and all students in Science.
- Our LEP sub-group scores in Social Studies increased from 60% to 76%; a 16 point increase.
- We are moving closer toward closing the achievement gap between our economically disadvantaged sub-group and all students in Social Studies.

OUR ACADEMIC STRENGTHS (Kinder through 2nd Grade)

Our overall scores in grades K though 2nd Grade increased in both math and reading.

End of Year Reading Milestones

Kinder

Sub-Populations	2014-15	2015-16	Change
All Students	82%	84%	+2
Economically Disadvantaged	79%	79%	+0
Limited English Proficient	63%	72%	+9
Special Education	50%	60%	+10

1st Grade

All Students	70%	82%	+12
Economically Disadvantaged	58%	74%	+16
Limited English Proficient	48%	68%	+20
Special Education	44%	58%	+14

2nd Grade

All Students	87%	86%	+1
Economically Disadvantaged	83%	85%	-2
Limited English Proficient	76%	90%	-14
Special Education	33%	58%	+25

End of Year Math Milestones

Kinder

Sub-Populations	2014-15	2015-16	Change
All Students	98%	95%	-3
Economically Disadvantaged	97%	90%	+7
Limited English Proficient	100%	91%	+9
Special Education	86%	100%	+14

1st Grade

All Students	74%	92%	+18
Economically Disadvantaged	68%	89%	+21
Limited English Proficient	79%	86%	+7
Special Education	78%	67%	-11

2nd Grade

All Students	91%	93%	+2
Economically Disadvantaged	83%	95%	+12
Limited English Proficient	86%	95%	+9
Special Education	33%	83%	+50

Student Achievement Needs

STAAR 2015-16

	Campus	African American	Hispanic	SPED	ECON DISADV	ELL
Grade 6 Math	83%	100%	82%	*	78%	55%
Grade 7 Reading	82%	78%	82%	41%	77%	46%
Grade 7 Writing	85%	67%	85%	47%	85%	61%
Grade 7 Math	83%	78%	83%	47%	80%	54%
Grade 8 Math	93%	83%	93%	50%	93%	81%

STUDENT ACHIEVEMENT NEEDS:

In order to close the gaps which exist in Reading at John Drugan School, teachers will continue to plan effective lessons, assess skills using 3-week check points and provide differentiated instruction. In this way, the standards are set high for all students to achieve, and we truly can see to it that no child is left behind. During the 2015-16 school year, our overall writing score declined from 89% to 86%. We have put some structures in place to support our students in writing.

In the past, seventh grade Reading was taught two days of the week while writing was taught the remaining days. We want more time dedicated to each subject because each one is tested independently. Therefore, every student will be required to take a reading and a writing class.

There is a need for an additional ELAR teacher in middle school. Our Middle School Read 180 teacher will provide services for our middle school dyslexia students in addition to providing support for our middle school ELL students in reading and writing.

We will continue to close the achievement gap for our LEP and economically disadvantaged students across all grade levels. We will also continue to provide training on how to plan instruction using the English language proficiency levels, differentiated instruction, and SIOP strategies for our LEP population.

To increase support for our Economically Disadvantaged population and English Language Learners we will hire 6 paraprofessionals to help differentiate instruction in the classroom.

To continue to improve student performance with all of our subgroups, we will continue to utilize the least restrictive environment by using the inclusion model of instruction for special education students, provide ongoing professional development to our entire staff, offer additional instructional hours to students requiring more support, and use a variety of best practices/strategies to meet our students' needs.

In an effort to maximize student learning and increase instructional time, John Drugan School implemented a new scheduling system for our middle school. Students who did not perform satisfactory on STAAR Math or ELAR received small group tutoring at the start of the school day. Students who needed help in both subjects attend afterschool tutoring. Students who performed satisfactory received enrichment classes in the other content areas.

In 6th grade, students were assigned to two classes. One teacher was responsible for teaching Math and Science and the other focused on ELAR and Social Studies. There was a significant increase in student performance on district and campus benchmarks. Therefore, we will continue with co-teaching in 6th grade. The number of 6th grade discipline referrals dropped significantly.

During the 2014-15 school year, John Drugan redesigned their Pre-AP program to align it to the College Board Standards. Middle school teachers attended the UTEP Advanced Placement Summer Institute in preparation for the new Pre-AP program at John Drugan. Rigorous Pre-AP Program will continue at John Drugan School in grades 6-8. The goal of the program is to develop skills, habits of mind, and concepts students need to succeed in college. Students selected for the program were required to read a summer list of books and complete a project. Teachers are required to create a syllabus with projects and rubrics for instruction. We will continue with our Pre-AP program.

We also invited other K-8 schools to join our TEKS Academies. K-8 teachers from across the district analyzed data at the campus and district level and shared strategies and resources.

School Culture and Climate

School Culture and Climate Summary

We used the Olweus Bullying Survey and the Socorro ISD Climate Survey to obtain information about bullying behaviors and related issues in the school environment, so as to increase awareness to school staff, students, and parents. The Olweus Bullying Survey will be critical to planning bullying prevention efforts, evaluating those efforts, and redesigning supervision in specific areas. The SISD Climate Survey will help us reflect upon our current practices, celebrate strengths, and make necessary changes to support a positive learning and working environment that will promote academic success among all students.

A third counselor was hired to help address students' emotional needs. We also hired a Communities In School (CIS) Coordinator to help reach out to families that typically do not attend parent teacher conferences, RtI Meetings, SPED ARD Meetings, and/or are going through a difficulty period in their lives due to the loss of an immediate family member, divorce or military deployment.

School Culture and Climate Strengths

Olweus Bullying Survey Strengths

The results of the survey will also be used as a baseline data from which to measure progress and change over time. The results of the Olweus Bullying Survey showed bullying occurred less frequently in the hallways (11%), restroom (6%), on the way to and from school (4%), at the bus stop (1%), on the bus (3%). These low numbers are attributed to administration and teacher presence in the hallways during transitions. We have also given our SRO and security officer a memo of expectations with detailed information where they are to help supervise students.

Administration also responds promptly to reported bus incidents thus reducing the number of bullying incidents on the school bus and at the bus stop.

Climate Survey Strengths

Overall parents, school employees, and students reported satisfaction with the school. We looked at the agree and strongly agree responses to determine our strengths. Parents reported they like their child's school. They also reported they feel comfortable talking to teachers. They feel there are clear rules against physically hurting other people (i.e. hitting, pushing, or tripping). Our elementary students reported their families believe they can do well in school. They feel their teacher believes they can learn. Elementary students also know very good work is expected at school. Our middle school students reported their teachers expect them to do their best. They believe they are ready for the real world in reference to their ability to read. They reported their time in class is spent listening to the teacher talk and they prefer to work in a small group.

School Culture and Climate Needs

2015-16 Oweus Bullying Survey:

Students reported being bullied 2 or more times during transition, at PE, and in the lunchroom. More information is needed to identify the areas students reported as occurring "somewhere else at school." Based on our observations and discipline reports we have identified some "Hot Spots" and have requested additional cameras in the following locations: breezeway, portables, cafeteria, middle school hallway, and restrooms next to the library and middle school area. Students also reported bullying occurred in the classroom while the teacher was present. Students also reported bullying occurring when the class was left unsupervised. The types of bullying reported were verbal, exclusion, physical, rumors, cyber, and another way.

The results of the survey will be shared with teachers. Teachers will continue with their weekly Anti-Bullying lessons. An emphasis will be placed on reporting bullying.

The rate of cyberbullying was reported at 3%. This type of bullying is underreported based on our observations. Parents and students have reported off-campus bullying to school administrators and counselors. The majority of our students use their cell phone off campus for social media. We have seen an increase in sexting and the misuse of social media.

To reduce the number of bullying occurring off campus our counselors, parent liaison and CIS coordinator will continue to provide parent training on topics such as sexting and the misuse of social media. We will also continue to provide training for our students and faculty to raise an awareness and the dangers associated with it.

2014-15 Climate Survey

Overall our parents, students and school employees were satisfied with our school. We looked at the disagree and strongly disagree responses to determine the areas we need to improve upon. Our parents reported the school needs to encourage students to respect each other's differences. Parents also feel students are afraid to speak up when they are confused in class. Parents also want challenging courses for their children. Our elementary students reported they don't feel respected and want to receive recognition for their good work. Our middle school students reported they want to be challenged. They believe they are not as ready for the real world as they should be in reference to their ability to present information. They want to use technology in the classroom. Middle school students also reported they prefer to work with a group than by themselves.

Our school employees reported they feel overworked and overwhelmed while working at our school. They feel school administrators could do more to help ensure the success of their students. They also want the school to encourage and facilitate parental involvement.

To address these concerns:

- Our campus will implement the Social and Emotional Learning throughout the school.
- The faculty and staff at Drugan will become familiar with the District's Student Code of Conduct Handbook to ensure we respect the rights of LGBT youth in our school.
- Our Parent Liaison and CIS Coordinator will continue to provide weekly training to encourage parental involvement.
- We will continue with our Middle School Pre-AP Program.
- Although we implemented teacher recognition activities this year, teacher and student recognitions are an area which can be continually assessed and improved.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The staff at John Drugan School consists of 63 teachers, 6 paraprofessionals, and 4 administrators. We have 54 Hispanic teachers, 1 African American, 8 Anglo, 12 males and 51 female teachers. The average years of experience is 9. Our teacher retention rate is 96.9%. Five teachers requested in-district transfers.

Staff Quality, Recruitment, and Retention Strengths

Teachers are familiar with our TEKS Academies, data analysis, and the identification of Targeted TEKS. Teachers are also familiar with RtI and Super School intervention time for elementary and middle school students. Super School Intervention time is built into our master schedule to allow our teachers to work with smaller groups based on their academic needs.

New teachers receive support and training through our New Teacher Dragon Academy. New teachers are also assigned a mentor.

Staff Quality, Recruitment, and Retention Needs

The following needs were identified by the committee: reduction in class sizes (student to teacher ratio), additional resources, professional development tailored to teacher and student needs to ensure continuous improvement, and continued provision of collaborative planning time. The committee is requesting additional resources for reading and math instruction.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

During the 2015-16 school year, the SCEI coaches and school administrators worked closely with teachers to desegrate data, created lessons aligned to the TEKS and develop common assessments. In addition, to collaborative planning we held accountability talks with teachers. Using the predictive model we identified students who were on target and students who needed additional support through tutoring and RtI interventions and/or testing.

