

South Elementary Campus Improvement Plan

2011-2012

Home of Future College STAARS!
¡Hogar de Futuros Estrellas Colegiles!

Resources

Resource	Source	Amount
Bilingual Education	Federal	\$28,000
IDEA Special Education	Federal	\$155,516
Title I	Federal	\$107,000
Local Funds	State	\$2,422,774
State Compensatory	State	\$27,050

SOUTH ELEMENTARY

Mission

South Elementary Educators are committed to function as facilitators of instruction for all students, adding value to each regardless of ability, implementing a rigorous pedagogical campaign of collaboration among all members of the professional educational and learning communities, the district leadership and curriculum directors, and our extended school community.

Vision

Where the College Tradition Begins! This theme drives South educators to maximize every teachable moment creating an environment of achievement through the building of genuine student-teacher and staff-community relationships. We are an optimal learning community valuing high expectations for success from all parties and the use of empirical data to drive curriculum and budget, learners striving to attend college will be the rule and not the exception.

Nondiscrimination Notice

SOUTH ELEMENTARY does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

**FUTURE COLLEGE STAARS
South's Comprehensive Needs Assessment
2011 - 2012**

Demographics

Long term analysis of student demographics at South Elementary establishes a pattern of consistently maintained ethnic composition. Our Hispanic population has increased over the past ten years from 90% to the present 97%. These numbers fluctuate plus or minus 2% over the past five years. This pattern indicates that our prime focus is to establish strong links to cultural and community learning habits and expectations.

Our annual Comprehensive Needs Assessment feedback indicates the continued strong investment of focus on Parent Involvement and community communication as pertains to attendance, curriculum, and long term scholastic planning for college/university preparedness, and the continued communication of District and campus expectations for individual student success. A Parent Liaison that can transcend mult-generational knowledge of South's attendance community will continue to address these needs. Ms. Barbara Yarbrough has first-hand knowledge of attendance patterns, community needs, outreach resources for our parents and students, and as a 51 year tenured educator, she ideally communicates the District and campus visions to South's stake holders.

South began to promote a College Culture in 2009 – 2010 with promotions of College and University conversations in school programs, specifically, a South College Night, and daily student and parent interaction about the relevance of college expectations. This will continue this year and will include visits to local higher learning institutions with groups of students and parents.

The vast majority of our students fall in the Economically Disadvantaged category of Federal and State definitions with 87% meeting criteria. At-Risk population is also critically high at 89%. Our focus is to facilitate instruction while meeting primary needs. As a school with uniform protocols, our community feedback informs us that with a uniform standard, family budgets are assisted and students and the community do not differentiate based on student dress and apparel. This levels the field of apparel economic competition and allows us to focus on instruction. Our Parent Liaison program facilitates uniform dress for those parents that may not afford the expense.

District initiated initiatives such as Read 180, System 44, English in a Flash, Read Now Power Up, REACH, INSIDE, and others are key to link language barriers demonstrated by our high Bilingual Population. While language proficiency in academic language is weak across the spectrum of our demographical population, it is our English Language Learners that are at high risk of drop-out and academic failure. South is reinforcing the use of these programs and SIOP strategies to establish a cohesive pattern of understanding academic merits as we establish a strong College culture with our students and our community.

**Student Achievement –
2010 – 2011 TAKS Accountability Results**

<u>Subject</u>	<u>% Met Expectations</u>	<u>Targeted Growth</u>	<u>Gold Performance</u>	<u>Commended Performance</u>
Reading	72%	10%		20% Target
Math	69%	15%		20% Target
Writing	85%	10%	Targeted	20% Target
Science	66%	10%	Targeted	20% Target

State standards results from 2010 – 2011 demonstrated a marked drop in fifth grade science scores from 82% the previous academic year to 66%. Writing in fourth grade increased from 80% to 85% while Reading for the campus remained at 72%. Math gained 4 percentage points at 69%. South Elementary is Academically Acceptable. Our focus and target for the 2011 – 2012 academic year is to increase our academic rigor and to improve student achievement in all curricular areas.

Math scores, while improving, are a prime target area for student improvement. Working closely in conjunction with District math coaches and by focusing on the Texas Essential Knowledge and Skill strands mandatory to meet standards on TAKS, South professional staff has designated daily time for math intervention programs and instruction. Using Accelerated Math, Fast Math, AIMS and targeted TEKS to augment our Everyday Math curriculum, we are empowering our students to reach higher levels of math growth.

Reading scores this year are also a prime target for improvement. As a Balanced Literacy Collaborative campus, our professional staff is receiving ongoing training and coaching support in the delivery of a strong reading program. By activating specific high yield strategies, such as Interactive Read Aloud, targeted Guided Reading instruction, diagnostic reading assessments, and campus wide collaboration South's professional capacity will be tapped to increase our reading scores.

South has designated every Monday as Campus Wide Data Day. We analyze data and establish patterns of growth or needed improvement. Teachers meet with administration to disaggregate weekly assessment data, district assessments, and a TAKS released test administered in January 2012. By cohesively aligning our instructional delivery to meet the patterns of our data day, our curriculum is driven by this data.

AYP ACCOUNTABILITY RESULTS

Attendance rates have risen due to strict enforcements of State attendance laws and South met the Adequate Yearly Progress standards in this area. Standards were also met in our inclusive implementation of allowing all students the opportunity to take the State Assessments thus the Participation monitoring report was also met.

Adequate Yearly Progress was not met in Reading/ELA in three categories: All Students, Hispanic and Economically Disadvantaged. South will meet the standard by reaching the 87% passing by students required for 2011 – 2012 in all three areas.

Adequate Yearly Progress was not met in Math in two categories: All Students and Economically Disadvantaged. South will meet the standard by reaching the 83% passing by students required for 2011 – 2012 in both areas.

School Culture and Climate

Safety of students and staff is the overriding factor in ensuring academic growth, participation, and collaboration. South has placed in practice established patterns of safety with Fire Drill, Inclement Weather, Shelter in Place, and Lock Down drill education and practice. Student bullying is not tolerated and students are instructed on proper protocols to identify and report any incident. South Counselor frequents all classrooms to address individual safety and established a rapport with all students developing an open communication highway to reach out for help when needed.

Students are always accompanied to bathrooms and report back to the teacher any mishaps as well as environmental concerns such as poor use of bathroom materials or there disposal. Our playground is always monitored by certified staff and opening and closing procedures are in place where all the school plant is monitored by staff.

