

Socorro Independent School District
John Drugan School
2017-2018 Campus Improvement Plan



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 1,196 students in grades Kinder to 8th grade. The table below shows the student population by grade level:

Total Student Population	1,196 Percent	
Kindergarten	78	6.52%
1st Grade	84	7.02%
2nd Grade	97	8.11%
3rd Grade	89	7.44%
4th Grade	99	8.28%
5th Grade	97	8.11%
6th Grade	208	17.39%
7th Grade	207	17.31%
8th Grade	234	19.57%

John Drugan's population has been steadily increasing every year for the past five years and as a result we have added a Kinder, 2nd, 3rd, and 4th grade additional teacher to the grade level.

2012-2013	1,079
2013-2014	1,122
2014-2015	1,141
2015-2016	1,163
2016-2017	1,196

Student Demographics (2016-2017 Fall PEIMS)

Gender	Count	Percent
Female	593	49.58%
Male	603	50.42%

Ethnicity	Count	Percent
Hispanic-Latino	1,062	88.8%

Race	Count	Percent
American Indian-Alaskan Native	5	0.42%
Asian	24	2.01%
Black-African American	39	3.36%
Native Hawaiian-Pacific Islander	5	0.42%
White	43	3.60%
Two-or-More	18	1.50%

The following table identifies the students by programs:

Student by Program	Count	Percent
Bilingual	109	9.11%
English as a Second Language (ESL)	81	6.77%
Career and Technical Education (CTE)	257	21.49%
Free Lunch Participation	478	39.97%

Reduced Lunch Participation	140	11.71%
Gifted & Talented	75	6.27%
Special Education (SPED)	94	7.86%
Title 1 Participation	1,196	100%
Dyslexia	14	1.17%

Additional Student Information Count Percent

At-Risk	415	34.70%
Economically Disadvantaged	618	51.67%
Title 1 Homeless	0	0%
Immigrant	16	1.34%%
Limited English Proficient (LEP)	219	18.31%%
Migrant	2	0.17%
Military Connected	71	5.94%
Foster Care	6	0.50%

The data indicates that John Drugan has a diverse student population and we pride in offering quality TEKS-based instruction to meet the needs of our increasing student population.

The organization of John Drugan School begins with our leadership team. It is comprised of four administrators, two SCE-I coaches, a Librarian, and three Counselors. We have 66 teachers and four educational aids. Of the 66 teachers, 15 are male and 51 are female and their ethnicity is 8% are Hispanic, 7% are White, and 1% African-American. The percentage of teachers that currently hold a Masters degree is 17%. The average years experience of teachers at John Drugan is 9.5 years and beginning teachers are 4. The average number of students per teacher is 18. The most current data indicates the campus has a 11% mobility rate.

The average daily attendance rate for students is 97.46%. John Drugan is committed to taking a proactive approach to encourage student and staff attendance. Attendance is reviewed strategically by the attendance committee and positive recognition and rewards are given through classroom and school-wide efforts. High attendance rates at John Drugan have had a positive impact on student performance.

Demographics Strengths

- John Drugan received 7 out of 7 distinctions on the state accountability rating for Academic Achievement in ELA/Reading, Academic Achievement

in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25% Student Progress, Top 25% Closing Performance Gaps, and Postsecondary Readiness.

- Our attendance rate is at 97.27% and above the district (96.3%) and state (95.7%).
- Diverse student population that enhances that environment for learning.
- Our mobility rate has decreased from 11.6% to 8.4% thus indicating that families are making John Drugan their permanent home school.
- We hired highly qualified teachers who hold various certifications who can teach different courses and content.
- The average years experience of teachers is 9.5 years and minimal teacher mobility.

Problem Statements Identifying Demographics Needs

Problem Statement 1: During the 2017-2018 school year, the average class sizes in middle school are slightly higher than the district and state which has impacted discipline and instruction. **Root Cause:** Our population has steadily risen within the last 5 years due to the growing number of new homes surrounding our school; therefore, adjustments in infrastructure of the school need to be made in order to meet the needs of all our student groups.

Problem Statement 2: During the 2017-2018 school year, the special education population has steadily increased 18.9% over the past five years and STAAR Reading performance for this student population is minimal compared to the non-disabled students. **Root Cause:** Special education and general education teachers need to strategically plan together to identify areas of need and consistently monitor growth to meet the individual education plans of our special education students and adjust instruction as needed.

Student Academic Achievement

Student Academic Achievement Summary

The John Drugan team of highly qualified faculty and staff strategically plan to provide quality TEKS based instruction and learning to support our campus needs. Our school has earned 7 out of 7 distinction designations on the State Accountability Rating for Academic Achievement in ELA/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25% Student Progress, Top 25% Closing Performance Gaps, and Postsecondary Readiness. The tables below outline student academic achievement through various data measures:

STAAR 2016-2017

Subject: Math

	2015-16 STAAR	2016-17 STAAR	Change	2015-16 Advanced Standard	2016-2017 Masters Standard	Change
3 rd Grade	91%	86%	-5%	36%	34%	-2%
4 th Grade	93%	92%	-1%	39%	46%	+7%
5 th Grade	99%	97%	-2%	29%	47%	+18%
6 th Grade	83%	87%	+4%	33%	22%	-11%
7 th Grade	85%	79%	-6%	21%	25%	+4%
8 th Grade	93%	96%	+3%	15%	29%	+14%

Subject: Reading

	2015-16 STAAR	2016-17 STAAR	Change	2015-16 Advanced Standard	2016-2017 Masters Standard	Change
3 rd Grade	86%	85%	-1%	28%	32%	+4%
4 th Grade	92%	83%	-9%	33%	28%	-5%
5 th Grade	89%	91%	+2%	39%	45%	+6%
6 th Grade	84%	82%	-2%	29%	25%	-4%
7 th Grade	82%	86%	+4%	18%	35%	+17%

8 th Grade	97%	94%	-3%	28%	22%	-6%
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Subject: Writing

	2015-16 STAAR	2016-17 STAAR	Change	2015-16 Advanced Standard	2016-2017 Masters Standard	Change
4 th Grade	92%	87%	-5%	32%	14%	-18%
7 th Grade	83%	89%	+6%	17%	25%	+8%

Subject: Science

	2015-16 STAAR	2016-17 STAAR	Change	2015-16 Advanced Standard	2016-2017 Masters Standard	Change
5 th Grade	91%	88%	-3%	22%	29%	+7%
8 th Grade	87%	87%	0%	33%	17%	-16%

Subject: Social Studies

	2015-16 STAAR	2016-17 STAAR	Change	2015-16 Advanced Standard	2016-2017 Masters Standard	Change
8 th Grade	84%	77%	-7%	26%	27%	+1%

Algebra I

	2015-16 STAAR	2016-17 STAAR	Change	2015-16 Advanced Standard	2016-2017 Masters Standard	Change
8 th Grade	100%	100%	0%	85%	79%	-6%

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 Proficiency Level from 2014 to 2015	Students Who Progressed at Least One Proficiency Level from 2015 to 2016	Students Who Progressed at Least One Proficiency Level from 2016 to 2017
1st	63%	86%	70%
2nd	73%	54%	83%
3rd	89%	59%	64%
4th	79%	90%	59%
5th	100%	72%	82%
6th	50%	76%	54%
7th	71%	76%	86%
8th	46%	77%	76%

IStation-Reading Data (K-2nd Grade)

Grade Level	2015-16 Tier 1	2016-17 Tier 1	Change	2015-16 Tier 2	2016-17 Tier 2	2015-16 Tier 3	2016-2017 Tier 3
Kinder	50%	64%	+14%	33%	21%	17%	15%
1st Grade	63%	66%	+3%	24%	25%	13%	9%
2nd Grade	72%	81%	+9%	14%	10%	13%	9%

End of Year TCM-Math Data (K-2nd Grade)

Grade Level	2015-16 EOY	2016-17 EOY	Change	2015-16 Advanced Standard	2016-17 Advanced Standard	Change
Kinder	95%	97%	+2%	66%	48%	-18%
1st Grade	92%	98%	+6%	60%	65%	+5%
2nd Grade	93%	98%	+5%	61%	68%	+7%

Student Academic Achievement Strengths

John Drugan continues to be the district leader in K-8th grade schools for achieving the highest overall STAAR scores in Math (88.9%), Reading (87.3%), Science (87.4%), and Writing (88.6%).

We are closing the performance gaps with our Economically Disadvantaged and ELL population by differentiating instruction with the help of six para-professionals that were hired last school year and the targeted instructional resources purchased for intervention and enrichment opportunities. The greatest increase in LEP student performance was in 7th grade Reading and Writing. In 7th grade Reading, we increased 24% from 46% in 2015-2016 to 70% in 2016-2017. In the area of 7th grade Writing, we increased 11% from 54% in 2015-2016 to 65% in 2016-2017. We contribute the success to changing the master schedule and offering a separate reading and writing block to our 7th graders. Our ELLs had two different blocks in which they were offered differentiated instruction by the Bilingual TIA and the Reading and Writing teacher.

Other significant gains in student achievement were increasing the percentage of students achieving Masters level in the following grade levels and content areas:

4th Grade Math-7% increase from 39% to 46%

5th Grade Math-18% increase from 29% to 47%

5th Grade Reading-6% increase from 39% to 45%

7th Grade Reading-17% increase from 18% to 35%

7th Grade Writing-8% increase from 17% to 25%

TELPAS Composite Ratings indicated significant gains in 2nd, 3rd, 5th, and 7th grade of students who progressed at least one proficiency level from 2016 to 2017.

I-Station EOY Reading results for Kinder thru 2nd grade indicated an increase in the percentage of students achieving Tier 1 at the end of the year. In Kinder, the increase was 14% from 50% in 2015-2016 to 64% Tier 1 in 2016-2017. Second grade increased by 9% from 72% in 2015-2016 to 81% of

students achieving Tier 1 EOY in 2016-2017.

TCM EOY Math results indicated that students in K-2nd grade are fluent in their math skills and are ready for the next grade level: Kinder (97%), 1st grade (98%), and 2nd grade (98%).

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: During the 2016-2017 school year, John Drugan data indicates that ELL STAAR performance decreased more significantly in Reading than Math from 2015-2016 to 2016-2017 for all grade levels except 5th and 7th grade. **Root Cause:** Students in these grade levels need more explicit instruction in ELPS, vocabulary attainment, and structured SIOP strategies incorporated into their daily STAAR rigorous instruction. Teachers need to purposely plan for language and content objectives and incorporate ELPS strategies in their lessons.