Curriculum, Instruction, and Assessment Strengths

The results of the School Climate Survey reported employees feel safe and secure at work. Employees feel campus administrators represent the school in a positive manner. They also feel the school sets high standards for academic performance for all students. The committee identified the following strengths:

- Monthly Professional Learning Communities.
- Dragon Academy for New Teachers
- TEKS Academy Planning
- Data Binder Accountability Talks
- Class reduction size
- Promoted collaborative approach to planning, teaching and tutoring
- Hired a third counselor.
- Hired a Communities in School Coordinator
- Provided professional development opportunities for teachers through district and Region XIX.
- Teacher Incentives-Dragon Tropies
- SPEED Grant, Project Lead the Way, and PEG Writing

Curriculum, Instruction, and Assessment Needs

The committee identified the following needs:

- In response to our Olweus Survey, campus discipline reports, and teacher feedback, we purchased the Social and Emotional Learning (SEL) Program to help kids become self-aware, manage their emotions, build social skills (empathy, perspective-taking, appreciating differences), form good relationships, and make positive decisions.
- To close the achievement gaps of our SPED and LEP students, we hired 6 support staff to help classroom teachers provide differentiated instruction thoroughout the school day.
- To align our ELAR instructional practices in grades K-2, we purchased Johnny Can Spell to integrate instruction and practice in phonemic awareness, phonetics, penmanship, spelling, vocabulary, grammar, and reading.
- To align our instructional practices and intervention, we purchased instructional materials, math manipulatives, science lab equipment, and renewed our IXL Math contract.

- Replace speakers, data projectors remote controls, and IWB Pens.

We will continue to provide regular professional development opportunities for continuous improvement.

Family and Community Involvement

Family and Community Involvement Summary

John Drugan School continually works to strengthen partnerships between our school and our families. In order to continue to do so, we have collected as much information as possible regarding parental involvement opportunities within our school.

The results of the Parent Involvement Survey were used to evaluate how we are meeting our family's and children's needs. The results of the survey will be summarized and used to make improvements to our parental involvement program. The survey consisted of 3 questions. Parents responded with a Yes, No, or N/A. Eighty-seven families responded to our survey. The questions asked included "Would you be interested in attending a class?, Would you be willing to host a session? Where would you like to the session to be held?, Would you need child care to be provided? Would transportation be a problem?"

Parents reported they want to know how to help with homework, help their child improve their reading and math skills, improve their child's self image and build their own parenting skills. Parents also reported they want information on STAAR and what it means to their child. Parents are not interested in hosting a session. They want sessions held in school rather than at a community center, home of a parent, or online. One hundred thirteen reported needing child care and 109 needed transportation to parent classes.

Family and Community Involvement Strengths

Parents and school personnel appreciate the constant flow of communication. The school principal publishes a monthly newsletter to keep parents informed. The newsletter informs parents of special school activities such as field trips, fundraisers, and volunteer opportunities. Our school counselors and teachers also publish a newsletter to keep parents informed and provide resources to help their child succeed in school.

Here are some ways our school is reaching out to families and our community.

During the school day we provide:

- Parenting Classes
- Nutrition Classes; Topics include sexting, social media, gangs, drug abuse, child abuse, nutrition, etc.
- *Fall and Spring Drive by Breakfasts* with information and resources for parents to help their child succeed in school.
- Mothers of Magnificent Students (MOMS) Volunteer Program
- Dads of Great Students (D.O.G.S.) Program
- Bike A-Thon (1st through 5th Grade)
- Wellness Wednesdays Walk -A-Thon (1st through 5th Grade)
- Kite Day
- Grandparent's Day Celebration
- Mother's Day Celebration
- Story Hour (K-1st Grade and Families)
- Fall and Spring Book Fair

Evening Activities

- Kinder Orientation
- Fall Open House
- Fall and Spring Parent Teacher Conferences
- Fall Festival
- Winter Holiday Program
- Latino Family Literacy
- Fall and Spring Middle School Spring Band and Orchestra Concerts
- Fall and Spring Middle School One Act Play
- Spring Middle School Art Showcase
- Night at the Library
- 8th Grade House Bill 5 Parent Information Night
- Online Registration Parent Information Night
- Pre-AP Program Information Night

Family and Community Involvement Needs

Our Title 1 Parent Survey indicates parents want more information on ways to help their child improve their math and reading scores.

- We need to consider hosting Family Math Nights.
- We need to also consider hosting Family Literacy Nights.

Our Watch D.O.G.S. Program has not been successful. We have 2-3 Watch D.O.G.S volunteers who sporadically come to our school. We need volunteers who are committed to enlisting the help and support of more great dads.

School Context and Organization

School Context and Organization Summary

The school has a literacy room with leveled books for our guided reading program. We also have the SCEI Lounge (an intervention lab), an elementary and a middle school science lab, and two computer labs. Our science lab has equipment and materials for labs and experiments. We also hired a part-time aide to purchase materials, set up science labs, and work with small groups.

School Context and Organization Strengths

The committee identified the following strengths:

- Information shared as early and as openly as possible with teachers.
- Open door policy with administration.
- The overall climate of the campus has improved this year.
- Drop-Off and Pick-Up traffic flow has been improved significantly.
- Fund raising money used for canopies and new playground equipment.
- Teachers have a common grade level planning period to collaborate. In the past, they didn't.
- Our master schedule was revised to include a forty-five minute intervention/enrichment period to help students who are struggling or challenge students who are on target.
- Teachers are becoming more consistent in the use of common assessments to evaluate teaching and learning.

School Context and Organization Needs

The committee identified the following needs:

- Increased personnel to the growing needs of students as enrollment increases.
- Parent Liaison needs a classroom to support the number of parents attending her classes.
- Communities In Schools Coordinator needs an office to meet with parents and students and store confidential information.
- Our school needs an additional teacher lunchroom. Lunchroom was converted into a classroom.

Technology

Technology Summary

John Drugan School has been upgrading its technology equipment as well as increasing its use over the past two years. We recently purchased desk top computers, data projectors, and interactive white boards to replace older technology that was purchased when the school opened its doors in 2005. We also purchased laptops, iPads, listening stations, and Elmo document cameras. Teachers have expressed confidence in their proficiency levels with the hardware and are building their knowledge base with regard to integrating technology in their teaching practices. We have provided training throughout the school year to support our teachers as they use technology for teaching and evaluation (e.g. Edmodo, Plickers, Kahoot, Blogs).

Students are encouraged to bring their cell phones for research and learning. Students use technology regularly and routinely in reading, math, science and social studies. The school has also purchased licenses for Math IXL, Enchanted Learning, Scholastic Learning, PEG Writing for school and home use.

Old wireless access points were recently replaced with newer models throughout the school. Additional access points were added to support our growth in the back of the school where we have 10 new portables.

The school has an elementary and a middle school computer lab and 3 middle school computer labs for our Career and Technology and Project Lead the Way Programs.

Technology Strengths

The committee identified the following strengths: staff members feel adequately trained in using laptops, interactive whiteboards, and document cameras. Staff members are eager to learn how to use and integrate technology into instruction and learning daily. Administration has purchased numerous online resources to support teaching and learning.

Technology Needs

The committee identified the following needs: purchase computers and furniture for classroom work stations, purchase document cameras for remaining K-8 ELAR, Math, and Science teachers, purchase desktops for office, PEIMS clerks, scheduling clerk, and counselors. There has been an increase in online state testing; we need to purchase mobile computer labs to give our students access to technology. Replace old computer mice and keyboards.

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

- 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

Student Data: Assessments

- 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 ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Employee Data

- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 1: For the 2016-2017 school year, John Drugan School will develop and implement a plan of action to ensure that 100% of its stakeholders feel safe at school and school events.

Evaluation Data Source(s) 1: Climate Survey, Emergency Operation Plan, Hall Pass Security Management System, Employee ID, Walkthroughs Documentation, and Watch DOG and Volunteer Logs

Summative Evaluation 1: Exceeded Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 6</p> <p>1) Continued presence of Administration, School Resource Officer (SRO), District K-9 Unit, Security Guard before, during, and afterschool,</p>	1, 2, 4, 10	Administration School Resource Officer Campus Security Guard	Climate Survey Olweus Survey Reduction in discipline issues and student referrals	✓	✓	✓
Funding Sources: 199 - General - \$2,000.00						
<p>Critical Success Factors CSF 6</p> <p>2) Continued presence of teachers during morning and afterschool duty and during transition time.</p>	1, 2, 10	Administration Faculty Counselors SRO Security Guard	Duty Station Monitoring by Administration	✓	✓	✓
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 6</p> <p>3) A confidentiality agreement and a criminal background check will be completed on all volunteers before they are officially identified and utilized as campus volunteers.</p>	1, 2, 10	Parent Liaison Campus Aide	Confidentiality agreements on file and criminal background checks completed on all volunteers will document success.	✓	✓	✓
Funding Sources: 199 - General - \$0.00						

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>4) Continued implementation of the Watch D.O.G.S. program to create a heightened awareness of security on campus and provide informational sessions to the community by having dads as positive role models to our students.</p>	6	Administration Parent Liaison	Watch D.O.G.S. Logs Meeting Agendas and Sign-In Sheets			
Funding Sources: 211 - Title I, Part A - \$2,000.00						
<p align="center">Critical Success Factors CSF 6</p> <p>5) Continued routine perimeter checks. Ensure that only faculty with badges and visitors with visible identification stickers are on campus. Ensure that exterior doors, other than front entrance and gym entrance doors, remain closed and locked throughout the school day. Ensure that no students are out of class without a hall pass.</p>	1, 2, 4, 10	Administration SRO Campus Security Guard Faculty	Faculty badges, Visitor Identification Stickers, Reduction of Discipline Issues and Student Referrals.			
Funding Sources: 199 - General - \$0.00						
<p align="center">Critical Success Factors CSF 3 CSF 6</p> <p>6) Provide all faculty and staff training on our Emergency Operations Plan.</p>	1, 2, 3, 4, 10	Administration Faculty Staff SRO Campus Security Guard School Nurse DSC Personnel	Sign-In Sheets, Presentation by Campus Safety Coordinator, Agendas, Record of Safety Drills Conducted			
Funding Sources: 199 - General - \$1,000.00						
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 2: For the 2016-2017 school year, John Drugan will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Source(s) 2: Fire Safety Drill Logs, Emergency Operation Plan Meeting Agendas and Minutes, Fire Safety Lesson Plans, Sign-In Sheets

Summative Evaluation 2: Exceeded Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 6</p> <p>1) Implement monthly emergency drills, review procedures, and pinpoint strengths and areas needing improvement.</p>	1, 9, 10	Campus Safety Coordinator	Emergency Operation Plan and Fire Drill Documentation			
Funding Sources: 199 - General - \$500.00						
<p>Critical Success Factors CSF 3 CSF 6</p> <p>2) Continued implementation of the Hall Pass Visitor Management which protects students and school staff members from the risks of unwanted visitors or child predators gaining access to campus and other school events.</p>	1, 2, 10	Administration Campus Safety Coordinator	Hall Pass Visitor Passes			
Funding Sources: 211 - Title I, Part A - \$1,295.00						
<p>Critical Success Factors CSF 6</p> <p>3) All classrooms will be provided emergency kits to be taken on all drills and/or evacuations.</p>	1, 2, 10	Campus Safety Coordinator Administrative Team Custodians School Nurse	Observations of drills will verify teachers and staff members in possession of emergency kits.			
Funding Sources: 199 - General - \$100.00						
<p>Critical Success Factors CSF 6</p> <p>4) Evacuation route maps will be prepared, laminated, and posted in all classrooms and locations throughout the campus.</p>	1, 2, 10	Campus Safety Coordinator	Observations of posted evacuation routes in all settings.			
Funding Sources: 199 - General - \$100.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 3: For the 2016-17 school year, the total number of bullying-related incidents reported at John Drugan will decrease from 8% to 5%.