South administration exhibits an immediate and calibrated response to student disciplinary concerns. Corporal punishment is not administered but the MISD Student Code of Conduct is adhered to. The administration always communicates with parents about their children's visit to the office. Staff must also communicate with parents a minimum of three times per six weeks to consult with parents about their children.

Collaboration and teamwork reflect the South professional staff. Administration aligns with teacher cadres to seek input and the campus site based committee is maintained informed and participates in defining the vision for our school. Parents voice their opinions openly as both administrators and 60% of the professional staff is able to speak and understand the communities' prevalent language, Spanish. Their voice is heard and their opinions are always

taken into consideration.

Staff Quality, Recruitment, and Retention

The South professional staff is committed to student improvement. As openings for professional staff are identified, administrators seek the most highly qualified of nominees that meet No Child Left Behind qualified criteria. A pool of these professionals is created and administration, when possible, seeks a cadre of teachers to assist during interviews. A consensus is reached after interviews and the principal makes the offer for employment at South. We seek candidates that best meet the needs of our students and our standards as a professional collaborative community. All MISD policy and procedural regulations are closely followed before, during and after this process.

Turnover at South is minimal. In the 20010 – 2011 scholastic year, one teacher resigned for personal reasons. The administration practices proactive recognition of all effort given by professional staff and recognizes the value of retaining quality and tenured staff. By working closely with leadership and CEIC, school morale is positively increasing as student achievement increases and parents voice their overwhelming support of our educational programs.

Curriculum, Instruction and Assessment

Curriculum constraints are defined by MISD central office departments of Teaching and Learning. South maintains these curriculums as strong resources to address the state's Texas Essential Knowledge and Skills strands for each grade level K – 6th. We align all lessons to meet these standards. Weekly identification of the TEKS, by teacher for each grade level, is the rule at South. The weekly procedure allows teachers to become knowledgeable of their targeted instruction for the week and the TEKS they will address. Core curriculum-Reading, Math, Writing, Science-are given protected times of instruction during the school day.

Instruction is monitored daily by administration and South's Literacy Coach.

SOUTH ELEMENTARY Site Base

Name	Position
Almond, Jamie	Assistant Principal
Bannister, Bruce	Business Representative
Bolivar, Fernando	6th Grade Bilingual
Cook, David	Counselor
Flores, Lisa	Parent Representative
Garcia, Toni	6th Grade
Hernandez, Vangie	4th Grade
Hooper, Paul	Human Resource MISD
Irigoyen, Rebecca	Kindergarten
Klutts, Shanna	5th Grade
Ramos, Sophie	Resource Teacher
Richmond, Lexa	Fine Arts
Robledo, Israel	Read 180 Teacher
Sanchez, Juan	Business Community Representative M&M Appliance
Savage, Martha	5th Grade
Silva, JR	Principal
Silva, Santos	City of Midland Community Rep.
Yarbrough, Barbara	Parent Liaison

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2010/2011 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

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Goal 1. MISD will support high academic standards.

Objective 1. 100% of South students will reach high standards, scoring a minimum of 2250 or the equivalent Vertical scale score, on the various state testing and on grade level according to district assessments in all core subjects.

Objective 2. 100% of the identified students needing intervention will receive research-based instruction from highly qualified staff.

Objective 3. 100% students will participate in learning environments that are safe, drug free, and conducive to learning while promoting a healthy lifestyle.

Goal 2. MISD will uniformly use effective instructional strategies.

Objective 1. 100% of South's students working below grade level will receive interventions using scientific research based programs and materials

Objective 2. 100% of South's English Language Learners (ELL) will show one level of growth according to TELPAS.

Goal 3. MISD will recruit, develop, and support highly motivated staff members who maximize student success.

Objective 1. 100% of South teachers will meet the NCLB criteria of Highly Qualified and participate in all required staff development that increases their knowledge-base through curriculum, research and study.

Objective 2. 100% of South's teachers will attend staff development to increase and enhance their individual knowledge and skills that directly impact classroom instruction and improve student learning as directed by Administration.

Goal 4. MISD will prepare technologically advanced students.

Objective 1. 25% continuous technological improvement as reported by the STAR Chart survey.

Goal 5. MISD will provide facilities that support exemplary learning environments.

Objective 1. Parental and Community Involvement will increase 20% in activities both at the campus and grade level.

Goal 6. MISD will fully develop positive partnerships with Midland's community and business organizations.

Objective 1. Through out the 2011 - 2012 school year the CEIC will meet a minimum of six times to review the local budget, new programs, and approve staff development.

Objective 2. As a Title I campus 100% of the funds will be allocated and used according to federal guidelines.