Problem Statement 2: During the 2016-2017 school year, John Drugan STAAR data indicates that the special education population specifically in grades 3rd thru 5th grade in the area of reading are performing significantly lower than regular education students. **Root Cause:** Special education students are not making adequate progress on benchmarks and common assessments. Regular and special education teachers need a common planning period to plan more data driven prescriptive interventions in order to target areas of need throughout the year.

Problem Statement 3: During the 2016-2017 school year, John Drugan STAAR data indicates that the special education population specifically in grades 6th thru 8th in the area of reading are performing significantly lower than regular education students. **Root Cause:** Special education students are not making adequate progress on benchmarks and common assessments. Regular and special education teachers need a common planning period to plan more data driven prescriptive interventions in order to target areas of need throughout the year.

School Processes & Programs

School Processes & Programs Summary

John Drugan 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.

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.

Our Leadership Team meets every Monday to review the calendar of events, plan strategically to meet the week's priorities, and discuss instructional goals. Our principal leads PLC meetings every first Wednesday of the month and keeps our teachers and community updated with campus goals during bi-weekly faculty meetings and monthly SIT meetings. Our SCEI coaches lead TEKS Academies every nine week period. Teachers are given a day of planning every nine weeks with their grade levels and content areas in the middle school in which they develop their common assessments, Targeted TEKS for the nine week period, analyze data, plan technology projects, create weekly and bi-weekly classroom newsletters, and produce their Week-At-A-Glance (WAG) with data by priority TEKS. Teachers systematically contact parents/guardians regarding students' academic and social/emotional growth through "What's Happening Newsletter", email, phone calls, school agenda, and parent/teacher conferences.

Our leadership team clearly communicates the mission, vision, and goals of the school to all stakeholders through the updated campus calendar, monthly principal newsletters, sending important ALL Calls, updating the marquee, sending notes home, and inviting parents to the school for parent/teacher conferences, report card nights, grade level family nights, 5th & 8th Grade Student Success Initiative (SSI), and HB5 Awareness Night for 8th Graders on high school endorsements.

Accountability systems are in place to ensure that all planning for instruction is data driven. Teachers meet for weekly planning meetings with their grade level, PLC meetings with the SCEI Coaches and administration for data reviews, STAAR Pacing planning, grouping mats, and intervention plans. Accountability talks are held in the Fall and Spring using the District's Predictive Model. Intervention groups for tutoring are developed and supported through the data talks and data sources such as IStation, TCM, STAAR results, common assessments, and benchmarks. Opportunities for students to attend tutoring are given through Super School, after school and Saturday tutoring, and Fall, Spring, and Summer Intersession. Our teachers attend district and campus professional development opportunities that focus on the campus goals such as GANAG lesson planning, SIOP Strategies, Differentiation and Instruction, Nine Marzano Nine High Yield Instructional Strategies, T-TESS Updates and Goal Setting, and the Fundamental Five.

Administration is divided by grade levels and attend PLC meetings for their respective grades as well as all ARD's and discipline. Counselors are teamed with an administrator. RTI meetings are held every month to review student data and put interventions into place. The RTI committee consists of the classroom teacher, administration, counselor and SCE coach. Our school has a School Improvement Team which helps guide administration to enhance student learning and growth.

Tutoring interventions begin early in the school year to target students' academic deficits. Students have opportunities to attend tutorials (before, during, or after school). We also offer Saturday

tutorials and Fall, Spring, and Summer Intersession. 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 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.

Our school offers a well-rounded rigorous curriculum that affords students opportunities to become 21st century learners. Our curriculum focuses on the six C's of Education: character education, citizenship, communication, critical thinking and problem solving, collaboration, and creativity through innovation and technology. We offer Pre-AP classes in the core content areas for 6th thru 8th grade, high-school credit classes (Spanish I & II, Algebra I, College and Career Readiness, and Principles of Construction), and additional technology classes (Gateway to Technology I & II). Our campus currently has an elementary and a middle computer lab for teachers and students to use. We have two science labs and three labs for our CATE classes. Each teacher has from 1-3 desktops in their classrooms. We have iPads, tablets, and laptops for students to use. Each classroom is equipped with an IWB board and projector and Elmo.

For the 2017-2018 school year, our campus will implement the Social-Emotional Learning Program by the Master Teacher which our teachers will be trained on and will implement weekly lessons in their classrooms. Counselors will support the program by providing SEL individual, small group, and whole group class sessions. Implementation of the program will be closely monitored by administration through classroom walkthroughs and lesson plans. Students in 7th grade will receive lessons on character education and human sexuality through their half-credit of Health class. All students in K-8th grade have opportunities to use their creativity through the use of technology and showcase their technology group projects every nine week period.

Our GT program is a competitive program in which students are involved in team building and problem solving with STEM guided lessons and the Texas Performance Standards Project Website on Fridays. Our GT students in elementary and middle school compete in the TEAM Quest city competition and the district's GT showcase.

Our special education program offers a co-teach model in which the general education and special education teacher team teach in the classroom making it a least restrictive environment. We also offer specialized support, a more restrictive environment for students that meet the structured criteria. We had to add an additional special education teacher due to the increase in student qualification into special education. We now have six special education teachers to serve the needs of our growing special education population.

Our ELLs are served by highly qualified bilingual/ESL certified teachers that are trained on SIOP and ELPS strategies. We provide opportunities for our ELL students to gain the basic interpersonal communication skills and develop cognitive academic language proficiency through tutoring, support from the bilingual TIA in the classroom or through pull-out groups, and ESL academies.

The campus initiative for grades K thru 2nd grade for this upcoming school year will be incorporating the Balanced Literacy Program with fidelity embedding the Johnny Can Spell program. All teachers in grades K thru 3rd grade will attend the Johnny Can Spell training and our SCEI coaches will provide ongoing support through their PLC trainings to maintain focus on increasing fluency and comprehension in these grade levels.

In grades 3rd thru 8th grade, the focus will be on expanding our teachers' knowledge base and expertise on differentiation to deliver quality-based TEKS instruction targeting areas of weakness supported by different measures of data such as common assessments, benchmarks, and STAAR results. We will continue a semi-departmentalized model for 5th and 6th grade, and will schedule ELAR into two different periods: reading and writing for 7th grade which yielded increased student performance on benchmark, STAAR Reading and Writing, and TELPAS Composite scores. Our 4th grade initiative will also be to

implement the AVID program and utilize the strategies learned to increase student performance in Writing. This summer a team of 4th grade teachers, counselor, and principal will attend the AVID training in Dallas.

John Drugan takes pride in developing the whole child. Students have opportunities to join a class that peaks their interests and talents first thing in the morning through Super School. Students in 1st-5th grade attend a variety of Super School classes offered by our teachers, talented and helpful volunteers, and campus staff such as golf, Suzuki Violin, Arts and Crafts, Sign Language, Home Economics, Volleyball, Literature Circle, Literacy through Art, Writing Media, Spanish, Bluebonnet, French, and Author's Study. For students that need more individualized small group instruction, Super School is offered as a Tier 3 intervention period to target priority areas. For 6th grade, Super School is embedded in the daily schedule as an intervention period to target math and reading TEKS. Super School is also offered in 7th and 8th grade as the first period of the day, targeting ELAR for 7th grade and Social Studies for 8th grade based on STAAR data results. Students are scheduled into smaller size classes for Super School intervention focusing on grade level priority TEKS. We offer an exceptional fine arts program which includes art, orchestra, band, and choir. Students have opportunities to compete in UIL district supported competitions through participation in these classes and extra-curricular activities which include: robotics, UIL academics and sports groups, art, ballet, Student Council, VASSP.

John Drugan provides many opportunities to get our community and parents involved in helping us reach the campus goals. Our parent liaison, funded by the Title 1 program has made significant progress in organizing various activities to engage our parents and the community. We will continue leading collaborative efforts to enhance student academic performance and SEL goals by working with all stakeholders to ensure that we prepare our students to be college and career ready.

School Processes & Programs Strengths

A significant program strength at John Drugan is that we have accountability systems in place that are supported by various measures of data and closely monitored through 3, 6, and 9 week data reviews. Targeted areas are fluid and are adjusted by using relevant, most recent data to develop prescriptive interventions. Teachers are familiar with the TEKS Academies which take place every nine week period to collaboratively plan lessons that are prescriptive and tied to data percentages.

An additional program strength is that our school offers enrichment opportunities that not only foster academic skills, but help students develop broader sets of skills that bring out their unique talents and interests. Our middle school teachers, attend a week-long training at UTEP to prepare them to teach Pre-Advancement Placement classes in the different core content areas. Students that qualify for the Pre-AP classes start their rigorous projects and assignments throughout the summer. Students also have opportunities to participate in other enrichment activities that are offered through Super School or UIL participation.

Our community and parental involvement activities are another program strength. We offer parent classes and trainings, student achievement and college and career readiness sessions, and open house opportunities for parents to be involved in their child's education. Our Communities in School (CIS) person and parent liaison work diligently to form community partnerships that support our campus program and goals. We also offer the Family Literacy Program that supports parents of ELL students by teaching them instructional strategies that extend the learning to the home environment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: T-TESS campus results demonstrated that teachers scored minimal in the Instruction Domain under Dimension 2.4 Differentiation.

Root Cause: Teachers lack training in differentiated instructional methods, resources, and modeling of best practices for adjusting the content, product, process, and learning environment.

Problem Statement 2: During the 2017-2018, John Drugan STAAR data indicates that 5th thru 8th grade special education students continue to struggle in the area of reading. **Root Cause:** Regular education and special education teachers do not systematically plan instruction together to meet the specific needs of the students.

Perceptions

Perceptions Summary

John Drugan strives to provide a safe and positive learning environment for our students, faculty, and staff. Our parental engagement opportunities and partnerships with community members have supported our efforts to provide a quality rigorous education to take our students beyond excellence. Our teachers are committed to utilize best practices and develop targeted intervention plans focused on current data and actively participate in PLCs to drive instruction. At John Drugan, we pride ourselves on setting high standards and developing the whole child by instilling our campus core values of trust, respect, and integrity in each and every child. We are committed to help our students excel academically and socially by making the Social Emotional Learning program an integral part of our school day. Our students have a variety of opportunities to develop their unique talents by participating in fine arts, athletics, UIL events, and extra-curricular activities offered after school.

The perception of John Drugan among all stakeholders is that our school sets high expectations for student success and that students are encouraged to participate in challenging curriculum to excel academically. Our parents feel comfortable in visiting our school and feel welcomed as they participate in the many parental involvement activities offered throughout the year.

Our teachers provide weekly Olweus lessons to educate our students on bullying and how to avoid bullying situations. District-wide, we also have the K12 Alerts System where students and parents can report bullying incidents anonymously. Our counselors also provide individual, small, and large group sessions on current relevant issues that arise at the campus such as responsible ways of using social media.