Evaluation Data Source(s) 3: Counselor and Administrators Documentation, Discipline Reports, and the Olweus Survey will be utilized to compare outcomes and measure progress.

Summative Evaluation 3: Met Performance Objective






Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 6</p> <p>1) Counselors will prepare and deliver classroom lessons to promote a positive school culture and/or address social issues (i.e. Sexting, Bullying, Peer Pressure, etc.)</p>	1, 2, 3, 10	Administration Counselors Olweus Committee	Discipline Referrals Online Data Suite Reports ISS/SAC Logs Climate Survey Olweus Survey			
Funding Sources: 211 - Title I, Part A - \$1,000.00, 199 - General Fund: SCE - \$1,000.00						
<p>Critical Success Factors CSF 6</p> <p>2) Counselors will conduct small group counseling sessions based on student needs (i.e. Grief Counseling, Military Deployment and Reintegration, etc.)</p>	1, 2, 3, 10	Administration Counselors	Counseling Logs Permission Slips			
Funding Sources: 211 - Title I, Part A - \$1,000.00						
<p>Critical Success Factors CSF 6</p> <p>3) Address concerns reported through District Anonymous Response (Email Alerts) and the "You Have a Voice" mail boxes.</p>	1, 2	Administration Counselors	Climate Surveys Olweus Surveys You Have A Voice Alerts			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 6</p> <p>4) Address concerns from Olweus Survey, implement Olweus Anti-Bullying Prevention Program with fidelity, use program materials and resources to provide a safe learning environment.</p>	1, 2, 4, 10	Administration, Counselors, Olweus Anti-Bullying Committee	Olweus Survey Climate Survey			
Funding Sources: 211 - Title I, Part A - \$1,295.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 4: For the 2016-17 school year, the total number of disciplinary incidents at John Drugan School will decrease by 10%.

Evaluation Data Source(s) 4: The number of bullying incidents reported during the 2015-16 school year was 171. We will use the Olweus Survey to compare the number of bullying incidents, identify hot spots and plan for more supervision in these areas.

Summative Evaluation 4: Exceeded Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Behavior RtI services will be provided in order to decrease the number of students assigned to ISS and/or DAEP.</p>	1, 2, 10	Administration Counselors Teachers	Eduphoria Documentation RtI Logs Discipline Referrals	✓	✓	✓
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 6</p> <p>2) Children's Access to Mentors Promotes Success (ChAMPS) provides students with a positive relationship with a campus staff member.</p>	1, 2	Administrative Team Counselors	ChAMPS Logs	✓	✓	✓
Funding Sources: 199 - General - \$0.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 5: For the 2016-17 school year, we will help all our students strengthen their self worth and enhance their potential to communicate, problem solve using Think, Learn and Communicate (TLC) skills in grades Kinder through 8th.

Evaluation Data Source(s) 5: Counselor Logs, Discipline Referral Lists, Grades, and Assessments

Summative Evaluation 5: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Purchase materials to help students strengthen their self worth, communication, and problem solving skills to include materials from the Master Teacher.	1, 2, 5					
	Funding Sources: 211 - Title I, Part A - \$6,007.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 1: By the end of the 2016-2017 school year, 100% of our 8th grade teachers and students will be familiar with the requirements of House Bill 5.

Evaluation Data Source(s) 1: Trainings will be provided at the district and campus level, and attendance sheets will be monitored to ensure 100% participation of our teachers and students.

Summative Evaluation 1: Exceeded Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Sixth through 8th grade teachers will receive professional development training on House Bill 5 requirements to include attendance requirements and personal graduation plans.	1, 2, 4, 5, 8, 9, 10	Administrators Counselors DSC	Sign-In Sheets Power Point Presentations Professional Development Agendas	✓	✓	✓
				Funding Sources: 211 - Title I, Part A - \$1,200.00		
2) Our counselors will provide two trainings for parents regarding House Bill 5 graduation requirements during our Fall and Spring Open House Nights.	1, 2, 3, 4, 5, 8, 9, 10	Administrators Counselors	Sign-In Sheets, Power Point Presentations, Professional Development Agendas	✓	✓	✓
				Funding Sources: 199 - General - \$0.00		
3) Our 8th grade students will be educated about House Bill 5 and guided through the registration and course selection process for high school classes.	1, 2, 4, 6, 9, 10	Administrators Counselors	Sign-In Sheets Power Points Professional Development Agendas	✓	✓	✓
				Funding Sources: 199 - General - \$0.00		

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 2: By the end of May 2017, John Drugan School will increase the instructional rigor across the core content areas resulting in an overall improvement in state assessments scores by a minimum of 3%.

Evaluation Data Source(s) 2: Student progress will be measured through 3 week progress reports, 9 weeks grades, common assessments, benchmarks, and STAAR. In grades K-2, student progress will be measured by 9 week reading milestones, iStation, and TCM.

Summative Evaluation 2: Exceeded Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Create a Master Schedule that fosters College and Career Readiness.	1, 2, 3, 4, 5, 6, 8, 9, 10	Administration Faculty Counselors PEIMS Clerks	Number of students enrolled in PreAP classes, high school credit courses; STAAR and EOC results	✓	✓	✓
				Funding Sources: 199 - General - \$0.00		
Critical Success Factors CSF 1 CSF 2 CSF 7 2) Provide a rigorous college preparedness curriculum to students in all core content areas by: following the Fundamental 5 Instructional Model, Mentoring Minds, SIOP, and Kagan Structures, including integrating technology into instructional practices; and incorporating the use of supplemental materials such as Scholastic Magazine, Education Galaxy, Mentoring Minds, Measuring Up Test Maker, Scholastic Every Day Literacy, Fact Room, Math Warm-Up, and IXL Math.	1, 2, 3, 4, 5, 8, 9, 10	Administration Faculty SCEI Coaches Counselors	Learning Plans T-TESS Evaluations Walkthroughs Grade Level Meeting Notes Data Binders Benchmarks 3 Week Check Points STAAR	✓	✓	✓
				Funding Sources: 199 - General - \$6,000.00, 211 - Title I, Part A - \$23,170.00		
Critical Success Factors CSF 1 CSF 4 3) Increase number of students who are successful on the PSAT assessments as well as the STAAR through rigorous instruction. Purchase materials for instruction and formal assessment for STAAR grades 3rd through 8th through Region 4 ESC.	1, 2, 3, 4, 8, 9, 10	Administration Counselors SCEI Coaches Counselors	PSAT Scores STAAR Benchmarks 3 Week Check Points	✓	✓	✓
				Funding Sources: 199 - General - \$0.00, 211 - Title I, Part A - \$7,293.00		
4) Purchase English-Spanish Dictionaries for our at-risk population.	1, 2, 3, 4, 8, 9, 10	Administration SCEI Coaches		✓	✓	✓
			Funding Sources: 211 - Title I, Part A - \$400.00			

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 3: For the 2016-2017 school year, John Drugan will ensure that 100% of its students including those served in Special Education, Bilingual/ESL, and the Gifted and Talented Program are placed in proper learning environments to ensure that they reach their full potential.

Evaluation Data Source(s) 3: Student progress will be measured through 3 week progress reports, 9 weeks grades, common assessments, benchmarks, and STAAR. In grades K-2, student progress will be measured by 9 week reading milestones, iStation, and TCM.

Summative Evaluation 3: Exceeded Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Hire and train 6 additional para-professionals to assist the classroom teachers with small group accelerated instruction for our At-Risk, LEP and SPED population.</p>	1, 3, 4, 9, 10	Administration SCEI Coaches Faculty Para-Professionals	Data Binder (Predictive Model) Para-Professional Logs Benchmarks STAAR Common Assessments			
Funding Sources: 211 - Title I, Part A - \$36,000.00						
2) Provide extra duty pay for teachers providing supplemental intervention instruction to enhance rigor and relevance for all students for intersession and Saturday School.	1, 2, 3, 4, 5, 8, 9, 10	Administration SCE-I Coaches	Title I \$4040; Title III; SPED funding			
Funding Sources: 211 - Title I, Part A - \$4,040.00, 199 - General Fund : Special Education - \$4,040.00						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Provide accelerated instruction to enhance rigor and relevance for all students during intersession and Saturday School</p>	1, 2, 8, 9, 10	Administration SCEI Coaches Faculty	Data Binder with Eduphoria Data Analysis Common Assessments Benchmarks Learning Plans			
Funding Sources: 211 - Title I, Part A - \$3,523.00, 199 - General Fund: SCE - \$2,500.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Ensure 100% of Special Education students are properly identified and appropriately served and monitored by special education teachers.</p>	1, 2, 3, 8, 9, 10	Administration Special Education Teachers Diagnostician	ARD documentation; progress reports and report cards; common assessments, benchmarks, and STAAR, RtI Documentation			
Funding Sources: 199 - General - \$0.00						

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Provide professional development opportunities to faculty on effective, research based strategies including Fundamental Five, SIOP, Fifty Ways to Leave Your Lecture, Differentiated Instruction, T-TESS Evaluation, Integration of Technology Into Instruction, New ELAR Standards, New Teacher Academy, and the use of supplemental materials and resources.</p>	1, 2, 3, 4, 5, 8, 9, 10	Administration SCEI Coaches Faculty	Professional Development Agendas Sign-In Sheets Learning Plans Walkthroughs T-TESS Evaluations Student Work Samples/Projects Common Assessments Benchmarks STAAR/EOC			
Funding Sources: 199 - General - \$2,500.00						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>6) Replace old classroom carpets used for Read Alouds, replace classroom dry erase boards, Mini Lessons, and Author's Chairs.</p>	1, 2, 3, 4, 5, 8, 9, 10	Administrators Faculty SCEI Coaches	Supply Inventory Common Assessments Benchmarks STAAR			
Funding Sources: 199 - General - \$3,500.00, 199 - General Fund : Special Education - \$3,000.00, 199 - General: Gifted and Talented - \$2,000.00, 199 - General Fund: Bilingual - \$3,500.00, 211 - Title I, Part A - \$2,901.19						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>7) Provide 7th and 8th grade students with PSAT preparation through Sure Score.</p>	1, 2, 3, 6, 9, 10	Administration Counselors Faculty	Number of students enrolled to take PSAT. Number of students attending tutoring sessions to prepare for PSAT. Data results for PSAT.			
Funding Sources: 211 - Title I, Part A - \$1,000.00						
<p>8) Provide GT students the opportunity to attend and compete in Team Quest, and to attend educational field trips. Provide GT students an opportunity to participate in Destination Imagination. Provide GT students an opportunity to work on Performance Standard Projects afterschool, Saturdays and Intersession to give them an opportunity to be college and career ready.</p>	1, 2, 3, 6, 9, 10	Administration GT Coordinator Faculty	Number of students participating in GT Showcase; Afterschool Practice Sign-In Sheets; GT Showcase			
Funding Sources: 199 - General: Gifted and Talented - \$4,000.00, 199 - General - \$1,000.00						
<p>9) Purchase paper and copier ink to print district required assessments and answer documents.</p>	1, 2, 3, 6, 9, 10	Administrators SCEI Coaches	Supply Inventory Common Assessments Benchmarks STAAR			
Funding Sources: 199 - General - \$1,000.00, 211 - Title I, Part A - \$2,670.00						
<p>10) Replace old and broken equipment to include document cameras, computers, mice, keyboards, speakers, remote controls, IWB pens, and headphones.</p>	1, 2, 3, 5, 10	Administration	Walk-Throughs Lesson Plans			
Funding Sources: 211 - Title I, Part A - \$2,500.00						
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue</p>						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 4: For the 2016-17 school year, John Drugan will improve its student state assessment scores in Reading from 88% to 92%.