Goal 7. MISD will exercise fiscal responsibility.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. South Staff and collaborative teams will analyze and disaggregate data for establishing individual, small group, and whole class instruction to ensure all student success, by scoring on or above grade level on all tests. (Title I SW: 1,2,3,4,5,6,8,9,10) (Target Group: All, H, W, AA, ECD, ESL, LEP, SPED, GT, M, F, AtRisk) (NCLB: 1,2,3,4,5)</p>	<p>Academic coaches, Assistant Principal(s), CEIC members, Core Subject Teachers, Counselor(s), Director of Bilingual/ESL, Exec Director of CTE, Instructional Specialist, Parent Liaison, Parent Volunteers, Principal, Special Ed Teachers, Teacher(s), Teaching & Learning Department, Team Leaders</p>	<p>Monthly</p>	<p>(F)Bilingual Education , (F)CTE Funds, (F)English as a Second Language, (F)Title I, (F)Title IIA Principal and Teacher Improvement, (L)Activity Funds, (L)C-Scope Resource Bank, (L)Instructional Resources & Media Services, (L)Instructional Services, (L)SchoolNet Data, (L)Staff Development, (O)Classroom Teachers, (O)DMAC data</p>	<p>STAAR evaluations, benchmark assessments, student assessment notebooks, F&P Scores, EDL Scores, Schoolnet, computer generated reports from English in a Flash, Read Now Power Up, Read 180, System 44, AR, AM</p>
<p>2. All South Elementary students will receive individualized and diagnostic instruction to move students to add one years growth academically. (Title I SW: 1,2,3,4,6,8,9) (Target Group: All, H, W, AA, ECD, ESL, Migrant, LEP, SPED, GT, M, F, AtRisk) (NCLB: 1,2,3,5)</p>	<p>Assistant Principal(s), CEIC members, Core Subject Teachers, Counselor(s), Parent Liaison, Principal, Special Ed Teachers, Teacher(s), Teaching & Learning Department, Team Leaders</p>		<p>(F)Bilingual Education , (F)CTE Funds, (F)English as a Second Language, (F)Title 1, Part A - ARRA/Stimulus, (F)Title I, (L)Activity Funds, (L)Instructional Services, (L)SchoolNet Data, (L)Staff Development, (O)Classroom Teachers, (O)DMAC data, (O)Local Budget Data, (O)Special Education Teachers, (S)Local Funds</p>	<p>Student assessments, monthly data, benchmarks, assessment notebooks, assessment wall meetings,</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>3. South will provide an individualized program for students with disabilities implementing Special Education resources as taught by South's Resource teacher in the least restrictive environment, with the emphasis on increased participation in the general education curriculum and district wide assessments. (Title I SW: 1,2,3,4,5,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Assistant Principal(s), Core Subject Teachers, Director of Special Education, Exec Dir of Compliance and Special Programs, Instructional Specialist, Principal, Special Ed Teachers, Teacher(s), Teaching & Learning Department, Team Leaders</p>	<p>Six Weeks, ARD Meetings, STAT Meetings</p>	<p>(F)Bilingual Education , (F)English as a Second Language, (F)IDEA - B, ARRA PreSchool Ages 3-5, (F)IDEA Special Education, (F)Title 1, Part A - ARRA/Stimulus, (F)Title I, (F)Title I, Part C - Migrant, (F)Title II, Part D - ARRA/Stimulus, (F)Title IIA Principal and Teacher Improvement, (F)Title IID Technology, (F)Title III, Part A - LEP, (L)Activity Funds, (L)C-Scope Resource Bank, (L)Instructional Resources & Media Services, (L)Instructional Services, (L)SchoolNet Data, (L)Staff Development, (O)Classroom Teachers, (O)DMAC data, (O)Special Education Teachers, (S)Optional End of Year Program</p>	<p>STAAR evaluations, benchmark assessments, student assessment notebooks, F&P Scores, EDL Scores, Schoolnet, computer generated reports from English in a Flash, Read Now Power Up, Read 180, System 44, AR, AM</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>4. Promote College awareness through various campus activities: College Night, Title I Meeting Night, Promoting college culture with school bulletin boards, providing concrete examples through professional college boards reflecting successful completion of their academic goals at their individual universities, teacher-directed conversations regarding colleges/universities, written activities, reading activities, professional college attire on the first Monday of the month, and the school motto "Home of Future College STAARS" (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Assistant Principal(s), CEIC members, Core Subject Teachers, Counselor(s), Exec Dir of Student Scholar Development, Exec Director of CTE, Instructional Specialist, Parent Liaison, Parent Volunteers, Principal, Special Ed Teachers, Teacher(s), Teaching & Learning Department, Team Leaders</p>	<p>Six Weeks</p>	<p>(F)Bilingual Education , (F)CTE Funds, (F)English as a Second Language, (F)Title 1, Part A - ARRA/Stimulus, (F)Title I, (F)Title I, Part C - Migrant, (F)Title II, Part D - ARRA/Stimulus, (F)Title IIA Principal and Teacher Improvement, (F)Title IID Technology, (F)Title III, Part A - LEP, (F)Title IV Safe and Drug Free, (F)Title XIV - ARRA State Stabilization Fund, (L)Activity Funds, (L)C-Scope Resource Bank, (L)Instructional Resources & Media Services, (L)Instructional Services, (L)SchoolNet Data, (L)Staff Development, (O)Classroom Teachers, (O)DMAC data, (O)Principal, (O)Special Education Teachers, (O)TEKScore data, (S)Local Funds</p>	<p>STAAR evaluations, benchmark assessments, student assessment notebooks, F&P Scores, EDL Scores, Schoolnet, computer generated reports from English in a Flash, Read Now Power Up, Read 180, System 44, AR, AM, Parent Sign-In Sheets for College Night and other College activities.</p>

SOUTH ELEMENTARY

Goal 1. MISD will support high academic standards.