We have used the Socorro ISD Climate Survey results to obtain information about our school and how to improve our practices to promote student academic success and parental involvement. The Climate survey has been instrumental in helping us identify areas of strength and areas that need refinement in practice. The survey has helped us reflect and raise awareness to school staff, students, and parents and make necessary changes to support a positive learning and working environment.

We hired a Communities In School (CIS) Liaison to help reach out to families that typically do not attend parent teacher conferences, RtI Meetings, SPED, ARD Meetings, or who are going through a difficulty period in their lives due to the loss of an immediate family member, divorce or military deployment. We also enlisted his help to conference with students with a high number of discipline referrals.

Our CIS coordinator provided services in the following areas:

- Homework completion
- Discipline
- Self-Esteem Building Activities
- Social Skills Building Activities
- Provided resources for families and students
- Basketball Intramurals

Our Parent Liaison continues to provide opportunities for home and school activities:

- Grandparent's Day
- Moms and Muffins Mother's Day Celebration
- Parent Classes
- Volunteer Opportunities
- Dads of Great Students(D.O.G.S.) Program

Other School Incentives to Promote a Positive School Culture:

8th Grade Prom and Field Trip

12 Days of Christmas for Faculty and Staff

Super Bowl Week for Faculty and Staff

Dragon of the Month

Dragon Trophies (Teacher Nominate Teachers)

Terrific Kids

Pep Rallies to Promote School Spirit

Wellness Wednesday (For Parents and Students)

Bike-a-Thon

Drive By Breakfast (Fall and Spring)

Border Patrol Bike Safety

Perceptions Strengths

Based on the 2016-17 SISD Climate Student Survey, the statement below are based on the top three ratings by elementary and middle school students and parents:

Elementary Student Responses

- My family wants me to do well in school. (Score=3.94)
- My family believes I can do well in school. (Score=3.93)
- My teacher treats me with respect. (Score=3.82)

Middle School Student Responses

- Doing well in school makes me feel good about myself. (Score=3.61)

- I am doing my best in school. (Score=3.49)
- Participating in extracurricular activities is important to me. (Score=3.39)

Parent Student Reponses

- Adults in my child's school have high expectations for student's success. (Score=3.50)
- My child likes his school. (Score=3.45)
- In my child's school, there are clear rules against physically hurting othger people (i.e., hitting, pushing, or tripping). (Score=3.43)

Overall, our discipline referrals have dropped. The majority of our discipline referrals were misuse of social media therefore we put efforts in place to educate our students on the harm associated with cyberbullying.

We have added more security cameras. We have a fulltime School Resource Officer and a fulltime security guard. We flex our security guard's hours so that he can be present during our middle school games.

We purchased the Social and Emotional Learning Curriculum to help our students become socially responsible students who understand that their actions hurt others indirectly.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: At John Drugan, student discipline referrals reflect an increase in social media incidents among 6th through 8th graders. **Root Cause:** Communication through Internet and social media platforms has significantly increased among students and students lack education on using social media responsibly.

Problem Statement 2: Our Title 1 Parent Survey indicated that parents are requesting sessions on helping their children with homework and improving math and reading skills. **Root Cause:** Many of our parents of ELL students do not speak English and need additional resources and information to be able to help their child succeed.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- 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
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

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 2017-2018 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, Safety Committee, Walkthrough Documentation, Watch DOGS and Volunteer Logs

Summative Evaluation 1: Exceeded Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Faculty, staff, and students will be trained on our Emergency Operation Plan and will adhere to all required safety drills.	1.0, 2.0, 3.0, 4.0, 10.0	Administration Safety Committee SRO Campus Security Guard School Nurse	Sign-In Sheets, Presentation by Campus Safety Coordinator, Agendas, Emergency Operation Plan and Fire Drill Documentation			
Funding Sources: 199 - General - 500.00						
2) Presence of Administration, School Resource Officer (SRO), Campus Security Guard on duty during morning, lunch, transitions, and after school. Include routine duties of conducting perimeter checks to ensure exterior doors are locked throughout the day, employees and visitors have appropriate identification badges or stickers, and that students that are in the hallways have hall passes. Invite District K-9 Unit to conduct classroom sweeps.	1.0, 2.0, 4.0, 10.0	Administration SRO Campus Security Guard	Climate Survey Reduction in discipline cases and student referrals. Require Faculty Badges and Visitor Identification Stickers.			
Funding Sources: 199 - General - 2000.00						
3) Develop a duty schedule for teachers of morning and afterschool supervision of students. Ensure teachers are actively monitoring during transition time.	1.0, 2.0	Administration Counselors SRO Campus Security Guard	Assigned Administration will monitor duty posts.			
Funding Sources: 199 - General - 0.00						

4) Require all visitors to sign-in at the front with proper identification and run credentials through the Hall Pass Security System before entering the school. A confidentiality agreement and a criminal background check will be completed on all campus volunteers.	1.0, 2.0, 10.0	Front Office Personnel Parent Liaison Campus Aide	Sign-In Sheets Continuously check national sex offender reports. Observation of Procedures. Confidentiality Agreements and cleared background checks from District on file.			
	Funding Sources: 199 - General - 0.00					
5) Promote participation of the Watch D.O.G.S. Program to create a heightened awareness of security on campus and provide informational sessions to the community to raise awareness of safety concerns.	1.0, 2.0, 4.0, 10.0	Administration Parent Liaison	Watch D.O.G.S. Log Meeting Agendas and Sign-In Sheets			
 = 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 2: For the 2017-2018 school year, the number of bullying-related incidents reported at John Drugan School will decrease from 12 in 2016-2017 to 5 or lower in 2017-2018.

Evaluation Data Source(s) 2: Tyler Discipline Bullying Incident Summary Reports for 2016-2017 and 2017-2018 school year, Counselor documentation and logs, Discipline Referrals, Walkthroughs

Summative Evaluation 2: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers will provide Olweus Anti-Bullying Prevention Program/SEL lessons on Fridays by following program with fidelity and using resources and materials to provide a safe learning environment.	1.0, 2.0, 3.0, 10.0	Administration Counselors Olweus Committee	Walkthroughs Lesson Plans Olweus Survey Climate Survey			
2) Implement a new Social Emotional Learning Curriculum by the Master Teacher for all grade levels. Counselor's will promote Social and Emotional Competencies in the Elementary School through weekly lessons and Social and Emotional lessons for Adolescents. Purchase books for students to reinforce SEL initiatives from Barnes and Nobles.	1.0, 2.0, 3.0, 4.0, 9.0, 10.0	Administration Counselor's SCEI Coaches	Counselor's will provide documentation and lesson plans. Walkthroughs Tyler System reports reflecting a decrease in bullying incidents during the school year.			
Funding Sources: 211 - Title I, Part A - 2644.60						
3) Counselors will prepare and deliver classroom lessons to promote a positive school culture and/or address social issues (i.e. Sexting, Bullying, Peer Pressure, Social Media Misuse, etc.)	1.0, 2.0, 3.0, 10.0	Administration Counselors Olweus Committee	Counselor's will provided documentation and lesson plans. Discipline referrals Online Data Suite Reports ISS/SAC Logs Climate Survey			
4) Counselors will conduct small group counseling sessions based on student needs (i.e. Grief Counseling, Military Deployment, and Reintegration, etc.) and or individual student sessions to mediate between students experiencing bullying by signing a "No Contact Contract."	1.0, 2.0, 3.0, 10.0	Administration Counselors	Counseling Logs No Contact Contracts on file. Permission Slips			
5) Address concerns reported through the District Anonymous Response (Email Alerts) and "You Have a Voice" mail boxes displayed in the school.	1.0, 2.0	Administration Counselors Olweus Anti-Bullying Committee	Climate Survey Incident Log and documentation of resolution.			
Funding Sources: 199 - General - 0.00						
= 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 2017-2018 school year, the total number of disciplinary incidents at John Drugan will decrease by 12%.

Evaluation Data Source(s) 3: Tyler System Discipline Incident Summary Reports for 2016-2017 to 2017-2018.

Summative Evaluation 3: Exceeded Performance Objective


















Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Implement a school-wide Assertive Discipline Plan to promote a positive learning environment and train teachers on Behavior Flow Chart and Discipline Management.	1.0, 2.0, 4.0, 10.0	Administrative Team Discipline Committee	Decrease in Discipline Referrals. Training Sign-In Sheets Incentive bank for students.			
2) Behavior RtI services will be provided in order to decrease the number of students assigned to ISS and/or DAEP.	1.0, 2.0, 10.0	Administration Counselors Teachers	Eduphoria Documentation RtI Logs Discipline Referrals			
Funding Sources: 199 - General - 0.00						
3) Implement Children's Access to Mentors Promotes Success (CHAMPS) program to pair up a campus staff member with a student and mentor throughout the year.	1.0, 2.0	Administrative Team Counselor's	CHAMPS Logs CHAMPS Permission Slips			
Funding Sources: 199 - General - 0.00						
4) Continued presence of Administration, School Resource (SRO), and Campus Security Guard before, during transition, lunch, and afterschool. Assign hot spot areas to be monitored at all times.	1.0, 2.0, 10.0	Administration SRO Campus Security Guard	Decrease in Discipline Referrals Structured schedule for SRO and Campus Security Guard			
= 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 2017-2018 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) 4: Fire Safety Drill Logs, Emergency Operation Plan Meeting Agendas and Minutes, Fire Safety Lesson Plans, Sign-In Sheets

Summative Evaluation 4: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Implement monthly emergency drills, review procedures, and identify strengths and weaknesses to target areas of improvement.	1.0, 4.0, 10.0	Campus Safety Coordinator	Emergency Operation Plan and Fire Drill Documentation			
2) Conduct monthly safety meetings to ensure proper procedures and emergency drills are followed and to discuss any current campus safety issues.	1.0, 2.0, 10.0	Campus Safety Coordinator Safety Committee	Meeting Agendas and Sign-In Sheets Completion of Drills			
3) Continued implementation of the Hall Pass Visitor Management to protect students and school staff members from the risks of unwanted visitors and child sex offenders gaining access to the campus or other school related events.	1.0, 2.0, 10.0	Administration Campus Safety Coordinator Front Desk Clerk	Hall Pass Visitor Passes			
Funding Sources: 211 - Title I, Part A - 830.00						
4) All classrooms will be provided an emergency route map to be posted and an emergency kit to take on drills and/or evacuations. Evacuation route maps will be posted throughout the campus.	1.0, 2.0, 10.0	Campus Safety Coordinator Administrative Team	Observation of drills and verification that teachers have their evacuation kits at-hand during a drill. Verification of posted evacuation routes in all settings.			
 = 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 May 2018, John Drugan will increase the instructional rigor across the core content areas resulting in a minimum of 3% increase of students meeting Masters standards on state assessments.