Evaluation Data Source(s) 4: Common Assessment data, Benchmark data, STAAR results will be used to monitor progress. All students will make academic gains which will result in improved overall performance, as well as the number of students who achieve Level III Advanced Performance in comparison to the same student performance the prior year.

Summative Evaluation 4: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide tutoring in ELAR through pull-out programs, peer tutoring, Super School Intervention Time, Afterschool Tutoring, Saturday School, and Summer School.	1, 2, 3, 8, 9, 10	Administration Faculty SCEI Coaches	3 and 6 week progress reports; 9 week report cards; common assessments, benchmark, and STAAR data; Sign-In Sheets for tutoring; Weekly Student Referrals for No Zero Zone; Intersession and Summer School Sign-In Sheets			
				Funding Sources: 211 - Title I, Part A - \$1,500.00		
2) Provide teachers with professional development in the areas of reading, writing, SIOP, Kagan, Fundamental Five, Proficiency Level Descriptors, and Fifty Ways to Leave Your Lectures.	1, 2, 3, 8, 9, 10	Administration; Faculty; SCEI Coaches	Learning Plans, PLC Planning and Presentations, 3 and 6 week progress reports; 9 week report cards; common assessments, benchmark, and STAAR data; Data Binder			
				Funding Sources: 199 - General - \$0.00		
3) Purchase materials to add rigor to the Reading curriculum and to the Read 180 Program to include Scholastic Weekly Magazines, Reading 180 Next Generation Stage B RBooks, GF Educators Inc Reading Practice TEs & Student Workbooks, Mastery Education STAAR Preparation Booklets, and Lone Star Learning.	1, 2, 3, 8, 9, 10					
		Funding Sources: 211 - Title I, Part A - \$14,373.00, 199 - General Fund: SCE - \$3,784.00				
4) Purchase carpets for classrooms for Balanced Literacy Instruction (Teacher Read Aloud), Writers Workshop (Author's Chair), Kagan Structures through School Specialty and paper for poster machine for anchor charts through Imagery Vendor.	1, 2, 3, 8, 9, 10					
		Funding Sources: 199 - General Fund: Bilingual - \$1,400.00, 211 - Title I, Part A - \$882.00				
5) Purchase dictionaries of various kinds for our LEP students in the elementary and middle school for STAAR linguistic accommodations.	1, 8, 9	Administration SCEI Coaches Bilingual/ESL Teachers	Check Points, Benchmarks, STAAR			
				Funding Sources: 199 - General Fund: Bilingual - \$288.00		


6) Purchase class sets of literature to promote critical thinking skills.	1, 2, 8, 9, 10	Administration SCEI Coaches Bilingual/ESL teachers				
Funding Sources: 211 - Title I, Part A - \$1,008.00						
7) Purchase Johnny Can Spell teacher and student materials to improve spelling for Kinder through 2nd grade.	1, 2, 8, 9, 10	Administration SCEI Coaches Teachers	BOY, MOY and EOY Check Points			
Funding Sources: 211 - Title I, Part A - \$4,802.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 5: For the 2016-2017 school year, John Drugan will increase student achievement from 58% to 75% on the 7th Grade Writing STAAR assessment for our LEP population.

Evaluation Data Source(s) 5: Student progress will be measured through 3 week progress reports, 9 weeks grades, common assessments, benchmarks, and STAAR. In grades K-2, student progress will be measured by 9 week reading milestones, iStation, and TCM.

Summative Evaluation 5: Exceeded Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide tutoring in Writing through pull-out programs, peer tutoring, Super School Intervention Time, after school tutoring, Saturday School, Intersession, and Summer School.	1, 2, 3, 4, 8, 9, 10	Administration; Faculty; SCEI coaches	3 and 6 week progress reports; 9 week report cards; Common assessment, benchmark, and STAAR results; Sign-in sheets for tutoring; weekly student referrals to No Zero Zone; Intersession and Summer School sign-in sheets	✓	✓	✓
				Funding Sources: 211 - Title I, Part A - \$1,500.00		
2) Provide teachers with professional development in Writing to include unpacking the ELAR TEKS, SIOP, Kagan, Fundamental Five; Fifty Ways to Leave Your Lecture, Proficiency Level Descriptors.	1, 2, 3, 4, 5, 8, 9, 10	Administration; Faculty; SCEI coaches; DSC	Lesson plans, PLC planning and presentations; 3 and 6 week progress reports; 9 week report cards; Common assessment, benchmark, and STAAR results; Data reports: Eduphoria, Tyler Pulse, Lead forward, District provided comparative data, Texas Academic Performance Report [TAPR])	✓	✓	✓
				Funding Sources: 199 - General - \$0.00		
						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 6: For the 2016-17 school year, John Drugan will increase student achievement from 62% to 75% on the 7th Grade Writing STAAR assessment for our SPED population.

Evaluation Data Source(s) 6:

Summative Evaluation 6: Met Performance Objective

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 7: For the 2016-2017 school year, John Drugan School will improve its student state assessment scores in Mathematics by 3% as compared to the 2015-2016 state assessment scores.

Evaluation Data Source(s) 7: Common Assessment data, Benchmark data, and STAAR results will be used to monitor progress. All students will make academic gains which will result in improved overall performance, as well as the number of students who achieve Level III Advanced Performance in comparison to the same student performance the prior year

Summative Evaluation 7: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide tutoring in Math through pull-out programs, peer tutoring, Super School Intervention Time, after school tutoring, Saturday School, Intersession, and Summer School.	1, 2, 3, 4, 8, 9, 10	Administration; Faculty; SCEI coaches	3 and 6 week progress reports; 9 week report cards; Common assessment, benchmark, and STAAR results; Sign-in sheets for tutoring; weekly student referrals to No Zero Zone; Intersession and Summer School sign-in sheets	✓	✓	✓
Funding Sources: 199 - General - \$0.00						
2) Provide teachers with professional development in math to include unpacking the Math TEKS, SIOP, Kagan, Fundamental Five; Fifty Ways to Leave Your Lecture, Proficiency Level Descriptors.	1, 2, 3, 4, 5, 8, 9, 10	Administration; Faculty; SCEI coaches; DSC	Lesson plans, PLC planning and presentations; 3 and 6 week progress reports; 9 week report cards; Common assessment, benchmark, and STAAR results; Data reports: Eduphoria, Tyler Pulse, Lead forward, District provided comparative data, Texas Academic Performance Report [TAPR])	✓	✓	✓
Funding Sources: 199 - General - \$0.00						


3) Provide TI-Nspire and TICBR-2 System calculators for students as required by TEA for STAAR testing. Purchase additional batteries and adapters for calculators that are required to be used on STAAR. TICBR-2 calculators will be purchased through ETA Hand 2 Mind.	1, 2, 3, 4, 5, 8, 9, 10	Administration; teachers; SCEIs	Scores as related to use of calculators for various assessments such as common assessments, benchmarks, comprehensive exams, and district benchmarks; STAAR results			
	Funding Sources: 211 - Title I, Part A - \$1,483.00					
4) Purchase materials to increase rigor to Math curriculum to include IXL Learning, Math Warm-Ups, Targeted Math, Region 4 ECS, and National School Products.	1, 2, 3, 4, 5, 8, 9, 10	Administration SCEI Coaches Teachers	Check Points, benchmarks, benchmarks; STAAR, T-TESS Walkthroughs and Evaluations			
	Funding Sources: 211 - Title I, Part A - \$12,540.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 8: For the 2016-2017 school year, John Drugan School will improve its student end of year benchmark and state assessment scores in Science by 4% as compared to the 2015-2016 state assessment scores.

Evaluation Data Source(s) 8: Common Assessment data, Benchmark data, and STAAR results will be used to monitor progress. All students will make academic gains which will result in improved overall performance, as well as the number of students who achieve Level III Advanced Performance in comparison to the same student performance the prior year.

Summative Evaluation 8: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide tutoring in Science through pull-out programs, peer tutoring, Super School Intervention Time, after school tutoring, Saturday School, Intersession, and Summer School.	1, 2, 3, 4, 8, 9, 10	Administration; Faculty; SCEI coaches	3 and 6 week progress reports; 9 week report cards; Common assessment, benchmark, and STAAR results; Sign-in sheets for tutoring; weekly student referrals to No Zero Zone; Intersession and Summer School sign-in sheets	✓	✓	✓
				Funding Sources: 211 - Title I, Part A - \$1,500.00		
2) Provide teachers with professional development in science to include unpacking the Science TEKS, SIOP, Kagan, Fundamental Five; Fifty Ways to Leave Your Lecture, Proficiency Level Descriptors.	1, 2, 3, 4, 5, 8, 9, 10	Administration; Faculty; SCEI coaches; DSC	Lesson plans, PLC planning and presentations; 3 and 6 week progress reports; 9 week report cards; Common assessment, benchmark, and STAAR results; Data reports: Eduphoria, Tyler Pulse, Lead forward, District provided comparative data, Texas Academic Performance Report [TAPR])	✓	✓	✓
				Funding Sources: 199 - General - \$0.00		
3) Purchase materials to increase rigor in Science to include Science Flix and frogs for science labs from Carolina Biological Supply Company.	1, 2, 3, 4, 5, 6, 8, 9, 10	Administrators SCEI Coaches		✓	✓	✓
				Funding Sources: 211 - Title I, Part A - \$772.00		
						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 9: For the 2016-2017 school year, John Drugan School will improve its end of year benchmark and state assessment scores in Social Studies by 5%.

Evaluation Data Source(s) 9: Common Assessment data, Benchmark data, and STAAR results will be used to monitor progress. All students will make academic gains which will result in improved overall performance, as well as the number of students who achieve Level III Advanced Performance in comparison to the same student performance the prior year.