Objective 2. 100% of the identified students needing intervention will receive research-based instruction from highly qualified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Targeted instruction will be given by teacher and specialists during intervention times using Accelerated Math, Fast Math, ILL reading intervention kits, AIMS Math intervention, Guided Reading targetted instruction using Houghton Mifflin intervention readers, Accelerated Reading program, and targetted reading tutorial sessions. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: All, H, AA, ECD, LEP) (NCLB: 1,2,3,4,5)</p>	<p>Academic coaches, Assistant Principal(s), Core Subject Teachers, Counselor(s), Instructional Specialist, Principal, Special Ed Teachers, Teacher(s), Teaching & Learning Department, Team Leaders</p>	<p>Three Weeks Per Assessment Review</p>	<p>(F)Bilingual Education , (F)CTE Funds, (F)English as a Second Language, (F)IDEA - B, ARRA PreSchool Ages 3-5, (F)IDEA Special Education, (F)Title 1, Part A - ARRA/Stimulus, (F)Title I, (F)Title I, Part C - Migrant, (F)Title II, Part D - ARRA/Stimulus, (F)Title IIA Principal and Teacher Improvement, (F)Title IID Technology, (F)Title III, Part A - LEP, (F)Title IV Safe and Drug Free, (F)Title XIV - ARRA State Stabilization Fund, (L)Activity Funds, (L)C-Scope Resource Bank, (L)Instructional Resources & Media Services, (L)Instructional Services, (L)SchoolNet Data, (L)Staff Development, (O)Classroom Teachers, (O)DMAC data, (O)Local Budget Data, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (O)TEKScore data, (S)Local Funds</p>	<p>TAKS evaluations, benchmark assessments, student assessment notebooks, F&P Scores, EDL Scores, INOVA, Schoolnet, computer generated reports from English in a Flash, Read Now Power Up, Read 180, System 44, AR Schoolnet, Lead Your School.</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>2. South staff and students will be supported in targeted instruction in Math by the district curriculum coaches. (Title I SW: 1,2,3,4,5,6,8,9,10) (Target Group: All) (NCLB: 1,2,3,4)</p>	<p>Assistant Principal(s), Campus counselors, CEIC members, Core Subject Teachers, Counselor(s), Director of Math & Science, Exec Director of CTE, Parent Liaison, Principal, Special Ed Teachers, Teacher(s), Teaching & Learning Department</p>	<p>Weekly</p>	<p>(F)Bilingual Education , (F)CTE Funds, (F)English as a Second Language, (F)Title 1, Part A - ARRA/Stimulus, (F)Title I, (F)Title I, Part C - Migrant, (F)Title II, Part D - ARRA/Stimulus, (F)Title IIA Principal and Teacher Improvement, (F)Title IID Technology, (F)Title III, Part A - LEP, (F)Title IV Safe and Drug Free, (L)Activity Funds, (L)C-Scope Resource Bank, (L)Instructional Resources & Media Services, (L)Instructional Services, (L)SchoolNet Data, (L)Staff Development, (O)Classroom Teachers, (O)DMAC data, (O)Local Budget Data, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (O)TEKScore data, (S)Local Funds</p>	<p>TAKS evaluations, benchmark assessments, student assessment notebooks, F&P Scores, EDL Scores, INOVA, Schoolnet, computer generated reports from English in a Flash, Read Now Power Up, Read 180, System 44, AR Schoolnet, Lead Your School</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>3. Students in Kindergarten - 2nd grades identified as below grade level in reading will be in small group instruction using Fountas & Pinnell Leveled Literacy Intervention (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: H, AA, ECD, ESL, Migrant, LEP, SPED, AtRisk) (NCLB: 1,2,3,4,5)</p>	<p>Academic coaches, Assistant Principal(s), Campus counselors, CEIC members, Director of English Language Arts, Director of K-12 Literacy, Director of Special Education, Instructional Specialist, Parent Liaison, Principal, Special Ed Teachers, Teacher(s), Teaching & Learning Department, Team Leaders</p>	<p>Weekly</p>	<p>(F)Bilingual Education , (F)CTE Funds, (F)English as a Second Language, (F)IDEA - B, ARRA PreSchool Ages 3-5, (F)Title 1, Part A - ARRA/Stimulus, (F)Title I, (F)Title I, Part C - Migrant, (F)Title IIA Principal and Teacher Improvement, (F)Title IID Technology, (F)Title III, Part A - LEP, (F)Title IV Safe and Drug Free, (F)Title XIV - ARRA State Stabilization Fund, (L)Activity Funds, (L)C-Scope Resource Bank, (L)Instructional Resources & Media Services, (L)Instructional Services, (L)SchoolNet Data, (L)Staff Development, (O)Classroom Teachers, (O)DMAC data, (O)Local Budget Data, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (O)TEKScore data, (S)Local Funds, (S)State Technology Grant</p>	<p>TAKS evaluations, benchmark assessments, student assessment notebooks, F&P Scores, EDL Scores, INOVA, Schoolnet, computer generated reports from English in a Flash, Read Now Power Up, Read 180, System 44, AR Schoolnet, Lead Your School</p>

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Goal 1. MISD will support high academic standards.

Objective 3. 100% students will participate in learning environments that are safe, drug free, and conducive to learning while promoting a healthy lifestyle.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. TBSI Core Team to address appropriate behavioral interventions. (Title I SW: 1,2,3,4,5,8,9,10) (Target Group: All) (NCLB: 3,4)	Assistant Principal(s), Counselor(s), Instructional Specialist, Principal, Special Ed Teachers, Teacher(s), Team Leaders	August through end of school year	(F)Bilingual Education , (F)Title I, (F)Title IV Safe and Drug Free, (O)Classroom Teachers, (O)Principal, (O)Special Education Teachers, (S)Local Funds - \$3,500.00	Student Teacher Assistance Team (STAT) minutes, staff development records, PEIMS Reports
2. Provide a drug education program. (Title I SW: 1,2,3,4,5,6,8,9,10) (Target Group: All) (NCLB: 1,2,3,4)	Assistant Principal(s), Campus counselors, Counselor(s), Principal, Teacher(s), Team Leaders	August 2011-May 2012, Monthly Counselor Reports	(F)Title I, (F)Title IV Safe and Drug Free, (L)Activity Funds, (O)Classroom Teachers, (O)Principal, (S)Local Funds, (S)State Compensatory	Staff and counselor's lesson plans, counselor reports, safe school survey
3. Campus Wellness program: Health Lessons in PE, CATCH Nights & Staff meetings with CNS Cafeteria Manager & Nurse (Title I SW: 1,2,3,4,6,9,10) (Target Group: All) (NCLB: 1,2,3,4)	Assistant Principal(s), Dir. of Child Nutrition Services, Principal, Teacher(s)	August 2011-May 2012	(F)Title I, (L)Activity Funds, (O)Classroom Teachers, (O)Principal, (O)Supplemental Materials	Coach's lesson plans, staff observations of student food choices and physical activities that support healthy living

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>4. Discipline Collaborative Team will write and train the staff on a campus wide management system. This system will have campus wide rules and positive and corrective components. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: All) (NCLB: 1,2,3,4)</p>	<p>Assistant Principal(s), Campus counselors, Core Subject Teachers, Instructional Specialist, Parent Liaison, Principal, Special Ed Teachers, Teacher(s), Team Leaders</p>	<p>Monthly</p>	<p>(F)Bilingual Education , (F)CTE Funds, (F)English as a Second Language, (F)IDEA Special Education, (F)Title 1, Part A - ARRA/Stimulus, (F)Title I, (F)Title I, Part C - Migrant, (F)Title II, Part D - ARRA/Stimulus, (F)Title IIA Principal and Teacher Improvement, (F)Title IID Technology, (F)Title III, Part A - LEP, (F)Title IV Safe and Drug Free, (F)Title XIV - ARRA State Stabilization Fund, (L)Activity Funds, (L)C-Scope Resource Bank, (L)Instructional Resources & Media Services, (L)SchoolNet Data, (L)Staff Development, (O)Classroom Teachers, (O)DMAC data, (O)Principal, (O)Special Education Teachers</p>	<p>Computer generated Discipline Reports, PEIMS data</p>

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Goal 2. MISD will uniformly use effective instructional strategies.