Evaluation Data Source(s) 1: STAAR Assessment Data, Benchmark Data, Common Assessment Data, PSAT Data. In grades K-2, student progress will be measured by 9 week reading milestones, IStation and TCM student data.

Summative Evaluation 1: Exceeded Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Create a Master Schedule that fosters College and Career Readiness.	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 8.0, 9.0, 10.0	Administration Faculty Counselors PEIMS Clerks	Number of students enrolled in Pre-AP classes, high school credit courses, STAAR and EOC Student Assessment Results			
Funding Sources: 199 - General - 0.00						
2) Provide a rigorous college preparedness curriculum to students in all core content areas by: following the Fundamental Five 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 Targeted TEKS, and IXL Math.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration Faculty SCEI Coaches Counselors	Learning Plans T-TESS Evaluations Walkthroughs Grade Level Meeting Agendas Data Binders Benchmarks 3-Week Checkpoints STAAR			
Funding Sources: 211 - Title I, Part A - 28708.25						
3) Increase number of students who are successful on PSAT assessments as well as the STAAR through rigorous instruction. Purchase materials for instruction and formal assessments for STAAR grades 3rd through 8th grade through Region 4 ESC.	1.0, 2.0, 3.0, 4.0, 8.0, 9.0, 10.0	Administration Counselors SCEI Coaches	PSAT Scores STAAR Benchmarks 3-Week Check Points			
Funding Sources: 199 - General - 0.00						
= 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 2: For the 2017-2018 school year, John Drugan School will increase the percentage of students that meet the Approaches standard from 87% to 90% on the Reading STAAR Assessment.

Evaluation Data Source(s) 2: STAAR Reading Assessment Data, Benchmark Data, and Common Assessment Data

Summative Evaluation 2: Exceeded Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide tutoring in ELAR through pull-out programs, peer tutoring, Super School Intervention time, afterschool tutoring, Saturday, and Intersession (Fall, Spring, Summer) tutoring.	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	Administration Faculty SCEI Coaches	3 and 6 week progress reports; 9 week report cards; Common Assessments, benchmarks, and STAAR results; Sign-In sheets for tutoring; weekly student referrals to No Zero Zone; Intersession Sign-In sheets			
	Funding Sources: 199 - General Fund: SCE - 13510.00, 199 - General Fund: Bilingual - 3360.00, 199 - General - 12000.00					
2) Provide teachers with professional development in the areas of reading, writing, SIOP, Kagan, Fundamental Five, Differentiated Instruction, Proficiency Level Descriptors, Balanced Literacy, and Special Education training.	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	Administration Faculty SCEI Coaches	Lesson plans, PLC planning and presentations; 3 and 6 week progress reports; 9 week report cards; Common Assessments, and STAAR results; Eduphoria Data Reports, Tyler Pulse, District Comparative Data, Texas Academic Performance Report (TAPR)			
	Funding Sources: 211 - Title I, Part A - 300.00					
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, Lone STAR Learning, Sirius Education Solutions for Reading, and Teacher Created Materials.	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	Administration SCEI Coaches	Lesson Plans Increased student performance on assessment measures.			
	Funding Sources: 211 - Title I, Part A - 11041.50					
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.	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	Administration	Increased student performance on assessment measures.			
	Funding Sources: 199 - General Fund: Bilingual - 1400.00, 211 - Title I, Part A - 882.00					
5) Purchase Johnny Can Spell teacher and student materials and professional development training for Kinder through 3rd grade teachers to implement program with the Balanced Literacy reading block.	1.0, 2.0, 3.0, 4.0, 9.0, 10.0	Administration SCEI Coaches Teachers	BOY, MOY, EOY IStation and Reading Milestones			
	Funding Sources: 211 - Title I, Part A - 3650.00					

6) Purchase class sets of literature to promote critical thinking skills.	1.0, 2.0, 8.0, 9.0, 10.0	Administration SCEI Coaches Bilingual/ESL Teachers	Increase student performance on assessment measures.			
Funding Sources: 211 - Title I, Part A - 1008.00						
 = 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 3: For the 2017-2018 school year, John Drugan will increase the percentage of students that meet the Approaches standard from 88% to 91% on the Writing STAAR Assessment.

Evaluation Data Source(s) 3: STAAR Writing Assessment Data, Benchmark Data, Common Assessment Data

Summative Evaluation 3: Exceeded Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide tutoring in Writing through pull-out programs, peer tutoring, Super School Intervention, after school tutoring, Saturday Tutorials, and Intersession (Fall, Spring, Summer).	1.0, 2.0, 3.0, 4.0, 8.0, 9.0, 10.0	Administration Faculty SCEI Coaches	3 and 6 week progress reports; 9 week report cards; Common Assessments, benchmarks, and STAAR results; Sign-In sheets for tutoring; weekly student referrals to No Zero Zone; Intersession Sign-In sheets			
	Funding Sources: 211 - Title I, Part A - 1500.00, 199 - General Fund: SCE - 30000.00					
2) Provide teachers with professional development in Writing to include unpacking the ELAR TEKS, Paragraph Blitz, Write on the Mark 4th & 7th grade, and Poetry Paradise.	1.0, 2.0, 3.0, 4.0, 9.0, 10.0	Administration SCEI Coaches DSC	Lesson Plans, PLC planning and presentations; 3 and 6 week progress reports; 9 week reports cards; Common Assessments, benchmarks, and STAAR Results			
	Funding Sources: 199 - General - 0.00					
3) Adjust the Master schedule to separate ELAR into two different periods for 7th grade to offer more opportunities for students to practice their reading and writing skills.	1.0, 2.0, 3.0	Administration 7th Grade ELAR Teachers	Lesson Plans, 3 and 6 week progress reports; 9 week reports cards; Common Assessments, benchmarks, and STAAR Results			
	Funding Sources: 199 - General - 0.00					
4) Purchase Peg Writing for 7th Grade which is a web-based learning environment and formative assessment program to help students improve writing through practice, feedback, and guided support.	1.0, 2.0, 3.0, 4.0, 9.0, 10.0	Administration SCEI Coaches 7th Grade ELAR Teachers	Monitor Use through lesson plans, walkthroughs, Software Usage Reports, Increase performance in writing assessments (Benchmarks, Common Assessments, STAAR)			
	Funding Sources: 211 - Title I, Part A - 1630.00					
= 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 4: For the 2017-2018 school year, John Drugan will increase the percentage of students that meet the Approaches standard from 89% to 92% on the Math STAAR Assessment.

Evaluation Data Source(s) 4: STAAR Math Assessment Data, Benchmark Data, Common Assessment Data

Summative Evaluation 4: Exceeded Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide tutoring in Math through pull-out programs, peer tutoring, Super School Intervention, after school tutoring, Saturday Tutorials, and Intersession (Fall, Spring, Summer).	1.0, 2.0, 3.0, 4.0, 8.0, 9.0, 10.0	Administration Faculty SCEI Coaches	3 and 6 week progress reports; 9 week report cards; Common Assessments, benchmarks, and STAAR results; Sign-In sheets for tutoring; weekly student referrals to No Zero Zone; Intersession Sign-In sheets			
	Funding Sources: 199 - General Fund: SCE - 30000.00, 211 - Title I, Part A - 1500.00					
2) Provide teachers with professional development opportunities in math to include unpacking the Math TEKS, Click on TEKS, and trainings offered at the DSC.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration Faculty SCEI Coaches DSC	Lesson plans, PLC planning and presentations; 3 and 6 week progress reports; 9 week report cards; Common Assessments, and STAAR results; Eduphoria Data Reports, Tyler Pulse, District 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 8th grade STAAR testing. Purchase additional batteries and adapters for calculators that are required to be used on STAAR. TICBR-2 calculators purchased through ETA Hand 2 Mind.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration SCEI Coaches Teachers	Improved scores on math assessments (Common Assessments, Benchmarks, STAAR results)			
	Funding Sources: 211 - Title I, Part A - 710.00					
4) Purchase materials to increase rigor and supplement the Math curriculum which include IXL Learning Renewal License, Lone Star Daily Rigor Math Warm Ups, Targeted Math, Region 4 ESC Engaging Mathematics Series 2nd-8th Grade, National School Products, Sirius Education Solutions for Math, and Teacher Created Materials.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration SCEI Coaches Teachers	Lesson Plans, Software Usage Reports, increased student performance on math assessments (Common Assessments, Benchmarks, and STAAR), walkthroughs and evaluations			
	Funding Sources: 211 - Title I, Part A - 5718.00					
= 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 2017-2018 school year, John Drugan will increase the percentage of students that meet the Approaches standard from 87% to 90% on the Science STAAR Assessment.

Evaluation Data Source(s) 5: STAAR Science Assessment Data, Benchmark Data, Common Assessment Data

Summative Evaluation 5: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide tutoring in Science through pull-out programs, peer tutoring, Super School Intervention, after school tutoring, Saturday Tutorials, and Intersession (Fall, Spring, Summer).	1.0, 2.0, 3.0, 4.0, 8.0, 9.0, 10.0	Administration Faculty SCEI Coaches	3 and 6 week progress reports; 9 week report cards; Common Assessments, benchmarks, and STAAR results; Sign-In sheets for tutoring; weekly student referrals to No Zero Zone; Intersession Sign-In sheets			
	Funding Sources: 211 - Title I, Part A - 1500.00, 199 - General Fund: SCE - 30000.00					
2) Provide teachers with professional development in science to include unpacking the Science TEKS, SIOP, Kagan, Fundamental Five, and trainings offered at the DSC.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration Faculty SCEI Coaches DSC	Lesson plans, PLC planning and presentations; 3 and 6 week progress reports; 9 week report cards; Common Assessments, and STAAR results; Eduphoria Data Reports, Tyler Pulse, District 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.	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 8.0, 9.0, 10.0	Administration SCEI Coaches	Software Usage Reports, Lesson plans, increased student performance in science assessments (Common Assessments, Benchmarks, and STAAR results)			
	Funding Sources: 211 - Title I, Part A - 2020.00					
= 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 6: For the 2017-2018 school year, John Drugan will increase the percentage of students that meet the Approaches standard from 78% to 83% on the 8th Grade Social Studies Assessment.