Summative Evaluation 9: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide tutoring in Social Studies through pull-out programs, peer tutoring, Super School Intervention Time, after school tutoring, Saturday School, Intersession, and Summer School.	1, 2, 3, 4, 8, 9, 10	Administration; Faculty; SCEI coaches	3 and 6 week progress reports; 9 week report cards; Common assessment, benchmark, and STAAR results; Sign-in sheets for tutoring; weekly student referrals to No Zero Zone; Intersession and Summer School sign-in sheets			
Funding Sources: 211 - Title I, Part A - \$1,500.00						
2) Provide teachers with professional development in Social Studies to include unpacking the Social Studies and TEKS Academies.	1, 2, 3, 4, 5, 8, 9, 10	Administration; Faculty; SCEI coaches; DSC	Lesson plans, PLC planning and presentations; 3 and 6 week progress reports; 9 week report cards; Common assessment, benchmark, and STAAR results; Data reports: Eduphoria, Tyler Pulse, Lead forward, District provided comparative data, Texas Academic Performance Report [TAPR])			
Funding Sources: 199 - General - \$0.00						
3) Purchase materials to add rigor to the curriculum using Jarret Publishing Company Social Studies TEKS and Freedom Flix.	1, 2, 3, 4, 5, 8, 9, 10	Administration; Faculty; SCEI coaches; DSC				
Funding Sources: 211 - Title I, Part A - \$3,709.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						















Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 1: For the 2016-17 school year, the number of teachers that demonstrate increased instructional effectiveness as measured by T-TESS will increase by 10%.

Evaluation Data Source(s) 1: All teachers will be introduced to the new Texas Teacher Evaluation and Support System (T-TESS). Administrators will support teachers by assisting them in setting goals, by monitoring progress through walk-throughs and informal observations, and by providing teachers with feedback as it relates to student learning and teacher growth. Teacher progress will be measured based on their abilities to attain student achievement and professional development goals, and by their Formal Observation Rating.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) 1) All teachers will receive training on the T-TESS prior to providing instruction to students. Teachers will continue to receive training related to the T-TESS throughout the year.	1, 2, 3, 4, 5, 8, 9, 10	Administration; Teachers, DSC	Teacher Self Assessment: T-Tess Goal Setting and Professional Development; T-Tess Pre-conference; TTess Evaluations; T-TESS End of year conference			
				Funding Sources: 199 - General - \$0.00		
2) 2) Within 6 weeks of the first day of school, teachers must identify the data and processes used to access their students' academic and developmental needs; Identify the data and processes used to access their own professional growth areas.	1, 2, 3, 4, 5, 8, 9, 10	Administration; Teachers, DSC	Number of walk-throughs conducted; Evaluation ratings(Improvement Needed, Developing, Proficient, Accomplished, Distinguished) in each of the four Domains (Planning, Instruction, Learning Environment, Professional Practices and Responsibilities); Response to ratings, feedback, and evidence provided in evaluation data and in conferences, as measured by future walkthroughs			
				Funding Sources: 199 - General - \$0.00		
3) Prior to announced observations, the appraiser will conduct "pre-conference" meetings with teachers to ask pertinent background questions about the lesson and the students in the class in order to provide context for the upcoming observations. The overall purpose of the pre-conference is for the appraiser and the teacher to mutually discuss the upcoming lesson observation with a focus on the interrelationships between planning, instruction, the learning environment, and student outcomes. The pre-conference provides quality time for the evaluator and teacher to meet prior to the lesson	1, 2, 3, 4, 5, 8, 9, 10	Administration; Teachers, DSC	Formal T-TESS Observation Ratings (Improvement Needed, Developing, Proficient, Accomplished, Distinguished) for each of the four Domains (Planning, Instruction, Learning Environment, Professional Practices and Responsibilities)			
				Funding Sources: 199 - General - \$0.00		

<p>4) 5) All new teachers to the district or campus and teachers who do not qualify for a waiver will be evaluated by their appraiser using the T-TESS. Appraisers will complete Formal Observations prior to the Winter break.</p>	<p>1, 2, 3, 4, 5, 8, 9, 10</p>	<p>Administration; Teachers, DSC</p>	<p>Formal T-TESS Observation Ratings (Improvement Needed, Developing, Proficient, Accomplished, Distinguished) for each of the four Domains (Planning, Instruction, Learning Environment, Professional Practices and Responsibilities); Set and/or refine student performance goals and teacher professional development goals</p>			
<p>Funding Sources: 199 - General - \$0.00</p>						
<p>5) Appraisers will conduct "post conference" meetings with teachers who have completed Formal T-TESS observations. The overall purpose of the post-conference is to provide teachers opportunities to self-reflect on the execution of their lesson with guidance and support from the administrators who conducted the observation, including the impact on student performance. Results are used to inform and guide the teacher's future practices and growth.</p>	<p>1, 2, 3, 4, 5, 8, 9, 10</p>	<p>Administration; Teachers, DSC</p>	<p>The Four Key Elements of the Instructional Post-Conference will be conducted, including the review of the teachers overall Review Rating; Student academic performance on informal and formal assessments; Common assessments, benchmarks, and STAAR results; Evidence of professional goal attainment</p>			
<p>Funding Sources: 199 - General - \$0.00</p>						
<p>6) Prior to the End-of-Year Conference, teachers who were appraised must identify the evidence of goal attainment/progress for 2 goals, including the impact on students achievement. they must identify the professional development participation connections for these goals. They must describe how they used these goals and the professional developments to impact instruction and students.</p>	<p>1, 2, 3, 4, 8, 9, 10</p>	<p>Administration; Teachers, DSC</p>	<p>Prior to the End-of Year Conference, teachers must complete and provide their appraiser with Part II: Goal Reflections on the T-TESS Goal Setting and Professional Development Template</p>			
<p>Funding Sources: 199 - General - \$0.00</p>						
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 2: For the 2016-17 school year, John Drugan will maintain 100% Highly Qualified teachers in all core academic subjects.

Evaluation Data Source(s) 2: Teachers will be provided with the support that is necessary in order to promote student and personal growth. Teachers will be involved in the decision making process as it relates to student, teacher, and community progress. Teachers will work collaboratively in teams and PLCs. Our success will be measured by teacher retention rates, teacher transfer requests, and the Campus Climate Survey. Teacher growth will be measured by following the T-TESS process and by evaluating STAAR results.

Summative Evaluation 2: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Provide highly qualified teachers in all academic subjects.</p>	1, 2, 3, 4, 5, 8, 9, 10	Administration HR	Master Schedule Enrollment dictates the number of teachers needed.			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>2) Provide effective special education staff development and professional materials to support general education and special education teachers.</p>	1, 3, 5, 9, 10	Administration	Learning Plans T-TESS STAAR District Check Points Milestones TCM iStation			
Funding Sources: 224 - IDEA A, SPED - \$10,000.00						
<p>Critical Success Factors CSF 6 CSF 7</p> <p>3) Purchase additional peripheral technological devices and implement the usage of technological peripherals to enhance the delivery of instruction such as e-books, i-pads, Nooks, Elmos, IWB projectors, cameras, video recording devices, mice, keyboards, speakers, etc.</p>	1, 3, 5	Administration SCEI Coaches	Learning Plans T-TESS STAAR District Check Points			
Funding Sources: 211 - Title I, Part A - \$10,000.00						

Critical Success Factors CSF 6 CSF 7 4) Provide professional development in an array of mediums with appropriate materials and resources including interactive workshops, online activities, newsletters, mentoring, coaching, classroom observations, model classrooms and lessons, books, etc.		Administration SCEI Coaches	Learning Plans T-TESS STAAR Check Points Sign-In Sheets			
	Funding Sources: 211 - Title I, Part A - \$3,000.00, 199 - General Fund: Bilingual - \$0.00					
Critical Success Factors CSF 6 CSF 7 5) Create professional staff development calendar which targets each teacher individual needs as based on 2016 Summative Performance Report.	1, 2, 3, 5	Administration SCEI Coaches	Learning Plans T-TESS Evaluations/Walkthroughs STAAR Check Points			
	Funding Sources: 211 - Title I, Part A - \$3,000.00					
Critical Success Factors CSF 6 CSF 7 6) Designate teachers who must attend PreAP training in order to continue providing advanced placement level classes	3, 4, 5	Administration SCEI Coaches	Master Schedule			
	Funding Sources: 211 - Title I, Part A - \$2,000.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 3: During the 2016-17 school year, John Drugan will increase the number of professional development opportunities offered to employees by 5% as compared to the 2015-16 school year.

Evaluation Data Source(s) 3: Evidence of successful professional development will be measured by evaluating our teachers' abilities to attain student achievement and professional development goals, and by their Formal Observation Rating.

Summative Evaluation 3: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) Provide effective general education/special education staff development and professional materials to support general education and special education teachers.</p>	3, 4, 5	Administration SCEI Coaches	Learning Plans T-TESS Evaluations/Walkthroughs STAAR Benchmarks Check Points			
<p>Critical Success Factors CSF 6 CSF 7</p> <p>2) Provide professional development in an array of mediums with appropriate materials and resources including interactive workshops, online activities, newsletters, mentoring, coaching, classroom observations, model classrooms and lessons, books, etc</p>	3, 4, 5	Administration T-TESS Evaluation/Walkthroughs	Learning Plans Sign-In Sheets T-TESS STAAR Benchmarks Check Points			
<p>Critical Success Factors CSF 6 CSF 7</p> <p>3) Provide professional development opportunities to At-Risk, Library, SPED, parent liaison, and Title I Instructional Aides in order to work with at-risk students/SPED students/GT students and creating independent learners.</p>	3, 4, 5	Administration SCEI Coaches	Learning Plans Sign-In Sheets T-TESS STAAR Benchmarks Check Points			

<p align="center">Critical Success Factors CSF 6 CSF 7</p> <p>4) The teachers will be continue to be trained on differentiated instruction, Kagan, prescriptive interventions, data analysis, SIOP strategies, all district initiatives and the student expectations as it relates to readiness standards, supporting standards and process skills.</p>	1, 3, 4, 5	Administration SCEI Coaches	Learning Plans T-TESS Evaluation/Walkthroughs STAAR Check Points Milestones TCM			
Funding Sources: 211 - Title I, Part A - \$2,500.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						


Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 4: During the 2016-17 school year, John Drugan will allocate funding to purchase research-based programs, materials, and/or resources for professional development training in order to meet 100% of system safeguard indicators.

Evaluation Data Source(s) 4: Evidence of successful professional development will be measured by evaluating our teachers' abilities to attain student achievement and professional development goals, and by their Formal Observation Rating.

Summative Evaluation 4: Exceeded Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Provide professional development on data analysis and curriculum planning and purchase resources to for teachers to help students who are struggling.</p>	1, 2, 3, 5, 8	Administration	T-TESS STAAR District Check Points Milestones TCM iStation			
Funding Sources: 211 - Title I, Part A - \$2,500.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Provide extra duty pay for teachers who provide supplemental intervention instruction to enhance rigor and relevance for all students during afterschool, intersession, and summer school.</p>	1, 3, 4, 5	Administration	Sign-In Sheets Tutoring Lesson Plans STAAR Check Points			
Funding Sources: 211 - Title I, Part A - \$4,040.00, 199 - General Fund : Special Education - \$0.00, 263 - Title III, LEP - \$0.00						
<p>Critical Success Factors CSF 6 CSF 7</p> <p>3) Employ, train, and provide professional development opportunities to At-Risk, Library, SPED, parent liaison, and Title I Instructional Aides in order to work with at-risk students/SPED students/GT students and creating independent learners.</p>	3, 4, 5	Administration SCEI Coaches	Sign-In Sheets T-TESS Evaluations/Walkthroughs Eduphoria Evaluations			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Employ, train, and provide professional development opportunities to At-Risk, Library, SPED, parent liaison, and Title I Instructional Aides in order to work with at-risk students/SPED students/GT students and creating independent learners.</p>	1, 2, 3, 4, 5, 8, 9, 10	Administration	Learning Plans T-TESS STAAR District Check Points Milestones TCM iStation			
Funding Sources: 199 - General Fund: SCE - \$0.00, 211 - Title I, Part A - \$350.00						


 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 5: During the 2016-17 school year, the number of teachers at John Drugan certified in Bilingual Education, English as a Second Language, and Special Education will increase by 1%.