Objective 1. 100% of South's students working below grade level will receive interventions using scientific reseach based programs and materials

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Students not performing on grade level will receive a research based intervention program during and/or after the school day. (Title I SW: 1,2,3,4,5,8,9,10) (Target Group: H, AA, ECD, LEP, SPED, AtRisk) (NCLB: 1,2,3,5)</p>	<p>Academic coaches, Assistant Principal(s), Core Subject Teachers, Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)</p>	<p>Monthly</p>	<p>(F)Bilingual Education , (F)IDEA Special Education, (F)Title I, (O)Classroom Teachers, (O)DMAC data, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (O)TEKScore data, (S)Local Funds, (S)State Compensatory</p>	<p>Teacher observations, lesson plans,campus and district benchmarks, reports from assessments,TPRI/Tejas Lee, Fountas & Pinnell, TELPAS, STAAR Student Data Portfolio,TAKS evaluations, benchmark assessments, student assessment notebooks, F&P Scores, EDL Scores, Schoolnet, computer generated reports from English in a Flash, Read Now Power Up, Read 180, System 44, AR, AM Schoolnet</p>

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Objective 1. 100% of South's students working below grade level will receive interventions using scientific reseach based programs and materials

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>2. STAT - Students in need of additional instructional support will be discussed and data reviewed at the STAT Meetings. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: H, AA, ECD, ESL, Migrant, LEP, SPED, AtRisk) (NCLB: 1,2,3,4,5)</p>	<p>Academic coaches, Assistant Principal(s), Campus counselors, CEIC members, Core Subject Teachers, Counselor(s), Director of Special Education, Instructional Specialist, Parent Liaison, Principal, Special Ed Teachers, Teacher(s), Teaching & Learning Department, Team Leaders</p>	<p>Six Weeks, ARD Meetings, STAT Meetings</p>	<p>(F)Bilingual Education , (F)CTE Funds, (F)English as a Second Language, (F)IDEA - B, ARRA PreSchool Ages 3-5, (F)IDEA Special Education, (F)Title 1, Part A - ARRA/Stimulus, (F)Title I, (F)Title I, Part C - Migrant, (F)Title II, Part D - ARRA/Stimulus, (F)Title IIA Principal and Teacher Improvement, (F)Title IID Technology, (F)Title III, Part A - LEP, (F)Title XIV - ARRA State Stabilization Fund, (L)C-Scope Resource Bank, (L)SchoolNet Data, (L)Staff Development, (O)Classroom Teachers, (O)DMAC data, (O)Local Budget Data, (O)Principal, (O)Special Education Teachers, (O)TEKScore data, (S)Local Funds</p>	<p>STAAR evaluations, benchmark assessments, student assessment notebooks, F&P Scores, EDL Scores, Schoolnet, computer generated reports from English in a Flash, Read Now Power Up, Read 180, System 44, AR Schoolnet</p>

SOUTH ELEMENTARY

Goal 2. MISD will uniformly use effective instructional strategies.

Objective 1. 100% of South's students working below grade level will receive interventions using scientific reseach based programs and materials

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>3. South students who are below grade level, according to Fountas & Pinnell and EDL, will receive targeted intervention. Push in/ pull out small group targeted instruction will be provided through intense researched-based instruction. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: H, AA, ECD, ESL, LEP, SPED, AtRisk) (NCLB: 1,2,3,4,5)</p>	<p>Academic coaches, Assistant Principal(s), Campus counselors, CEIC members, Core Subject Teachers, Counselor(s), Director of Special Education, Instructional Specialist, Parent Liaison, Principal, Special Ed Teachers, Teaching & Learning Department, Team Leaders</p>	<p>Weekly</p>	<p>(F)Bilingual Education , (F)CTE Funds, (F)English as a Second Language, (F)IDEA - B, ARRA PreSchool Ages 3-5, (F)IDEA Special Education, (F)Title 1, Part A - ARRA/Stimulus, (F)Title I, (F)Title I, Part C - Migrant, (F)Title II, Part D - ARRA/Stimulus, (F)Title IIA Principal and Teacher Improvement, (F)Title IID Technology, (F)Title III, Part A - LEP, (F)Title XIV - ARRA State Stabilization Fund, (L)Activity Funds, (L)C-Scope Resource Bank, (L)Instructional Resources & Media Services, (L)Instructional Services, (L)SchoolNet Data, (L)Staff Development, (O)Classroom Teachers, (O)DMAC data, (O)Local Budget Data, (O)Principal, (O)Supplemental Materials, (O)TEKScore data, (S)Local Funds</p>	<p>STAAR evaluations, benchmark assessments, student assessment notebooks, F&P Scores, EDL Scores, Schoolnet, computer generated reports from English in a Flash, Read Now Power Up, Read 180, System 44, AR Schoolnet</p>

SOUTH ELEMENTARY

Goal 2. MISD will uniformly use effective instructional strategies.

Objective 1. 100% of South's students working below grade level will receive interventions using scientific reseach based programs and materials

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>4. Using Schoolnet, DMAC and other district diagnostic tools as available, staff will identify and provide mentoring to students. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: H, AA, ECD, ESL, Migrant, LEP, SPED, AtRisk) (NCLB: 1,2,3,4,5)</p>	<p>Academic coaches, Assistant Principal(s), Campus counselors, CEIC members, Core Subject Teachers, Counselor(s), Instructional Specialist, Parent Liaison, Principal, Special Ed Teachers, Teacher(s), Teaching & Learning Department, Team Leaders</p>	<p>Four Weeks</p>	<p>(F)Bilingual Education , (F)CTE Funds, (F)English as a Second Language, (F)IDEA - B, ARRA PreSchool Ages 3-5, (F)IDEA Special Education, (F)Title 1, Part A - ARRA/Stimulus, (F)Title I, (F)Title I, Part C - Migrant, (F)Title II, Part D - ARRA/Stimulus, (F)Title IIA Principal and Teacher Improvement, (F)Title IID Technology, (F)Title III, Part A - LEP, (F)Title XIV - ARRA State Stabilization Fund, (L)Activity Funds, (L)C-Scope Resource Bank, (L)Instructional Resources & Media Services, (L)Instructional Services, (L)SchoolNet Data, (L)Staff Development, (O)Classroom Teachers, (O)DMAC data, (O)Local Budget Data, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (O)TEKScore data, (S)Local Funds</p>	<p>STAAR evaluations, benchmark assessments, student assessment notebooks, F&P Scores, EDL Scores, Schoolnet, computer generated reports from English in a Flash, Read Now Power Up, Read 180, System 44, AR Schoolnet</p>

SOUTH ELEMENTARY

Goal 2. MISD will uniformly use effective instructional strategies.