Evaluation Data Source(s) 6: STAAR Social Studies Assessment Data, Benchmark Data, Common Assessment Data

Summative Evaluation 6: Exceeded Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide tutoring in Social Studies through pull-out programs, peer tutoring, Super School Intervention, after school tutoring, Saturday Tutorials, and Intersession (Fall, Spring, Summer).	1.0, 2.0, 3.0, 4.0, 8.0, 9.0, 10.0	Administration Faculty SCEI Coaches	3 and 6 week progress reports; 9 week report cards; Common Assessments, benchmarks, and STAAR results; Sign-In sheets for tutoring; weekly student referrals to No Zero Zone; Intersession Sign-In sheets			
	Funding Sources: 211 - Title I, Part A - 1500.00, 199 - General Fund: SCE - 30000.00					
2) Provide teachers with professional development in social studies to include unpacking the Social Studies TEKS, TEKS Academies, and trainings offered at the DSC.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration Faculty SCEI Coaches DSC	Lesson plans, PLC planning and presentations; 3 and 6 week progress reports; 9 week report cards; Common Assessments, and STAAR results; Eduphoria Data Reports, Tyler Pulse, District Comparative Data, Texas Academic Performance Report (TAPR)			
	Funding Sources: 199 - General - 0.00					
3) Purchase materials to add rigor to the curriculum which include Mastering the Grade 8 Social Studies TEKS by Jarrett Publishing Company and Freedom Flix Online Resource.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration Faculty SCEI Coaches	Software Usage Reports, Lesson plans, increased student performance in science assessments (Common Assessments, Benchmarks, and STAAR results)			
	Funding Sources: 211 - Title I, Part A - 4957.00					
= 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 7: For the 2017-2018 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) 7: Student progress will be measured through 3 week progress reports, 9 week grades, common assessments, benchmark data, and STAAR Assessment Data. In grade K-2nd, student progress will be measured by 9 week reading milestones, IStation, and TCM student data.

Summative Evaluation 7: Exceeded Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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 populations.	1.0, 3.0, 4.0, 9.0, 10.0	Administration SCEI Coaches Faculty Para-Professionals	Data Binder (Predictive Model) Para-Professional Logs Benchmarks STAAR Common Assessments			
				Funding Sources: 211 - Title I, Part A - 36000.00		
2) Provide extra duty pay for teachers providing supplemental intervention instruction to enhance rigor and relevance for all students for intersession and Saturday School.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration SCEI Coaches	Lesson Plans Sign-In Sheets Student Attendance Logs Increased student performance on Assessment measures			
				Funding Sources: 199 - General - 4040.00, 199 - General Fund : Special Education - 4040.00		
3) Provide accelerated instruction to enhance rigor and relevance for all students during intersession and Saturday School.	1.0, 2.0, 8.0, 9.0, 10.0	Administration SCEI Coaches Faculty	Data Binder with Eduphoria Data Analysis Common Assessments Benchmarks Learning Plans			
				Funding Sources: 211 - Title I, Part A - 3523.00, 199 - General Fund: SCE - 2500.00		
4) Ensure 100% of Special Education students are properly identified and appropriately served and monitored by special education teachers.	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	Administration Special Education Teachers Diagnostician	ARD & RTI Documentation; progress reports and report cards; common assessments, benchmarks, and STAAR.			
				Funding Sources: 199 - General - 0.00		















5) Provide professional development opportunities to faculty on effective, research-based strategies including Fundamental Five, SIOP, Differentiated Instruction, Marzano's Nine High Yield Strategies, T-TESS Evaluation, Integration of Technology into Instruction, Johnny Can Spell, Balanced Literacy Program, New Teacher Academy, and the use of supplemental materials and resources.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	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 - 2500.00						
6) Provide 7th and 8th grade students with PSAT preparation through Sure Score.	1.0, 2.0, 3.0, 6.0, 9.0, 10.0	Administration GT Coordinator Faculty	Number of students enrolled to take PSAT. Number of students attending tutoring sessions to prepare for PSAT. PSAT Student Data			
Funding Sources: 211 - Title I, Part A - 1000.00						
7) Provide GT students the opportunity to attend and compete in Team Quest and attend educational field trips. Provide GT students an opportunity to participate in Destination Imagination. Provide GT students an opportunity to work on Performance-Based Projects after school, Saturdays, and Intersession to give them an opportunity to be college and career ready.	1.0, 2.0, 3.0, 6.0, 9.0, 10.0	Administration GT Coordinator Faculty	Number of students participating in GT showcase; After school practice sign-in sheets; GT Showcase			
Funding Sources: 199 - General: Gifted and Talented - 4000.00, 199 - General - 1000.00						
8) Purchase paper and copier ink to print district required assessments and answer documents.	1.0, 2.0, 3.0, 6.0, 9.0, 10.0	Administration SCEI Coaches	Supply Inventory Common Assessments Benchmarks STAAR			
Funding Sources: 199 - General - 1000.00, 211 - Title I, Part A - 2670.00						
9) Replace old and broken equipment to include document cameras, computers, mice, keyboards, speakers, remote controls, IWB pens, and headphones.	1.0, 3.0, 5.0, 10.0	Administration	Walkthroughs Technology Inventory			
Funding Sources: 211 - Title I, Part A - 2500.00						
= 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 2017-2018 school year, John Drugan will increase the state assessment scores in all content areas for At-Risk students by 5%.

Evaluation Data Source(s) 8: STAAR Assessment Data, Benchmark Data, and Common Assessment Data

Summative Evaluation 8: Exceeded Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Hire and strategically schedule five At-Risk TIAs in classes with a high percentage of At-Risk students throughout the day. Ensure that students receive Tier 2 and Tier 3 instruction through in-class support and tutoring opportunities.	1.0, 2.0, 3.0, 9.0, 10.0	Administration Teachers with assigned At-Risk TIAs At-Risk TIAs	Increased student performance on STAAR, benchmarks, common assessments At-Risk TIAs Documentation Logs			
	Funding Sources: 211 - Title I, Part A - 40655.12					
2) Purchase English-Spanish Dictionaries for our At-Risk population.	1.0, 2.0, 3.0, 9.0, 10.0	Administration SCEI Coaches	Student Progress Measures			
3) Purchase Kamico Instructional Media and Studies Weekly materials for students that are At-Risk (STAAR and LOC) during Summer Intersession for all content areas: Reading, Writing, Math, Science, and Social Studies.	1.0, 2.0, 9.0, 10.0	SCEI Coaches Administration At-Risk TIAs	Increase student performance on STAAR, common assessments At-Risk TIAs Documentation Logs			
	Funding Sources: 199 - General Fund: SCE - 6400.00					
 = 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 9: For the 2017-2018 school year, John Drugan will increase the state assessment scores in all content areas for Bilingual/ESL students by 8%.

Evaluation Data Source(s) 9: STAAR Assessment Data, Benchmark Data, and Common Assessment Data

Summative Evaluation 9: Exceeded Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide tutoring opportunities for bilingual/ESL students through pull-out programs, peer tutoring, Super School Intervention time, afterschool tutoring, Saturday, and Intersession (Fall, Spring, Summer) tutoring.	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	Administration SCEI Coaches Bilingual/ESL Teachers LPAC Clerk	3 and 6 week progress reports; 9 week report cards; Common Assessments, benchmarks, and STAAR results; TELPAS results; Sign-In sheets for tutoring; weekly student referrals to No Zero Zone; Intersession Sign-In sheets			
	Funding Sources: 199 - General Fund: SCE - 30000.00					
2) Provide teachers with professional development in SIOP, Differentiated Instruction, ELPS Strategies, and Proficiency Level Descriptors.	1.0, 2.0, 3.0, 4.0, 9.0, 10.0	Administration SCEI Coaches Bilingual/ESL Teachers LPAC Clerk	Sign-In Sheets, Training Agendas, Walkthroughs, Lesson Plans, Increased student performance on assessments (Common Assessments, Benchmarks, STAAR)			
	Funding Sources: 199 - General - 0.00					
3) Hire an LPAC Clerk who will assist bilingual/ESL teachers with interventions in the classroom and will assist the LPAC Campus Coordinator to ensure that students are properly identified and processed.	1.0, 2.0, 3.0, 5.0, 9.0, 10.0	Administration SCEI Coaches LPAC Clerk Bilingual/ESL Teachers	Classroom Intervention Logs, increased performance of bilingual/ESL students in assessments (Common Assessments, Benchmarks, STAAR, TELPAS)			
	Funding Sources: 263 - Title III, LEP - 0.00					
= 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 10: For the 2017-2018 school year, John Drugan will increase the state assessment scores in all content areas for Special Education students by 8%.

Evaluation Data Source(s) 10: STAAR Assessment Data, Benchmark Data, and Common Assessment Data

Summative Evaluation 10: Exceeded Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide tutoring opportunities for special education students through pull-out programs, peer tutoring, Super School Intervention time, afterschool tutoring, Saturday, and Intersession (Fall, Spring, Summer) tutoring.	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	Administration Special Education Teachers General Education Teachers SCEI Coaches	3 and 6 week progress reports; 9 week report cards; Common Assessments, benchmarks, and STAAR results; Sign-In sheets for tutoring; weekly student referrals to No Zero Zone; Intersession Sign-In sheets			
				Funding Sources: 199 - General Fund: SCE - 30000.00		
2) Provide professional development opportunities which include Differentiated Instruction, Fundamental Five, TEKS Academies, and trainings offered at the DSC.	1.0, 2.0, 3.0, 4.0, 8.0, 9.0, 10.0	Administration Special Education Teachers General Education Teachers SCEI Coaches	Sign-In Sheets, Training Agendas, Walkthroughs, Lesson Plans, Increased student performance on assessments (Common Assessments, Benchmarks, STAAR)			
				Funding Sources: 199 - General - 0.00		
= 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 11: For the 2017-2018 school year, John Drugan will increase the state assessment scores in all content areas for Migrant students by 5%.

Evaluation Data Source(s) 11: STAAR Assessment Data, Benchmark Data, and Common Assessment Data

Summative Evaluation 11: Exceeded Performance Objective















Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Closely monitor monthly Migrant Intervention logs to ensure appropriate interventions and strategies are implemented. Document interventions through Eduphoria.	1.0, 2.0, 3.0, 9.0, 10.0	Migrant Teacher At-Risk Campus Coordinator	Migrant Intervention Logs Eduphoria Documentation			
	Funding Sources: 212 - Title I , Part C Migrant - 0.00					
 = 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 12: By the end of the 2017-2018 school year, 100% of our 8th grade teachers, students, and parents will be familiar with the requirements of House Bill 5.

Evaluation Data Source(s) 12: Trainings will be provided at the district and campus level, and attendance sheets will be monitored to ensure 100% participation.