Evaluation Data Source(s) 5: Certification Reports

Summative Evaluation 5: Met Performance Objective






Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 6 CSF 7 1) Provide effective special education staff development and professional materials to support general education and special education teachers	3, 4, 5	Administration SCEI Coaches	Sign-In Sheets T-TESS STAAR Milestones Benchmarks	✓	✓	✓
				Funding Sources: 224 - IDEA A, SPED - \$10,000.00		
Critical Success Factors CSF 6 CSF 7 2) Provide staff development training for teachers to understand and develop SIOP strategies.	3, 4, 5	Administration SCEI Coaches	Sign-In Sheets T-TESS STAAR Milestones Benchmarks	✓	✓	✓
				Funding Sources: 211 - Title I, Part A - \$3,000.00, 263 - Title III, LEP - \$0.00		
						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 6: By Spring 2017, the percentage of interventions documented by teachers at John Drugan School for appropriate academic support will increase by 5% over the 2016-17 school year.

Evaluation Data Source(s) 6: Data Binder, Report Cards, Benchmarks, 3 Week Check Points, STAAR

Summative Evaluation 6: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Provide instructional intervention for students who do not turn in assignments.</p>	1, 2, 9, 10	Administration SAC Aide	No Zero Zone Binder Report Cards	✓	✓	✓
Funding Sources: 199 - General Fund: SCE - \$22,565.00, 211 - Title I, Part A - \$48,000.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Provide intervention and resources to address and target student needs as evident through our data.</p>	1, 3, 9, 10	Administration SCEI-Coaches	Data Binder Report Cards Benchmarks STAAR	✓	✓	✓
Funding Sources: 211 - Title I, Part A - \$48,000.00, 199 - General Fund: SCE - \$0.00						
<p>3) Provide intervention and resources for our Tier II and III students and at-risk students.</p>	1, 3, 9, 10	Administration SCEI Coaches	Data Binder Tutoring Rosters Tutoring Lesson Plans Benchmarks STAAR	✓	✓	✓
Funding Sources: 211 - Title I, Part A - \$1,100.00, 199 - General Fund: SCE - \$140,744.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 1: During the 2016-2017 school year, John Drugan will increase the number of collaborative educational involvement activities and events for parents and community members by 5% as compared to the 2015-2016 school year to promote teamwork and unity in the education of students.

Evaluation Data Source(s) 1: A variety of strategies will be utilized to increase parent and community involvement and collaborative campus activities. Parental involvement directly correlates with the social, emotional, and academic progress of our students. By increasing parent and community participation in our school, we will decrease the number of discipline issues and we will increase STAAR scores.

Summative Evaluation 1: Exceeded Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Offer parent training sessions on Health and Nutrition, Juvenile Court System, Cyber Bullying, Sexting, and Family Violence and Protective Orders. Information about our Mother of Magnificent Students "MOMS" Club, Watch D.O.G.S., and volunteering opportunities will also be shared.</p>	6, 7, 10	Administration Parent Liaison	Attendance Sign-In Sheets Campus Webpage Calendar			
Funding Sources: 211 - Title I, Part A - \$17,500.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Provide opportunities for parents to participate in activities to include Kindergarten Awareness, Night at the Library, Parent Teacher Conferences, Career Day, WatchDog DADS Program, Grandparent's Day, Muffins for Mom, Donuts for Dads, Book Fairs, Parent Teacher Conferences, Pre-AP Information Night, HB-5 Information Night, Career Day, Fine Arts Evening Presentations, GT Showcase, Terrific Kids and Latino Family Literacy Program. We will order materials to include storage cabinet, refreshments for parent classes, etc. from Sam's, Office Depot, and other vendors.</p>	4, 6, 7	Administration SCEI-Coaches Parent Liaison Librarian	Sign-In Sheets Campus Webpage Calendar Climate Survey			
Funding Sources: 211 - Title I, Part A - \$1,000.00						

3) Continued implementation of the Watch Dog DADs program to create a heightened awareness of security with our dads on campus to include newsletters which address parenting issues and concerns.	1, 6, 10	Administration Parent Liaison Watch Dog Dad Coordinator Counselors CIS	Watch Dog Dads Sign-In Sheets			
Funding Sources: 211 - Title I, Part A - \$650.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 2: For the 2016-17 school year, John Drugan will increase the number of notifications, sent via newsletters, email, etc. to parents, business, and community members by 10%.

Evaluation Data Source(s) 2: A variety of strategies will be utilized to increase parent and community involvement in collaborative campus activities to include Bike A-Thon, Wellness Wednesdays, Kite Day, Family Nights, Fine Arts Presentations and Showcases, Open House, Parent Teacher Conferences. Information will be shared through Drive By Breakfast, Newsletters, and Teacher Webpages. Parental involvement directly correlates with the social, emotional, and academic progress of our students. By increasing parent and community participation in our school, we will decrease the number of discipline issues and we will increase STAAR scores.

Summative Evaluation 2: Exceeded Performance Objective

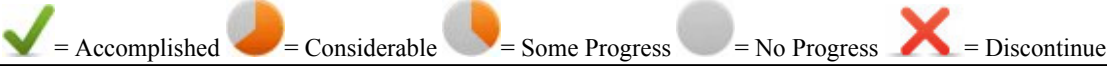
Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Provide for and increase the opportunity for communication to parents, business and community members through various channels such as campus webpage/calendar, monthly newsletters, K-2 subscription of Parenting Newsletter, and global awareness call outs.</p>	1, 4, 6, 10	Administration Parent Liaison Counselors	Newsletters Climate Survey Parent Sign-In Sheets			
Funding Sources: 211 - Title I, Part A - \$500.00						
2) Purchase toner for Parent Engagement newsletters and flyers.	1, 4, 6, 10	Parent Liaison Administration				
Funding Sources: 211 - Title I, Part A - \$120.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 3: By the end of the 2016-17 school year, John Drugan will increase, by 2 over the previous year, the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

Evaluation Data Source(s) 3: Collaborative experiences between educators, teachers, and partners in education provide students with experiences and real life learning connections that inspire students to become prepared for higher education. Increased participation with partners in education will positively impact student behavior and the academic performance of students in the classroom; resulting in decreased student discipline referrals and increased STAAR performance.

Summative Evaluation 3: Met Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide opportunities for businesses, higher education institutions and other agencies to participate in academic activities on campus such as: Kindergarten Awareness; Night at the Library; Parent Teacher Conferences; Career Day and social activities such as: Coffee w/the Principal; PTA; Watch Dog DADS program; Muffins for Mom; Donuts for Dads; Book Fairs, Fine Arts presentations; GT Showcase; Terrific Kids; Latino Family Literacy Program, College Readiness Activities.	1, 2, 4, 6, 10	Administrators Parent Liaison Counselors		✓	✓	✓
Funding Sources: 199 - General - \$0.00						
						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 4: For the 2016-17 school year, John Drugan School will have a minimum of 2 customer service trainings to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 4: All campus community members deserve to be treated with dignity and respect. Providing customer service is critical to the promotion of a positive, collaborative, and cohesive campus community. A positive learning environment provides support, encouragement, and motivation among contributing members which leads to continuous learning and success. The Campus Climate Survey will be conducted, evaluated, and compared to the previous year's survey in order to measure moral among our community members.

Summative Evaluation 4: Met Performance Objective


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Provide professional development for faculty and staff on how to ensure a positive and welcoming environment for parents and community members.</p>	1, 6	Administration				
Funding Sources: 199 - General - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 1: For the 2015-2016 school year, 100% of all students in all subgroups at John Drugan School will meet district, state, and federal accountability standards and measured by reports such as the Performance-Based Monitoring Analysis System.

Evaluation Data Source(s) 1: 2017 STAAR, District & Campus Benchmarks, District Check Points, iStation Reports, TCM Data, T-TESS Walkthroughs & Evaluations, Tutoring Rosters

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Provide scientifically research based supplemental resources, equipment and materials for instruction and/or invention in the entire core curriculum to enhance student learning to include materials, manipulatives, programs, STAAR review materials.</p>	1, 2, 3, 8, 9, 10	Administration SCE-I Coaches Teachers	T-TESS Walkthroughs and Evaluations Lesson Plans Benchmarks STAAR	✓	✓	✓
Funding Sources: 211 - Title I, Part A - \$8,500.00, 263 - Title III, LEP - \$10,000.00, 244 - CTE - \$5,000.00, 199 - General Fund: Bilingual - \$15,000.00, 199 - General Fund: SCE - \$3,500.00, 199 - General - \$1,000.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Purchase supplies and materials which address student learning such as research-based fluency folders, balanced literacy components including leveled books, listening centers, calculators, science manipulatives, and materials, science labs consumables/supplies.</p>	1, 2, 3, 9, 10	Administration SCE-I Coaches	Benchmarks (STAAR Release tests, iStation, TCM Math) STAAR	✓	✓	✓
Funding Sources: 211 - Title I, Part A - \$5,500.00						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Provide federal and state required services to eligible students in the least restrictive environment 100% of the time.</p>	1, 2, 8, 9, 10	Administration SCE-I Coaches	STAAR Benchmarks Online Data Suite-Special Education Reports IEP Plans	✓	✓	✓
Funding Sources: 199 - General Fund : Special Education - \$65,000.00						
						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 2: During the 2016-2017 school year, 100% of John Drugan School teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth.