Objective 1. 100% of South's students working below grade level will receive interventions using scientific reseach based programs and materials

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>5. Targeted instruction will be given by teacher and specialists during intervention times. (Title I SW: 1,2,3,4,5,6,7,8,9) (Target Group: H, AA, ECD, ESL, Migrant, LEP, SPED, AtRisk) (NCLB: 1,2,3,4,5)</p>	<p>Academic coaches, Assistant Principal(s), Core Subject Teachers, Counselor(s), Instructional Specialist, Parent Liaison, Principal, Special Ed Teachers, Teacher(s), Teaching & Learning Department, Team Leaders</p>	<p>Daily</p>	<p>(F)Bilingual Education , (F)CTE Funds, (F)English as a Second Language, (F)IDEA - B, ARRA PreSchool Ages 3-5, (F)IDEA Special Education, (F)Title 1, Part A - ARRA/Stimulus, (F)Title I, (F)Title I, Part C - Migrant, (F)Title II, Part D - ARRA/Stimulus, (F)Title IIA Principal and Teacher Improvement, (F)Title IID Technology, (F)Title III, Part A - LEP, (F)Title XIV - ARRA State Stabilization Fund, (L)Activity Funds, (L)C-Scope Resource Bank, (L)Instructional Resources & Media Services, (L)Instructional Services, (L)SchoolNet Data, (L)Staff Development, (O)Classroom Teachers, (O)DMAC data, (O)Local Budget Data, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (O)TEKScore data, (S)Local Funds</p>	<p>STAAR evaluations, benchmark assessments, student assessment notebooks, F&P Scores, EDL Scores, Schoolnet, computer generated reports from English in a Flash, Read Now Power Up, Read 180, System 44, AR Schoolnet</p>

SOUTH ELEMENTARY

Goal 2. MISD will uniformly use effective instructional strategies.

Objective 1. 100% of South's students working below grade level will receive interventions using scientific reseach based programs and materials

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. South staff and students will be supported in targeted instruction in Math by district math coaches and teacher-led accelerated instruction. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: H, AA, ECD, ESL, Migrant, LEP, AtRisk) (NCLB: 1,2,3,4,5)	Instructional Specialist, Principal, Teaching & Learning Department	Daily	(F)Title I	STAAR evaluations, benchmark assessments, student assessment notebooks, F&P Scores, EDL Scores, Schoolnet, computer generated reports from English in a Flash, Read Now Power Up, Read 180, System 44, AR Schoolnet

SOUTH ELEMENTARY

Goal 2. MISD will uniformly use effective instructional strategies.

Objective 2. 100% of South's English Language Learners (ELL) will show one level of growth according to TELPAS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Bilingual teachers will lead LEP students through the academic language strategies and the four modes of language acquisition. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: H, ECD, ESL, Migrant, LEP, AtRisk) (NCLB: 1,2,3,4,5)	Academic coaches, Counselor(s), Director of Bilingual/ESL, Instructional Specialist, Parent Liaison, Principal, Special Ed Teachers, Teacher(s), Teaching & Learning Department, Team Leaders	Daily	(F)Bilingual Education	STAAR evaluations, benchmark assessments, student assessment notebooks, F&P Scores, EDL Scores, Schoolnet, computer generated reports from English in a Flash, Read Now Power Up, Read 180, System 44, AR Schoolnet, LPAC Minutes
2. Bilingual teachers will provide instruction in native language, ensuring a strong academic foundation, and utilizing the late exit model to ensure success. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: H, ECD, ESL, Migrant, LEP, AtRisk) (NCLB: 1,2,3,4)	Assistant Principal(s), Director of Bilingual/ESL, Instructional Specialist, Principal, Teacher(s), Teaching & Learning Department	Daily	(F)Bilingual Education	STAAR evaluations, benchmark assessments, student assessment notebooks, F&P Scores, EDL Scores, Schoolnet, computer generated reports from English in a Flash, Read Now Power Up, Read 180, System 44, AR Schoolnet, LPAC Minutes
3. Counselor will have monthly small group and individual student meetings with district-targeted populations: LEP and at-risk. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: H, W, AA, ECD, M, F, AtRisk) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Campus counselors, Counselor(s), Principal, Team Leaders	Monthly	(F)Title IV Safe and Drug Free, (L)C-Scope Resource Bank, (L)Instructional Resources & Media Services, (L)Staff Development	Counselor lesson plans and written notes of same.
4. South staff and students will be supported in targeted instruction in math by the Curriculum Specialist, district math coaches and teacher-lead accelerated instruction. The specialist will push in/pull out to support a small group (3-4 students) needing accelerated instruction. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: H, AA, ECD, ESL, LEP, AtRisk) (NCLB: 1,2,3,4)	Instructional Specialist	Daily	(F)Title I	STAAR evaluations, benchmark assessments, student assessment notebooks, F&P Scores, EDL Scores, Schoolnet, computer generated reports from English in a Flash, Read Now Power Up, Read 180, System 44, AR Schoolnet

SOUTH ELEMENTARY

Goal 2. MISD will uniformly use effective instructional strategies.

Objective 2. 100% of South's English Language Learners (ELL) will show one level of growth according to TELPAS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>5. South students who are below grade level, according to Fountas & Pinnell and EDL, will receive targeted intervention. Push in/ pull out small group targeted instruction will be provided through intense researched-based instruction: Read 180, System 44, English in a Flash, and Read Now Power Up, REACH, and INSIDE ESL programs. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: H, AA, ECD, ESL, LEP, SPED, AtRisk) (NCLB: 1,2,3,4)</p>	<p>Academic coaches, Assistant Principal(s), Core Subject Teachers, Instructional Specialist, Parent Liaison, Principal, Special Ed Teachers, Teaching & Learning Department, Team Leaders</p>	<p>Daily</p>	<p>(F)Bilingual Education , (F)CTE Funds, (F)English as a Second Language, (F)IDEA - B, ARRA PreSchool Ages 3-5, (F)IDEA Special Education, (F)Title 1, Part A - ARRA/Stimulus, (F)Title I, (F)Title I, Part C - Migrant, (F)Title II, Part D - ARRA/Stimulus, (F)Title IIA Principal and Teacher Improvement, (F)Title IID Technology, (F)Title III, Part A - LEP, (F)Title IV Safe and Drug Free, (F)Title XIV - ARRA State Stabilization Fund, (L)Activity Funds, (L)C-Scope Resource Bank, (L)Instructional Resources & Media Services, (L)Instructional Services, (L)SchoolNet Data, (L)Staff Development, (O)Classroom Teachers, (O)DMAC data, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (O)TEKScore data, (S)Early State PreKinder</p>	<p>STAAR evaluations, benchmark assessments, student assessment notebooks, F&P Scores, EDL Scores, Schoolnet, computer generated reports from English in a Flash, Read Now Power Up, Read 180, System 44, AR Schoolnet</p>

SOUTH ELEMENTARY

Goal 2. MISD will uniformly use effective instructional strategies.