Summative Evaluation 12: Exceeded Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Sixth through 8th grade teachers will receive professional development training on House Bill 5 requirements to include attendance requirements, high school endorsements, and personal graduation plans.	1.0, 2.0, 4.0, 8.0, 9.0, 10.0	Administrators Counselors DSC	Sign-In Sheets Power Point Presentations Professional Development Agendas			
				Funding Sources: 211 - Title I, Part A - 1200.00		
2) School counselors will provide two trainings for parents regarding House Bill 5 graduation requirements during our Fall and Spring Open House Nights.	1.0, 2.0, 3.0, 4.0, 6.0, 8.0, 9.0, 10.0	Administration 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, course selection, and high school endorsement process. Students will attend several presentations from the different high school academies and Early College programs available.	1.0, 2.0, 3.0, 4.0, 6.0, 9.0, 10.0	Administrators Counselors	Sign-In Sheets Power Point Presentations			
				Funding Sources: 199 - General - 0.00		
 = 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 2017-2018 school year, John Drugan will increase the percentage of observed teachers that achieve "Proficient" on T-TESS to 60% or higher.

Evaluation Data Source(s) 1: Observed teachers that achieve "Proficient" on T-TESS will increase to 60% or higher

Summative Evaluation 1: Exceeded Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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 and will have an opportunity to update their T-TESS goals and professional development plan based on campus goals and needs.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration Teachers DSC	Teacher Goal-Setting and Professional development Plan; T-TESS Pre-Conference; T-TESS Evaluations; T-TESS End of Year Conference			
	Funding Sources: 199 - General - 0.00					
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 and identify the data and processes used to access their own professional growth areas.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration Teachers DSC	Teacher Goal-Setting and Professional Development Plan; Monitor teacher goals throughout the year by conducting walkthroughs and informal observations and meetings to ensure attainment			
	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.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	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					

4) 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 in adherence to district timeline.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	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); Set and/or refine student performance goals and teacher professional development goals			
Funding Sources: 199 - General - 0.00						
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.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration Teachers DSC	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			
Funding Sources: 199 - General - 0.00						
6) Prior to the End-of-Year Conference, teachers who were appraised must identify the evidence of goal attainment/progress for two goals, including the impact on student achievement. They must identify the professional development participation connections for these goals and how they used these goals and professional development opportunities to impact instruction and student achievement.	1.0, 2.0, 3.0, 4.0, 8.0, 9.0, 10.0	Administration Teachers DSC	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			
Funding Sources: 199 - General - 0.00						
 = 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 2: For the 2017-2018 school year, John Drugan will maintain 100% Highly Qualified teachers in all core academic subjects.

Evaluation Data Source(s) 2: All core academic teachers meet the 100% Highly Qualified status

Summative Evaluation 2: Exceeded Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide highly qualified teachers in all academic subjects.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration HR	Master Schedule Student enrollment dictates the number of teachers needed			
Funding Sources: 199 - General - 0.00						
2) Provide effective special education staff development and professional materials to support general education and special education teachers.	1.0, 3.0, 5.0, 9.0, 10.0	Administration	Learning Plans T-TESS STAAR District Check Points Milestones TCM IStation			
Funding Sources: 224 - IDEA A, SPED - 10000.00						
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.	1.0, 3.0, 5.0	Administration SCEI Coaches	Learning Plans T-TESS STAAR District Check Points			
Funding Sources: 211 - Title I, Part A - 10000.00						
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.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration SCEI Coaches	Learning Plans T-TESS STAAR Check Points Sign-In Sheets			
Funding Sources: 211 - Title I, Part A - 3000.00, 199 - General Fund: Bilingual - 0.00						
5) Create professional staff development calendar which targets each teacher's individual needs as based on 2017 Summative Performance Report.	1.0, 2.0, 3.0, 5.0	Administration SCEI Coaches	Learning Plans T-TESS Evaluations/Walkthroughs STAAR Check Points			
Funding Sources: 211 - Title I, Part A - 3000.00						

6) Designate teachers who must attend Pre-AP training in order to continue providing advanced placement level classes.	3.0, 4.0, 5.0	Administration SCEI Coaches	Master Schedule			
	Funding Sources: 211 - Title I, Part A - 2000.00					
= 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 2017-2018 school year, John Drugan will increase the number of professional development opportunities offered to employees by 5% as compared to 2016-2017.

Evaluation Data Source(s) 3: 5% increase on professional development opportunities offered to John Drugan employees

Summative Evaluation 3: Exceeded Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide effective general education/special education staff development and professional materials to support general education and special education teachers.	3.0, 4.0, 5.0	Administration SCEI Coaches	Learning Plans T-TESS Evaluations/Walkthroughs STAAR Benchmarks Check Points			
				Funding Sources: 224 - IDEA A, SPED - 10000.00		
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. Embed Johnny Can Spell Curriculum by NINE Enterprises to our Balanced Literacy Program and offer professional development to our teachers in grades Kinder thru 3rd.	3.0, 4.0, 5.0	Administration SCEI Coaches	Learning Plans Sign-In Sheets T-TESS STAAR Benchmarks Check Points			
				Funding Sources: 211 - Title I, Part A - 3650.00		
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.	3.0, 4.0, 5.0	Administration SCEI Coaches	Learning Plans Sign-In Sheets T-TESS STAAR Benchmarks Check Points			
				Funding Sources: 211 - Title I, Part A - 350.00, 224 - IDEA A, SPED - 0.00		















<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>	<p>1.0, 3.0, 4.0, 5.0</p>	<p>Administration SCEI Coaches</p>	<p>Learning Plans Sign-In Sheets T-TESS Evaluations/Walkthroughs STAAR Benchmarks Check Points Milestones TCM</p>			
<p>Funding Sources: 211 - Title I, Part A - 2500.00</p>						
<p>5) Team of 4th grade teachers, counselor, SCEI Coaches, and principal attended AVID Summer Conference. AVID Elementary is designed to be embedded into the daily instruction of 4th grade classrooms focusing on the four necessary areas to ensure that all students are poised for academic success: Instruction, Culture, Leadership, and Systems.</p>	<p>1.0, 2.0, 3.0, 4.0, 9.0</p>	<p>Administration SCEI Coaches 4th Grade teachers</p>	<p>Lesson Plans Improved student performance on assessment measures (Common Assessments, Benchmarks, STAAR)</p>			
<p>Funding Sources: 211 - Title I, Part A - 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 4: During the 2017-2018 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: John Drugan will meet 100% System Safeguard Indicators

Summative Evaluation 4: Exceeded Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide professional development on data analysis and curriculum planning and purchase resources to for teachers to help students who are struggling.	1.0, 2.0, 3.0, 5.0, 8.0	Administration	T-TESS STAAR District Check Points Milestones TCM IStation			
				Funding Sources: 211 - Title I, Part A - 2500.00		
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.	1.0, 3.0, 4.0, 5.0	Administration	Sign-In Sheets Tutoring Lesson Plans STAAR Check Points			
				Funding Sources: 211 - Title I, Part A - 4040.00, 199 - General Fund : Special Education - 0.00, 263 - Title III, LEP - 0.00		
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.	3.0, 4.0, 5.0	Administration SCEI Coaches	Sign-In Sheets T-TESS Evaluations/Walkthroughs Eduphoria Evaluations			
				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 2017-2018 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: Increase of teachers certified in Bilingual Education, ESL, and Special Education by 1%. Certification Reports

Summative Evaluation 5: Exceeded Performance Objective















Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide effective special education staff development and professional materials to support general education and special education teachers.	3.0, 4.0, 5.0	Administration SCEI Coaches	Sign-In Sheets T-TESS STAAR Milestones Benchmarks			
				Funding Sources: 224 - IDEA A, SPED - 10000.00		
2) Provide staff development training for teachers to understand and develop SIOP strategies.		Administration SCEI Coaches	Sign-In Sheets T-TESS STAAR Milestones Benchmarks			
				Funding Sources: 211 - Title I, Part A - 3000.00, 263 - Title III, LEP - 0.00		
3) Recruit highly qualified teachers that are certified in bilingual/ESL and special education by attending District Teacher Fairs.	1.0, 2.0, 5.0	Administration	Improvement in student performance in bilingual/ESL and special education in student assessments (Common Assessments, Benchmarks, STAAR)			
				Funding Sources: 199 - General - 0.00		
= 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 6: By Spring 2018, the percentage of interventions documented by teachers at John Drugan for appropriate academic support will increase 5% over the 2017-2018 school year.

Evaluation Data Source(s) 6: 5% Increase of the percentage of interventions documented by teachers for appropriate academic support

Summative Evaluation 6: Exceeded Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide instructional intervention for students who do not turn in assignments.		Administration SAC Aide	No Zero Zone Binder Report Cards			
	Funding Sources: 199 - General Fund: SCE - 22565.00, 211 - Title I, Part A - 48000.00					
2) Provide intervention and resources to address and target student needs as evident through our data.	1.0, 3.0, 9.0, 10.0	Administration SCEI Coaches	Data Binder Report Cards Benchmarks STAAR			
	Funding Sources: 211 - Title I, Part A - 48000.00, 199 - General Fund: SCE - 0.00					
3) Provide intervention and resources for our Tier II and III students and at-risk students.	1.0, 3.0, 9.0, 10.0	Administration SCEI Coaches	Data Binder Tutoring Rosters Tutoring Lesson Plans Benchmarks STAAR			
	Funding Sources: 211 - Title I, Part A - 1100.00, 199 - General Fund: SCE - 140744.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						












Goal 4: During the 2017-2018 school year, SISD will increase participation of parent and family members in parent and family engagement activities by 5% to support the academic success of all students

Performance Objective 1: During the 2017-2018 school year, John Drugan will provide at least 10 collaborative educational involvement activities and events for parents and community members in order to promote teamwork and unity in the education of students.

Evaluation Data Source(s) 1: John Drugan offered at least 10 events for parent and community members.