Evaluation Data Source(s) 2: 2017 STAAR, District & Campus Benchmarks, District Check Points, iStation Reports, TCM Data, T-TESS Walkthroughs & Evaluations, Tutoring Rosters

Summative Evaluation 2: Exceeded Performance Objective


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Implement relevant software and web-based application and programs United Streaming, Brain Pop, Think Through Math, iStation, Education Galaxy and IXL.</p>	1, 2, 3, 8, 9	Administration SCEI-Coaches	Usage Reports Lesson Plans T-TESS Walkthroughs & Evaluations	✓	✓	✓
Funding Sources: 211 - Title I, Part A - \$500.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Purchase of leveled readers and other reading materials to support guided reading, balanced literacy and DRA intervention resources.</p>	1, 2, 8, 9, 10	Administration SCE-I Coaches	Usage Reports Benchmark STAAR Report Card Grades	✓	✓	✓
Funding Sources: 211 - Title I, Part A - \$5,150.00						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Provide intervention and resources to address and target student needs specifically for Tier II and III students and at-risk students.</p>	1, 2, 4, 8, 9	Administration SCE-I Coaches Counselors	Benchmarks (iStation & TCM) Report Cards Read 180 Systems 44 3 Week Check Points STAAR Predictive Model	✓	✓	✓
Funding Sources: 211 - Title I, Part A - \$49,100.00, 199 - General Fund: SCE - \$2,500.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Provide extra duty pay for teachers providing supplemental intervention instruction to enhance rigor and relevance for all students for intersession/summer school.</p>	1, 2, 3, 9	Administration SCE-I Coaches	Tutoring Rosters Tutoring Sign-in Sheets STAAR Benchmarks 3 Week Check Points	✓	✓	✓
Funding Sources: 263 - Title III, LEP - \$4,040.00						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 3: For the 2016-2017 school year, 100% of our teachers will receive professional development support and resources to achieve professional growth and high student academic achievement rates.

Evaluation Data Source(s) 3: Lesson Plans, Online Resources Usage Reports, T-TESS

Summative Evaluation 3: Exceeded Performance Objective












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7 1) Provide staff development training in Fundamental 5, SIOP Strategies, Online Resources, STAAR and TELPAS Test Administration Procedures, and Data-Desegregation and Curriculum Planning	3, 4, 5	Administration Campus Testing Coordinator SCE-I Coaches	PLC Agendas and Sign-In Sheets Staff Development Sign-In Sheets T-TESS Lesson Plans	✓	✓	✓
	Funding Sources: 199 - General - \$0.00					
Critical Success Factors CSF 1 CSF 2 CSF 7 2) Provide additional professional development and monitoring of performance data through the use of Eduphoria.	1, 4, 8	Administration SCE-I Coaches	PLC Agendas and Sign-In Sheets Staff Development Sign-In Sheets T-TESS Lesson Plans	✓	✓	✓
	Funding Sources: 211 - Title I, Part A - \$2,423.00					
Critical Success Factors CSF 1 CSF 2 CSF 7 3) Increase the usage of technological peripherals to enhance the delivery of instruction		Administration SCE-I Coaches	T-TESS Lesson Plans Online Resources Usage Reports STAAR Benchmarks	✓	✓	✓
	Funding Sources: 211 - Title I, Part A - \$65,000.00, 199 - General Fund: SCE - \$19,800.00					
						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 4: During the 2016-2017 school year, John Drugan School administrators will schedule at least two a month data feedback session(s) with Curriculum and Instruction personnel to acquire support and resources.

Evaluation Data Source(s) 4: Campus Data Binder, TEKS Academies Checklists

Summative Evaluation 4: Exceeded Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Provide data feedback sessions in order for teachers to understand their data and develop an appropriate plan of action for students.</p>	1, 4, 8	Administration SCE-I Coaches	PLC Agendas and Sign-In Sheets Staff Development Sign-In Sheets Faculty Meeting Sign-In Sheets SIT Minutes			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>2) Provide training for all teachers with appropriate materials and resources for data desegregation and curriculum development.</p>	3, 4, 5	Administration SCE-I Coaches Teachers	PLC Agendas Staff Development Sign-In Sheets Lesson Plans STAAR Benchmarks 3 Week Check Points			
Funding Sources: 211 - Title I, Part A - \$2,000.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 5: During the 2016-2017 school year, John Drugan School personnel will actively engage parents in the education process to ensure the academic and behavioral success of students by increasing parent attendance at school meetings and events by 90% as compared to the 2015-2016 school year.

Evaluation Data Source(s) 5: Classroom Parent/Teacher Sign-In Sheets, Open House Sign-In Sheets, Family Night Attendance, Parent Classes Sign-In Sheets

Summative Evaluation 5: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Offer training sessions for parents four times per week: health and nutrition strategies; Family Frameworks one time per week. Advance parent understanding of their child's education.</p>	6, 10	Administration SCEI-Coaches Parent Liaison	Campus Calendar Parent Classes Sign-In Sheets			
Funding Sources: 211 - Title I, Part A - \$1,000.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Newsletters which address parenting issues and concerns</p>		Principal Parent Liaison Counselors	Newsletters Climate Survey Results			
Funding Sources: 211 - Title I, Part A - \$500.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Engage parents in providing enrichment opportunities for students in first thru fifth grade during Enrichment/Tutorial.</p>	6, 7, 10	Administration SCEI-Coaches Parent Liaison	Super School Rosters Climate Survey Results Benchmarks 3 Week Check Points			
Funding Sources: 211 - Title I, Part A - \$5,150.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 6: For the 2016-17 school year, the attendance rate for all students at John Drugan School will increase by 1%. Our current attendance rate is at 97.46%.

Evaluation Data Source(s) 6: Attendance reports will be created and reviewed regularly in order to monitor and address attendance concerns.

Summative Evaluation 6: Exceeded Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 4 1) Continue to make daily phone calls to students not in attendance.	1, 2, 6, 8, 9, 10	Attendance Clerks Administrators Counselors Teachers	Daily attendance rate to equal or be above 97%.			
				Funding Sources: 199 - General - \$0.00		
Critical Success Factors CSF 1 CSF 4 2) Continue with district campaign of Make It Count and give away a prize every 9 weeks to a male and female student with perfect attendance for the grading period.	1, 2, 6, 8, 9, 10	Attendance Clerks Administrators Counselors Students Parents	Daily attendance rate to equal or be above 97%.			
				Funding Sources: 199 - General - \$200.00		
Critical Success Factors CSF 1 CSF 4 3) Continue to have monthly attendance committee meetings to document students with attendance concerns and to create and execute action plans for improving attendance.	1, 2, 6, 8, 9, 10	Attendance Clerks Administrators Counselors Faculty	Daily attendance report, 9 week attendance reports, Warning letters, Attendance Court			
				Funding Sources: 199 - General - \$0.00		
Critical Success Factors CSF 1 CSF 4 4) Ensure that no students are in the hallways without a hall pass. Teachers will take attendance at the beginning of every period.	1, 2, 4, 10	Faculty	Attendance Record Daily Attendance Reports			
				Funding Sources: 199 - General - \$0.00		
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

State Compensatory

Budget for John Drugan School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
211-11-124-24-13-000-6112-2117A	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$10,099.00
211-11-124-24-00-000-6118-2117A	6118 Extra Duty Stipend - Locally Defined	\$11,459.00
211-11-124-24-00-000-6125-2117A	6125 Salary Support - Locally Defined	\$5,900.00
211-11-124-24-00-000-6141-2117A	6141 Social Security/Medicare	\$725.00
211-11-124-24-13-000-6141-2117A	6141 Social Security/Medicare	\$500.00
211-11-124-24-00-000-6142-2117A	6142 Group Health and Life Insurance	\$6,600.00
211-11-124-24-00-000-6143-2117A	6143 Workers' Compensation	\$171.00
211-11-124-24-13-000-6143-2117A	6143 Workers' Compensation	\$35.00
211-11-124-24-00-000-6146-2117A	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,500.00
211-11-124-24-00-000-6149-2117A	6149 Employee Benefits	\$1,350.00
6100 Subtotal:		\$39,339.00
6200 Professional and Contracted Services		
211-11-124-24-00-000-6239-2117A	6239 ESC Services	\$800.00
211-11-124-24-00-000-6299-2117A	6299 Miscellaneous Contracted Services	\$5,000.00
211-32-124-24-00-000-6299-2117A	6299 Miscellaneous Contracted Services	\$17,500.00
6200 Subtotal:		\$23,300.00
6300 Supplies and Services		
211-11-124-24-00-000-6329-2117A	6329 Reading Materials	\$12,000.00
211-11-124-24-00-000-6395-2117A	6395 Supplies, DP Operations - Locally Defined	\$7,000.00

211-11-124-24-00-000-6399-2117A	6399 General Supplies	\$42,600.00
211-61-124-24-00-000-6399-2117A	6399 General Supplies	\$700.00
6300 Subtotal:		\$62,300.00
6400 Other Operating Costs		
211-61-124-24-00-000-6411-2117A	6411 Employee Travel	\$40.00
211-61-124-24-00-000-6499-2117A	6499 Miscellaneous Operating Costs	\$800.00
6400 Subtotal:		\$840.00

Personnel for John Drugan School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adriana Rodriguez	CSR Teacher (Elementary)	SCE	1.0
Elizabeth Bustamante	SCE Intervention Coach	SCE	1.0
Frank McDonald	SCE Intervention Coach	SCE	1.0
Gloria Segura Schwartz	CSR Teacher (Middle School)	SCE	1.0
Ida Sanchez	Library Aide	SCE	1.0

Title I

Schoolwide Program Plan

John Drugan School is one of 48 campuses in Socorro Independent School District. JOHN Drugan opened its doors in 2005 and serves predominately middle class families. John Drugan serves 1143 students in grades Kinder through 8th grade.

Our School-wide Title I program will consist of parent involvement activities, extended day for math, reading, science and social studies; professional staff development and Communities in Schools Program. Our State Compensatory Program (SCE) will consist of two curriculum specialists utilizing best practices to assist teachers and at-risk students, and extended week/year for math and reading.

Among the services we will offer students to provide additional instructional interventions are: System 44 (a program rich in phonics) for students identified with dyslexia, Next Generation Read 180 intervention for reading, and remediation in identified STAAR testing content areas through the use of the use of Rosetta Stone for ESL students new to the U.S. In addition, a library aide and temporary instructional aide will provide curriculum interventions to students identified as being at risk based on their 2016 STAAR testing results.

Communities in School (CIS) services will be available for students and parents by our CIS and Parent Liaison. Our CIS will be able to assist students and families with transitioning, uniform assistance, after school peer tutoring and will work with our counselor and parent liaison to provide parents with information on required and requested topics.

Our parent liaison will provide parenting classes which will be based on results from parent surveys, such as, health and nutrition, student test taking skills, bullying awareness, helping parents and students transition to middle school, and ESL computer based instruction classes.

For the 2016-2017 school year our campus has been allotted \$125,779.00 in total Title 1 campus budget. We will be using this allotment to purchase 6 Title I TIAs to assist our faculty and staff with the instructional needs of our students to ensure that all students have the best opportunity to achieve their own academic strengths.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in section 1111(b)(1).

John Drugan School will have the Campus Improvement Plan Committee / School Improvement Team review and evaluate our CIP/CNA at least 3 times an annual school year.

2: Schoolwide Reform Strategies

Provide opportunities for all children to meet the state's satisfactory and advanced levels of student academic achievement described in section 1111(b)(1)(D). Use effective methods and instructional strategies that are based on scientifically-based research; include strategies to address the needs of all children in the school; address how the school will determine if such needs have been met; and are consistent with, and are designed to implement, the state and local improvement plans, if any.

John Drugan School will continue use our campus data binder to hold accountability talks with teachers and to identify students who need more support through Super School Intervention, tutoring, and RtI.