Objective 2. 100% of South's English Language Learners (ELL) will show one level of growth according to TELPAS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>6. Students Kinder - 2nd identified as below grade level will receive small group instruction (3 to 4) in Estrellitas remediative bilingual program, STAR reading assessments to identify, Leveled Literacy Intervention, and guided reading instruction. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: H, AA, ECD, ESL, LEP, SPED, AtRisk) (NCLB: 1,2,3,4,5)</p>	<p>Academic coaches, Assistant Principal(s), Principal, Teacher(s)</p>	<p>Daily</p>	<p>(F)Bilingual Education , (F)English as a Second Language, (F)Title 1, Part A - ARRA/Stimulus</p>	<p>STAAR evaluations, benchmark assessments, student assessment notebooks, F&P Scores, EDL Scores, Schoolnet, computer generated reports from English in a Flash, Read Now Power Up, Read 180, System 44, AR Schoolnet</p>
<p>7. English Language Learner students identified as performing below grade level, according to STAAR and EDL/ Fountas & Pinnell in grades 3-6 will receive English in a Flash intervention leading towards Read Now Power Up. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: H, AA, ECD, ESL, LEP, SPED, AtRisk) (NCLB: 1,2,3,4,5)</p>	<p>Academic coaches, Assistant Principal(s), CEIC members, Core Subject Teachers, Director of Bilingual/ESL, Instructional Specialist, Parent Liaison, Principal, Special Ed Teachers, Teacher(s), Teaching & Learning Department</p>	<p>Daily</p>	<p>(F)Bilingual Education , (F)CTE Funds, (F)English as a Second Language, (F)IDEA - B, ARRA PreSchool Ages 3-5, (F)IDEA Special Education, (F)Title 1, Part A - ARRA/Stimulus, (F)Title I, (F)Title II, Part D - ARRA/Stimulus, (F)Title IIA Principal and Teacher Improvement, (F)Title IID Technology, (F)Title III, Part A - LEP, (L)C-Scope Resource Bank, (L)SchoolNet Data, (L)Staff Development, (O)Classroom Teachers, (O)DMAC data, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (O)TEKScore data, (S)Local Funds</p>	<p>STAAR evaluations, benchmark assessments, student assessment notebooks, F&P Scores, EDL Scores, Schoolnet, computer generated reports from English in a Flash, Read Now Power Up, Read 180, System 44, AR Schoolnet</p>

SOUTH ELEMENTARY

Goal 3. MISD will recruit, develop, and support highly motivated staff members who maximize student success.

Objective 1. 100% of South teachers will meet the NCLB criteria of Highly Qualified and participate in all required staff development that increases their knowledge-base through curriculum, research and study.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The South Leadership team and teachers from the grade level/subject will interview and identify the applicant for employment based on their qualifications, certification, and references. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: H, AA, ECD, ESL, LEP, SPED, AtRisk) (NCLB: 1,2,3,4,5)</p>	<p>Academic coaches, Assistant Principal(s), CEIC members, Instructional Specialist, Parent Liaison, Principal, Teacher(s), Teaching & Learning Department</p>	<p>Weekly</p>	<p>(F)Bilingual Education , (F)IDEA Special Education, (F)Title I, (F)Title IID Technology, (L)Activity Funds, (O)Classroom Teachers, (O)DMAC data, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (O)TEKScore data, (S)Local Funds, (S)State Compensatory</p>	<p>Job requirements, appraisals, walk-throughs, STAAR evaluations, benchmark assessments, student assessment notebooks, F&P Scores, EDL Scores, Schoolnet, computer generated reports from English in a Flash, Read Now Power Up, Read 180, System 44, AR, Schoolnet</p>
<p>2. South teachers will be supported in their staff development and implementation of reading programs and Balanced Literacy with a Literacy Coach, paid from Title I funds. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: H, AA, ECD, LEP, SPED, AtRisk) (NCLB: 1,2,3,4,5)</p>	<p>Academic coaches, Assistant Principal(s), Principal, Teacher(s), Teaching & Learning Department</p>	<p>Daily</p>	<p>(F)Bilingual Education , (F)English as a Second Language, (F)Title I</p>	<p>STAAR evaluations, benchmark assessments, student assessment notebooks, F&P Scores, EDL Scores, Schoolnet, computer generated reports from English in a Flash, Read Now Power Up, Read 180, System 44, AR Schoolnet</p>

SOUTH ELEMENTARY

Goal 3. MISD will recruit, develop, and support highly motivated staff members who maximize student success.

Objective 1. 100% of South teachers will meet the NCLB criteria of Highly Qualified and participate in all required staff development that increases their knowledge-base through curriculum, research and study.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>3. All Bilingual and ESL teachers (6th) will participate in district trainings designed to improve student rigor, student academic succes, and fulfill federal, state and district guidelines. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: H, AA, ECD, ESL, LEP, SPED, AtRisk) (NCLB: 1,2,3,4,5)</p>	<p>Academic coaches, Assistant Principal(s), CEIC members, Instructional Specialist, Principal, Teacher(s), Teaching & Learning Department, Team Leaders</p>	<p>Per District Staff Dev. Schedule</p>	<p>(F)Bilingual Education , (F)CTE Funds, (F)English as a Second Language, (F)IDEA - B, ARRA PreSchool Ages 3-5, (F)IDEA Special Education, (F)Title 1, Part A - ARRA/Stimulus, (F)Title I, (F)Title I, Part C - Migrant, (F)Title II, Part D - ARRA/Stimulus, (F)Title IIA Principal and Teacher Improvement, (F)Title IID Technology, (F)Title III, Part A - LEP, (F)Title XIV - ARRA State Stabilization Fund, (L)Instructional Resources & Media Services, (L)Staff Development, (O)Classroom Teachers, (O)Principal, (O)TEKScore data, (S)Local Funds</p>	<p>STAAR evaluations, benchmark assessments, student assessment notebooks, F&P Scores, EDL Scores, Schoolnet, computer generated reports from English in a Flash, Read Now Power Up, Read 180, System 44, AR, Schoolnet, LPAC Minutes</p>

SOUTH ELEMENTARY

Goal 3. MISD will recruit, develop, and support highly motivated staff members who maximize student success.