Summative Evaluation 1: Exceeded Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Offer parent training sessions on Health and Nutrition, Juvenile Court System, Cyber Bullying, Sexting, Importance of Teacher Conferences, Avoiding Homework Hassles, 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. Offer National Alliance of Mental Illness (NAMI) workshops to parents.	6.0, 7.0, 10.0	Administration Parent Liaison	Attendance Sign-In Sheets Campus Web page Calendar Workshop Fliers, phone call, emails			
Funding Sources: 211 - Title I, Part A - 800.00						
2) Provide opportunities for parents to participate in activities to include Kindergarten Awareness, Night at the Library, Open House, Parent Teacher Conferences, Career Day, Watch D.O.G.S. DADs Program, Grandparent's Day, Community Outreach Drive-Thru Breakfast, Muffins for Mom, Donuts for Dads, Book Fairs, Pre-AP Information Night, HB-5 Information Night, Fine Arts Evening Presentations, GT Showcase, Terrific Kids, Bike-A-Thon, Wellness Wednesdays, Kite Day, Family Nights, 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. Provide opportunities for parents to stay current on today's students for tomorrow's opportunities by attending FACES, 20th Annual Regional Conference. Conference will cover Academics to include Post Secondary education, positive youth development, community organizations, and success for students with different learning needs.	4.0, 6.0, 7.0	Administration SCEI-Coaches Parent Liaison Librarian	Sign-In Sheets Campus Webpage Calendar Climate Survey			












3) Continued implementation of the Watch D.O.G.S. DADs program to create a heightened awareness of security with our dads on campus to include newsletters which address parenting issues and concerns.	1.0, 6.0, 10.0	Administration Parent Liaison Watch Dog Dad Coordinator Counselors CIS	Watch D.O.G.S. DADs Sign-In Sheets			
4) Hire Communities in School (CIS) personnel to engage community, parents, and school in activities that promote SEL skills and interventions for at-risk students.	1.0, 2.0, 4.0, 6.0, 9.0, 10.0	Administration CIS	Goals and objectives of program Student group documentation			
Funding Sources: 211 - Title I, Part A - 17500.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: During the 2017-2018 school year, SISD will increase participation of parent and family members in parent and family engagement activities by 5% to support the academic success of all students

Performance Objective 2: For the 2017-2018 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: John Drugan increased by 10% the number of notifications, sent via newsletters, email, etc. to parents, business, and community members in efforts of increasing parent and community involvement and collaborative partnerships.

Summative Evaluation 2: Exceeded Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide for and increase the opportunity to communicate with 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. Drive by breakfasts will be conducted in the Fall and Spring to send information to parents via breakfast sack.	1.0, 4.0, 6.0, 10.0	Administration Parent Liaison Counselors	Newsletters Climate Survey Parent Sign-In Sheets			
2) Purchase toner for Parent Engagement newsletters and flyers.	1.0, 4.0, 6.0, 10.0	Parent Liaison Administration	Dissemination of newsletters and flyers			
Funding Sources: 211 - Title I, Part A - 958.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: During the 2017-2018 school year, SISD will increase participation of parent and family members in parent and family engagement activities by 5% to support the academic success of all students

Performance Objective 3: By the end of the 2017-2018 school year, John Drugan will increase by 2 over the previous year, the number of partnership activities with businesses, higher education institutions, and other agencies to support student education.

Evaluation Data Source(s) 3: John Drugan increased the number of partnerships activities with businesses, higher education institutions, and other agencies to support student education by 2.

Summative Evaluation 3: Met Performance Objective


Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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.	1.0, 2.0, 4.0, 6.0, 10.0	Administrators Parent Liaison Counselors	Collaborative experiences between educators, teachers, and partners in education provide students with experiences and real-life connections that inspire students to become prepared for higher education experiences.			
	Funding Sources: 199 - General - 0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: During the 2017-2018 school year, SISD will increase participation of parent and family members in parent and family engagement activities by 5% to support the academic success of all students

Performance Objective 4: For the 2017-2018 school year, John Drugan 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: John Drugan provided a minimum of 2 customer service trainings for the 2017-2018 school year.

Summative Evaluation 4: Exceeded Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide professional development for faculty and staff on how to ensure a positive and welcoming environment for parents and community members.	1.0, 6.0	Administration	The Campus Climate Survey will be conducted, evaluated, and compared to previous year's survey in order to measure school climate and moral among our community members.	✓	✓	✓
Funding Sources: 199 - General - 0.00						
						









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 1: For the 2017-2018 school year, students in each subgroup will increase score by a minimum of 3-5%, compared to the previous year's performance of the same students.

Evaluation Data Source(s) 1: STAAR Reading/ELA scores for SPED students will improve to 32% and STAAR Reading/ELA scores for ELL students will improve from 43% to 47%.

Summative Evaluation 1: Exceeded Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will provide accelerated and differentiated instruction for LEP, SPED, and other struggling students during classes throughout the school day. Additional support will be offered after school, during Saturday School, during Fall and Spring Intersession, and during Summer School. Accelerated Instruction Plans will be created by accountable teachers for student who are in danger of not passing to the next grade level.	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	Administration; Faculty; SCEI coaches; Title III Instructional LPAC Clerk	3 and 6 week progress reports; Report cards; Informal and Formal assessments; IEP goals, Common assessments, Benchmark, and STAAR results District & Campus Benchmarks, District Check Points, iStation Reports, TCM Data, T-TESS Walkthroughs & Evaluations, Tutoring Rosters			
				Funding Sources: 199 - General - 1500.00		
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, and science labs consumables/supplies.	1.0, 2.0, 8.0, 9.0	Administration SCE-I Coaches	STAAR Benchmarks Common Assessments Online Data Suite-Special Education IStation Reports TCM Lesson Plans			
				Funding Sources: 211 - Title I, Part A - 5500.00		
3) Provide intervention and resources to address and target student needs specifically for Tier II and III students and at-risk students.	1.0, 2.0, 4.0, 8.0	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 - 47000.00		

4) Provide federal and state required services to eligible students in the least restrictive environment 100% of the time.	1.0, 2.0, 8.0, 9.0, 10.0	Administration SCE-I Coaches	STAAR Benchmarks Common Assessments Online Data Suite-Special Education IEP Plans			
	Funding Sources: 199 - General Fund : Special Education - 65000.00					
 = 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 2: For the 2017-2018 school year, the average daily attendance for students at John Drugan will be equal to or above 97.27%.

Evaluation Data Source(s) 2: John Drugan Average attendance for students increase to 97.27% or above. Attendance reports will be created and reviewed regularly in order to monitor and react to attendance concerns through the attendance committee.

Summative Evaluation 2: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Continue to make daily phone calls to parents when students are not in attendance.	1.0, 2.0, 6.0, 9.0, 10.0	Attendance Clerk; Administrators; Counselors, Classroom Teachers	Daily attendance rate will be equal to or above 97.27%.			
	Funding Sources: 199 - General - 0.00					
2) Continue with district campaign of Make it Count and give a prize every 9 weeks to a student with perfect attendance for the grading period.	1.0, 2.0	Attendance Clerk; Administrators; Counselors; teachers; Students; Parents	Daily attendance rate to equal to or above 97.27%.			
	Funding Sources: 199 - General - 200.00					
3) Continue to have monthly attendance committee meetings to document students with attendance and mail out attendance warning letters to address concerns and to create and execute action for improving attendance.	1.0, 2.0, 8.0, 9.0, 10.0	Attendance Clerks; Administrators; Counselors; Faculty	Daily attendance reports; 9 weeks attendance reports; Warning Letters; Attendance court			
	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 3: For the 2017-2018 school year in order to meet state systems safeguards, students enrolled in special education will increase performance in the areas of reading, math, writing, science, and social studies by 5% as evidenced by performance on state assessments.

Evaluation Data Source(s) 3: Special Education students increased performance by 5% in all state assessments. Common assessments, benchmark results, STAAR data, ARDs, IEP plans.

Summative Evaluation 3: Exceeded Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Identify appropriate language accommodations to provide to SPED students through ARDs. Provide tutoring in all core areas through pull-out programs, peer tutoring, homeroom interventions, after-school tutoring, Saturday School, Intersession, and Summer School.	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	SPED Teachers; Core Teachers; SPED aides; admin.	3-6-9 weeks check points; progress reports; report cards; campus, district, state assessments			
	Funding Sources: 199 - General - 0.00					
2) Provide staff development training in Fundamental 5, SIOP Strategies, Online Resources, STAAR and TELPAS Test Administration Procedures, and Data-Disaggregation and Curriculum Planning	1.0, 2.0, 3.0, 4.0, 5.0	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 - 1200.00					
3) Provide additional professional development and monitoring of performance data through the use of Eduphoria.		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 - 65000.00					
= 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 4: During the 2017-2018 school year, John Drugan will provide teachers with professional development training in technology in order to meet system safeguard indicators at 60%.

Evaluation Data Source(s) 4: Meet System Safeguard Indicators at 60% or above by providing professional development training in technology to all teachers. Evidence of Professional Development Opportunities in Technology: Agendas, Sign-In Sheets, Technology Proficiency Indicators

Summative Evaluation 4: Met Performance Objective















Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Core teachers will be encouraged to enhance student learning through the use of technology. Teachers will be trained and provided with supplemental materials such as IXL, Think through Math, Galaxy ED, Compass Learning, and Blended Learning.	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0	Administration; Faculty; SCEIs; District Personnel	3-6-9 week check points, District Benchmark; STAAR 2018			
2) Provide supplemental Library books for accelerated instruction for at-risk students at different reading levels through the Guided Reading Room.	1.0, 2.0, 8.0, 9.0, 10.0	Administration; Librarian Aide; SCEI's Librarian; Faculty	Increased Reading scores on Benchmark; STAAR 2018			
Funding Sources: 211 - Title I, Part A - 8000.00						
3) Provide technology hardware such as laptops; monitors; VDIs; software licenses; IWBs; interactive projectors; TI-NPIRE calculators to enhance student learning.	1.0, 2.0, 5.0, 10.0	Administration; Faculty; SCEIs; Librarian	Increased Reading scores on Benchmark; STAAR 2018			
Funding Sources: 211 - Title I, Part A - 15000.00						
4) Provide TEKS Resource System as the primary curriculum. Supplement with other programs such as STAAR Master, Lead4ward, and Mentoring Minds Motivation Resources.	1.0, 2.0, 3.0, 10.0	Administration; Faculty; SCEIs	Increased Reading scores on Benchmark; STAAR 2018			
Funding Sources: 211 - Title I, Part A - 5000.00						
5) Implement a research-based and data-driven staff development model using Galaxy Education in Math and ELAR; Read 180; Think through Math, System 44 to enhance student learning.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration; Faculty; SCEIs;	Increased Reading scores on Benchmark; STAAR 2018			
Funding Sources: 211 - Title I, Part A - 7500.00						
= 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 5: During the 2017-2018 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) 5: 100% of John Drugan teachers provided meaningful and effective academic interventions to students. Data Measures: 2018 STAAR, District & Campus Benchmarks, District Check Points, iStation Reports, TCM Data, T-TESS Walkthroughs & Evaluations, Tutoring Rosters

Summative Evaluation 5: Exceeded Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Implement relevant software and web-based application and programs United Streaming, Think Through Math, iStation, Education Galaxy, IXL, and NearPod.	1.0, 2.0, 3.0, 8.0, 9.0	Administration SCEI-Coaches	Usage Reports Lesson Plans T-TESS Walkthroughs & Evaluations			
	Funding Sources: 211 - Title I, Part A - 5000.00					
2) Purchase of leveled readers and other reading materials to support guided reading, balanced literacy, and DRA intervention resources. Purchase Scholastic Magazines: Junior Scholastics and Storyworks	1.0, 2.0, 4.0, 8.0, 10.0	Administration SCE-I Coaches	Usage Reports Benchmark STAAR Report Card Grades			
	Funding Sources: 211 - Title I, Part A - 5150.00					
3) Provide extra duty pay for teachers providing supplemental intervention instruction to enhance rigor and relevance for all students for intersession/summer school.	1.0, 2.0, 3.0, 9.0	Administration SCE-I Coaches	Tutoring Rosters Tutoring Sign-in Sheets STAAR Benchmarks 3 Week Check Points			
	Funding Sources: 199 - General Fund: SCE - 45000.00					
 = 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: During the 2017-2018 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 2016-2017 school year.