3: Instruction by highly qualified professional teachers

Instruction by highly qualified teachers must be provided to all students. The ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a school wide program meet the qualifications required to be highly qualified.

John Drugan staff will continue to provide ongoing professional development during their monthly grade level meetings with the principal. We will continue with the initiatives we implemented last school year under the new administration-TEKS Academies, Fundamental Five, Unpacking Math TEKS, Guided Reading, Writer's Workshop. We want our teachers to feel successful and confident in their teaching practices. This school year we will begin to look at the new ELAR TEKS and Differentiated Instruction. We will hire 6 additional TIAs to help teachers provide interventions to accelerate the acquisition of a new language for our middle school LEP students and develop reading comprehension and writing proficiency levels for our middle school LEP and Special Education students.

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

In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

We provided monthly training for our new and veteran teachers through our Dragon Mentor Program.

We also provide training during our monthly Professional Learning Communities which are held the first Wednesday of the month.

This year we invited K-8 schools to join our Middle School TEKS Academy. Sixth through 8th grade content teachers from across the district collaboratively analyzed data, shared strategies and resources, and developed rigorous lessons to meet the needs of our K-8 students.

5: Strategies to attract highly qualified teachers

John Drugan School is recognized for their performance on district benchmarks and STAAR. This year we hosted several UTEP student teachers who completed their internship at John Drugan School. Several of our interns applied for positions at John Drugan but we also received many applications from experienced teachers who performed exceedingly well on STAAR and who want to join our team. When hiring new teachers, John Drugan School will work closely with HR to recruit and attract highly qualified individuals. A campus interview committee will also comprise of an administrator and relevant staff that will screen applicants to attract highly qualified teachers.

6: Strategies to increase parental involvement

Our parent liaison in conjunction with the campus counselors and Communities In School Coordinator will provide ongoing trainings based on our community needs. Principal meetings will be held with parents and members of the John Drugan community to disseminate Title I components and provide parents information regarding the CIP and other parental involvement opportunities available on campus every nine weeks.

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

We invite Kinder and 1st grade students and their families to attend our monthly Library Story Hour to encourage reading at home. We also invite our LEP families to attend our Family Latino Literacy meetings. Our elementary PE coach also promotes healthy lifestyles through our Wellness Wednesday Walk-Athons, Fall and Spring Bike-Athons, and Kite Day. Families are encouraged to bring their preschool siblings to these events.

John Drugan also provides:

- 1.) A new student orientation for all Kinder parents.
- 2.) Provide administrative meetings with parents of incoming students.
- 3.) Early Childhood Speech evaluations and services.

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

Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Data is analyzed and instructional focus plans are created during TEKS Academies. We provide training through our Professional Learning Communities which meets monthly to provide share best practices and receive feedback from teachers to improve our instructional programs.

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

Activities to ensure that students who experience difficulty mastering the satisfactory or advanced levels of academic achievement standards required by section 1111(b)

(1) Shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Data is analyzed every 3 weeks and intervention is provided during and after school to meet the needs of identified students.

Accountability Talks are held during the Fall and Spring to evaluate our teaching practices and to ensure students are getting the support they need through tutoring. Those who are not making progress are referred to RtI.

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

Including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, Vocational and Technical education, and job training.

Our counselors, Community in Schools Coordinator, and Parent Liaison work together to provide our community with support and resources. In addition, to providing resources, they provide training in various topics relatives to our youth and families.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Gonzalez	Instructional Aide	Student Support	1.0
Dana Zais	Parent Liaison	Title I	1.0

Campus Improvement Team

Committee Role	Name	Position
Administrator	Al Garcia	Principal
Administrator	Rose Mary	Assistant Principal
Administrator	Frances Gonzalez	Assistant Principal
Administrator	Jacqueline Salas	Assistant Principal
Business Representative	Claudia Sandoval	Business Owner
Classroom Teacher	Lorena Bencomo	1st Grade
Classroom Teacher	Sandra Burton	CATE/ EPAC Member
Classroom Teacher	Ignacio Carmona	8th Grade
Classroom Teacher	Chelsea Czapl	Fine Arts
Classroom Teacher	Angelina Escobar	3rd Grade
Classroom Teacher	Virginia Gonzales	SPED
Classroom Teacher	Charles Harris	6th Grade
Classroom Teacher	Sarah Jimenez	7th Grade
Classroom Teacher	Manuel Padilla	Athletic Director
Classroom Teacher	Andres De	Kinder
Classroom Teacher	Rosa Solorzano	EPAC Alternate
Classroom Teacher	Pamela Taggart	5th Grade
Classroom Teacher	Julie Torrez	2nd Grade
Classroom Teacher	Lorena Yerena	4th Grade
Community Representative	Leticia Padilla	Communities In Schools
Non-classroom Professional	Lizabeth Arellano	Counselor
Non-classroom Professional	Loni Dixon	Librarian
Non-classroom Professional	Melissa Rodriguez	Counselor
Non-classroom Professional	Dana Zias	Parent Liaison
Parent	Jessica Dubrule	Parent

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$2,000.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	5			\$0.00
1	1	6			\$1,000.00
1	2	1	Classroom Bags and Consumables		\$500.00
1	2	3			\$100.00
1	2	4			\$100.00
1	3	3			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	2	1			\$0.00
2	2	2			\$6,000.00
2	2	3			\$0.00
2	3	4			\$0.00
2	3	5			\$2,500.00
2	3	6			\$3,500.00
2	3	8			\$1,000.00
2	3	9			\$1,000.00
2	4	2			\$0.00
2	5	2			\$0.00
2	7	1			\$0.00

2	7	2			\$0.00
2	8	2			\$0.00
2	9	2			\$0.00
3	1	1			\$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	2	1			\$0.00
3	4	3			\$0.00
4	3	1			\$0.00
4	4	1			\$0.00
5	1	1	Instructional Materials, Manipulatives, STAAR Prep Materials and Online Resources	GT Budget	\$1,000.00
5	3	1			\$0.00
5	4	1			\$0.00
5	6	1			\$0.00
5	6	2			\$200.00
5	6	3			\$0.00
5	6	4			\$0.00
Sub-Total					\$18,900.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Student T-Shirts		\$1,000.00
2	3	3			\$2,500.00
2	4	3			\$784.00
2	4	3			\$3,000.00

3	4	4			\$0.00
3	6	1	At-Risk Aide		\$22,565.00
3	6	2			\$0.00
3	6	3			\$2,500.00
3	6	3	Library Aide		\$11,933.00
3	6	3	SCE Intervention Teacher		\$126,311.00
5	1	1	Instructional Materials, Manipulatives, STAAR Prep Materials and Online Resources		\$3,500.00
5	2	3			\$2,500.00
5	3	3	Computers, Printers, Stylus Pens, Speakers, Remote Controls, Mice		\$19,800.00
Sub-Total					\$196,393.00

199 - General Fund : Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2			\$4,040.00
2	3	6			\$3,000.00
3	4	2			\$0.00
5	1	3			\$65,000.00
Sub-Total					\$72,040.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	T-Shirts, Snacks		\$2,000.00
1	2	2			\$1,295.00
1	3	1	Incentives		\$1,000.00
1	3	2			\$1,000.00
1	3	4	Anti-Bullying T-Shirt and Incentives		\$1,295.00
1	5	1			\$3,100.00
1	5	1			\$2,907.00
2	1	1			\$1,200.00

2	2	2			\$22,000.00
2	2	2			\$1,170.00
2	2	3			\$7,293.00
2	2	4			\$400.00
2	3	1			\$36,000.00
2	3	2			\$4,040.00
2	3	3			\$3,523.00
2	3	6			\$1,000.00
2	3	6			\$1,901.19
2	3	7			\$1,000.00
2	3	9			\$2,670.00
2	3	10			\$2,500.00
2	4	1			\$1,500.00
2	4	3			\$9,673.00
2	4	3			\$4,700.00
2	4	4			\$882.00
2	4	6			\$1,008.00
2	4	7			\$4,802.00
2	5	1			\$1,500.00
2	7	3			\$1,250.00
2	7	3			\$233.00
2	7	4			\$9,170.00
2	7	4			\$3,100.00
2	7	4			\$270.00
2	8	1			\$1,500.00
2	8	3			\$630.00
2	8	3			\$142.00
2	9	1			\$1,500.00

2	9	3		\$3,709.00
3	2	3		\$10,000.00
3	2	4		\$3,000.00
3	2	5		\$3,000.00
3	2	6		\$2,000.00
3	3	2		\$3,000.00
3	3	3		\$350.00
3	3	4		\$2,500.00
3	4	1		\$2,500.00
3	4	2		\$4,040.00
3	4	4		\$350.00
3	5	2		\$3,000.00
3	6	1	Instructional Aides	\$48,000.00
3	6	1	Instructional Aides	\$0.00
3	6	2	Title I - 48,000 and SCE	\$48,000.00
3	6	3		\$1,100.00
4	1	1	Parent Liaison	\$17,500.00
4	1	2	Parent Snacks, Storage Cabinet	\$1,000.00
4	1	3		\$650.00
4	2	1		\$500.00
4	2	2		\$120.00
5	1	1	Instructional Materials, Manipulatives, STAAR Prep Materials and Online Resources	\$8,500.00
5	1	2	Instructional Materials (listening centers, calculators, science manipulatives, Science Lab Consumable, and leveled books	\$5,500.00
5	2	1	Web-based Instructional Programs	\$500.00
5	2	2	Reading Diagnostic and Intervention Materials, Leveled Readers	\$5,150.00
5	2	3	Para-Professionals, Reading Diagnostic Material, Leveled Books	\$49,100.00

5	3	2			\$2,423.00
5	3	3	Computers, Printers, Stylus Pens, Speakers, Remote Controls, Mice		\$65,000.00
5	4	2	Instructional Materials, General Supplies		\$2,000.00
5	5	1	Supplemental Pay		\$1,000.00
5	5	2	Paper and Ink		\$500.00
5	5	3	Art Supplies, Books, Student Rewards and Incentives		\$5,150.00
Sub-Total					\$438,296.19
224 - IDEA A, SPED					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2			\$10,000.00
3	3	1			\$10,000.00
3	3	3			\$0.00
3	5	1			\$10,000.00
Sub-Total					\$30,000.00
244 - CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Instructional Materials, Manipulatives, STAAR Prep Materials and Online Resources		\$5,000.00
Sub-Total					\$5,000.00
263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	2			\$0.00
3	5	2			\$0.00
5	1	1	Instructional Materials, Manipulatives, STAAR Prep Materials and Online Resources		\$10,000.00
5	2	4	Extra Pay for Teachers		\$4,040.00
Sub-Total					\$14,040.00
199 - General Fund: Bilingual					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	6			\$3,500.00
2	4	4			\$1,400.00
2	4	5			\$288.00
3	2	4			\$0.00
5	1	1	Instructional Materials, Manipulatives, STAAR Prep Materials and Online Resources		\$15,000.00
Sub-Total					\$20,188.00
199 - General: Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	6			\$2,000.00
2	3	8			\$4,000.00
Sub-Total					\$6,000.00
Grand Total					\$800,857.19