Evaluation Data Source(s) 6: John Drugan increased parent attendance at school meetings and events by 90%. Classroom Parent/Teacher Sign-In Sheets, Open House Sign-In Sheets, Family Night Attendance, Parent Classes Sign-In Sheets

Summative Evaluation 6: Exceeded Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Offer training sessions for parents four times per month: health and nutrition strategies; Family Frameworks one time per week. Advance parent understanding of their child's education.	6.0, 10.0	Administration SCEI-Coaches Parent Liaison, CIS	Campus Calendar Parent Classes Sign-In Sheets			
	Funding Sources: 211 - Title I, Part A - 300.00					
2) Create weekly/ monthly newsletters which address parenting issues and concerns.	6.0, 10.0	Principal Parent Liaison Counselors	Newsletters Climate Survey Results			
	Funding Sources: 199 - General - 0.00					
3) Engage parents in providing enrichment opportunities for students in first thru fifth grade during Enrichment/Tutorial.	6.0, 7.0, 10.0	Administration SCEI-Coaches Parent Liaison	Super School Rosters Climate Survey Results Benchmarks 3 Week Check Points			
	Funding Sources: 199 - General - 1200.00, 211 - Title I, Part A - 15000.00					
= 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		
199.11.6118.00.124.7.30.5.00.	6118 Extra Duty Stipend - Locally Defined	\$14,086.00
199.11.6118.00.124.7.30.9.00.	6118 Extra Duty Stipend - Locally Defined	\$26,543.00
199.11.6119.00.124.7.30.0.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$114,664.00
199.11.6119.00.124.7.30.8.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$145,571.00
199.12.6129.00.124.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$8,658.00
199.11.6141.00.124.7.30.0.00.	6141 Social Security/Medicare	\$1,663.00
199.11.6141.00.124.7.30.8.00.	6141 Social Security/Medicare	\$3,073.00
199.12.6141.00.124.7.30.0.00.	6141 Social Security/Medicare	\$125.00
199.11.6142.00.124.7.30.0.00.	6142 Group Health and Life Insurance	\$13,242.00
199.11.6142.00.124.7.30.8.00.	6142 Group Health and Life Insurance	\$25,491.00
199.12.6142.00.124.7.30.0.00.	6142 Group Health and Life Insurance	\$3,311.00
199.11.6143.00.124.7.30.0.00.	6143 Workers' Compensation	\$507.00
199.11.6143.00.124.7.30.8.00.	6143 Workers' Compensation	\$937.00
199.12.6143.00.124.7.30.0.00.	6143 Workers' Compensation	\$38.00
199.12.6146.00.124.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$50.00
199.11.6146.00.124.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$2,263.00
199.11.6146.00.124.7.30.8.00.	6146 Teacher Retirement/TRS Care	\$3,674.00
199.11.6146.00.124.7.30.9.00.	6146 Teacher Retirement/TRS Care	\$1,533.00
199.11.6149.00.124.7.30.0.00.	6149 Employee Benefits	\$1,429.00
199.11.6149.00.124.7.30.5.00.	6149 Employee Benefits	\$30.00
199.11.6149.00.124.7.30.8.00.	6149 Employee Benefits	\$2,901.00

199.11.6149.00.124.7.30.9.00.	6149 Employee Benefits	\$1,460.00
199.12.6149.00.124.7.30.0.00.	6149 Employee Benefits	\$129.00
6100 Subtotal:		\$371,378.00
6200 Professional and Contracted Services		
199.32.6299.99.124.7.30.0.00.	6299 Miscellaneous Contracted Services	\$17,500.00
6200 Subtotal:		\$17,500.00
6300 Supplies and Services		
199.11.6399.00.124.7.30.9.00.	6399 General Supplies	\$5,000.00
6300 Subtotal:		\$5,000.00
6400 Other Operating Costs		
199.11.6494.00.124.7.30.9.00.	6494 Reclassified Transportation Expenses	\$475.00
6400 Subtotal:		\$475.00

Personnel for John Drugan School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
205637 - SEGURA SCHWARTZ, GLORIA I	SCE-TEACHER CSR	SCE	1
208105 - RODRIGUEZ, ADRIANA	SCE-TEACHER CSR	SCE	1
208685 - BUSTAMANTE, ELIZABETH S	SCE-INTERV COACH	SCE	1
213331 - MCDONALD, FRANK	SCE-INTERV COACH	SCE	1
214545 - LOPEZ, JANET	TEACHER	SCE	0.5
216842 - SANCHEZ, IDA	LIBRARY AIDE	SCE	0.5

Title I Components

Schoolwide Program Plan

Ten Schoolwide Components

- 1: Comprehensive Needs Assessment**
- 2: Schoolwide Reform Strategies**
- 3: Instruction by highly qualified professional teachers**
- 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**
- 5: Strategies to attract highly qualified teachers**
- 6: Strategies to increase parental involvement**
- 7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**
- 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**
- 9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**
- 10: Coordination and integration of federal, state and local services and programs**

Title I Component Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Stefanie Abeytia	TIA		1

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$500.00
1	1	2			\$2,000.00
1	1	3			\$0.00
1	1	4			\$0.00
1	2	5			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
2	1	1			\$0.00
2	1	3			\$0.00
2	2	1	Intervention Tutoring		\$12,000.00
2	3	2			\$0.00
2	3	3			\$0.00
2	4	2			\$0.00
2	5	2			\$0.00
2	6	2			\$0.00
2	7	2			\$4,040.00
2	7	4			\$0.00
2	7	5			\$2,500.00
2	7	7			\$1,000.00
2	7	8			\$1,000.00
2	9	2			\$0.00
2	10	2			\$0.00
2	12	2			\$0.00
2	12	3			\$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	5	3			\$0.00
4	3	1			\$0.00
4	4	1			\$0.00
5	1	1			\$1,500.00
5	2	1	N/A		\$0.00
5	2	2	N/A		\$200.00
5	2	3			\$0.00
5	3	1			\$0.00
5	3	2			\$1,200.00
5	6	2			\$0.00
5	6	3			\$1,200.00
Sub-Total					\$27,140.00

199 - General Fund: SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Intervention Tutoring		\$13,510.00
2	3	1			\$30,000.00
2	4	1			\$30,000.00
2	5	1			\$30,000.00
2	6	1			\$30,000.00
2	7	3			\$2,500.00
2	8	3	Kamico Intervention Materials		\$6,400.00

2	9	1			\$30,000.00
2	10	1			\$30,000.00
3	4	3			\$0.00
3	6	1			\$22,565.00
3	6	2			\$0.00
3	6	3			\$140,744.00
5	5	3			\$45,000.00
Sub-Total					\$410,719.00

199 - General Fund : Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	7	2			\$4,040.00
3	4	2			\$0.00
5	1	4			\$65,000.00
Sub-Total					\$69,040.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Purchase of SEL Books		\$2,644.60
1	4	3	Contracted Services		\$830.00
2	1	2	Supplemental Resource-Education Galaxy		\$2,000.00
2	1	2	Supplemental Resource-Mentoring Minds		\$25,584.25
2	1	2	Reading Supplemental Resource-Mentoring Minds		\$1,124.00
2	2	2	Region 19 Training-Autism		\$300.00
2	2	3	Scholastic Inc. Magazines		\$9,036.50
2	2	3	Reading Supplemental Resource-Sirius Education Solutions		\$1,400.00
2	2	3	Reading Supplemental Resource-Teacher Created Materials		\$605.00
2	2	4			\$882.00
2	2	5			\$3,650.00
2	2	6			\$1,008.00

2	3	1		\$1,500.00
2	3	4	Contracted Writing Renewal	\$1,630.00
2	4	1		\$1,500.00
2	4	3	Naviagtor Access Point-TI-Nspire Calculators	\$710.00
2	4	4	IXL Renewal License	\$3,938.00
2	4	4	Math Supplemental Resource-Sirius Education Solutions	\$1,140.00
2	4	4	Math Supplemental Resource-Teacher Created Materials	\$640.00
2	5	1		\$1,500.00
2	5	3		\$772.00
2	5	3		\$1,248.00
2	6	1		\$1,500.00
2	6	3		\$3,709.00
2	6	3		\$1,248.00
2	7	1		\$36,000.00
2	7	3		\$3,523.00
2	7	6		\$1,000.00
2	7	8		\$2,670.00
2	7	9		\$2,500.00
2	8	1	Part Time Workers Salary and Benefits	\$40,655.12
2	12	1		\$1,200.00
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	Contract Concusltant	\$1,400.00
3	3	2	Supplemntal Resources-Online Reading Resources	\$2,250.00
3	3	3		\$350.00
3	3	4		\$2,500.00

3	3	5			\$0.00
3	4	1			\$2,500.00
3	4	2			\$4,040.00
3	4	3			\$350.00
3	5	2			\$3,000.00
3	6	1			\$48,000.00
3	6	2			\$48,000.00
3	6	3			\$1,100.00
4	1	1	Drinks and snacks for parent meetings		\$800.00
4	1	4	CIS Salary		\$17,500.00
4	2	2	Supplies and materials		\$958.00
5	1	2			\$5,500.00
5	1	3			\$47,000.00
5	3	3			\$65,000.00
5	4	2			\$8,000.00
5	4	3			\$15,000.00
5	4	4			\$5,000.00
5	4	5		7500	\$7,500.00
5	5	1			\$5,000.00
5	5	2			\$5,150.00
5	6	1			\$300.00
5	6	3			\$15,000.00
Sub-Total					\$486,845.47
212 - Title I, Part C Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	11	1			\$0.00
Sub-Total					\$0.00
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
263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	9	3			\$0.00
3	4	2			\$0.00
3	5	2			\$0.00
Sub-Total					\$0.00
199 - General Fund: Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Intervention Tutoring		\$3,360.00
2	2	4			\$1,400.00
3	2	4			\$0.00
Sub-Total					\$4,760.00
199 - General: Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	7	7			\$4,000.00
Sub-Total					\$4,000.00
Grand Total					\$1,032,504.47