Objective 2. 100% of South's teachers will attend staff development to increase and enhance their individual knowledge and skills that directly impact classroom instruction and improve student learning as directed by Administration.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. All teachers will attend Professional Development/Inservices to meet campus and district goals and objectives including coming in for four additional in-service days prior to teacher regular contract. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: H, AA, ECD, ESL, LEP, SPED, AtRisk) (NCLB: 1,2,3,4)</p>	<p>Academic coaches, Assistant Principal(s), CEIC members, Core Subject Teachers, Instructional Specialist, Principal, Special Ed Teachers, Teacher(s), Teaching & Learning Department</p>	<p>Per District Staff Dev. Schedule</p>	<p>(F)Bilingual Education , (F)CTE Funds, (F)English as a Second Language, (F)IDEA Special Education, (F)Title 1, Part A - ARRA/Stimulus, (F)Title I, (F)Title II, Part D - ARRA/Stimulus, (F)Title IIA Principal and Teacher Improvement, (F)Title III, Part A - LEP</p>	<p>STAAR evaluations, benchmark assessments, student assessment notebooks, F&P Scores, EDL Scores, Schoolnet, computer generated reports from English in a Flash, Read Now Power Up, Read 180, System 44, AR Schoolnet State Education Hours and Staff Development Certificates</p>
<p>2. South staff will be involved in professional learning communities designed to build understanding in various instructional techniques. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: H, AA, ECD, ESL, LEP, SPED, AtRisk) (NCLB: 1,2,3,4,5)</p>	<p>Academic coaches, CEIC members, Instructional Specialist, Principal, Teacher(s), Teaching & Learning Department</p>	<p>Daily</p>	<p>(F)Bilingual Education , (F)CTE Funds, (F)English as a Second Language, (F)Title 1, Part A - ARRA/Stimulus, (F)Title I, (F)Title II, Part D - ARRA/Stimulus, (F)Title IIA Principal and Teacher Improvement, (F)Title III, Part A - LEP, (L)Staff Development</p>	<p>STAAR evaluations, benchmark assessments, student assessment notebooks, F&P Scores, EDL Scores, Schoolnet, computer generated reports from English in a Flash, Read Now Power Up, Read 180, System 44, AR, Schoolnet</p>
<p>3. South Reading teachers will be trained in and implement Balanced Literacy. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Academic coaches, Assistant Principal(s), CEIC members, Instructional Specialist, Principal, Special Ed Teachers, Teacher(s), Teaching & Learning Department, Team Leaders</p>	<p>Ongoing</p>	<p>(F)Title I</p>	<p>STAAR evaluations, benchmark assessments, student assessment notebooks, F&P Scores, EDL Scores, Schoolnet, computer generated reports from English in a Flash, Read Now Power Up, Read 180, System 44, AR Schoolnet, number of trained teachers in the Collaboraive.</p>

SOUTH ELEMENTARY

Goal 4. MISD will prepare technologically advanced students.

Objective 1. 25% continuous technological improvement as reported by the STAR Chart survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to increase the amount of equipment, software, and staff development, and technology based instruction to meet the state TEKS for technology. (Title I SW: 1,2,3,4,5,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Campus Instructional Technologist, CEIC members, Principal, Teacher(s)	August 2008-May 2010	(F)Bilingual Education , (F)IDEA Special Education, (F)Title I, (F)Title IID Technology, (L)Activity Funds, (O)Classroom Teachers, (O)Designated Funds, (O)DMAC data, (O)Principal, (O)Supplemental Materials, (S)Local Funds	increase number of technology equipment, STAR Chart survey results

SOUTH ELEMENTARY

Goal 5. MISD will provide facilities that support exemplary learning environments.

Objective 1. Parental and Community Involvement will increase 20% in activities both at the campus and grade level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Activities will be provided for parental and community involvement such as: *PTA meetings and grade level programs *Title I Parent Information Night *College Night *Family Math/Science Night *Parent Conferences *STEPS Conference *field trip sponsors *Parent Connect - online source *Cinco de Mayo * 2 class parties/year *Kindergarten Round-up *Volunteers in Public School (VIPS) *Meet the Teacher Night *Parent Power Days once each Semester for all grade levels. (Title I SW: 1,2,6,7,9,10) (Target Group: All) (NCLB: 1,2,4,5)</p>	<p>Assistant Principal(s), Counselor(s), Parent Liaison, Parent Volunteers, Principal, Teacher(s)</p>	<p>August 2009-May 2010</p>	<p>(F)Bilingual Education , (F)IDEA Special Education, (F)Title I, (L)Activity Funds, (O)Classroom Teachers, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (S)Local Funds</p>	<p>Head Counts at student programs, Sign-in sheets of parent attendance, parent survey, Home-School communication log</p>
<p>2. Title I parent information night held on August 19, 2011. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: All) (NCLB: 1,2,3,4)</p>	<p>Counselor(s), Instructional Specialist, Principal, Teacher(s), Team Leaders</p>	<p>August 2011</p>	<p>(F)Title I, (L)SchoolNet Data, (O)Principal</p>	<p>Sign in parent sheets, District representation of program, parent involvement increase</p>
<p>3. 100% of South teachers and staff will be members of PTA. (Title I SW: 6,8,10) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Assistant Principal(s), Instructional Specialist, Parent Liaison, Principal, Teacher(s)</p>	<p>September 2009</p>	<p>(O)Classroom Teachers</p>	<p>100% PTA membership of all South Staff.</p>
<p>4. The parent liaison, counselor, and guest speakers will conduct parenting classes and academic information sessions for fathers and sons, mothers and daughters, and grandparents who are raising grandchildren. (Title I SW: 6,9,10) (Target Group: All)</p>	<p>Assistant Principal(s), Campus counselors, Parent Liaison, Parent Volunteers, Principal</p>	<p>bi-monthly</p>	<p>(F)Title I, (O)Local Budget Data, (O)Principal</p>	<p>sign-in sheets</p>

SOUTH ELEMENTARY

Goal 6. MISD will fully develop positive partnerships with Midland's community and business organizations.

Objective 1. Through out the 2011 - 2012 school year the CEIC will meet a minimum of six times to review the local budget, new programs, and approve staffdevelopment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The South Staff will stay within budget in all accounts. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), CEIC members, Principal	August 2011-May 2012	(F)Bilingual Education , (F)IDEA Special Education, (F)Title I, (F)Title IID Technology, (F)Title IV Safe and Drug Free, (L)Activity Funds, (O)Designated Funds, (O)Local Budget Data, (O)Principal, (S)Local Funds, (S)State Compensatory	CEIC minutes, budget accounts
2. South administration will meet monthly to reconcile all accounts. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Principal	Monthly	(F)Bilingual Education , (F)Title I, (F)Title IID Technology, (F)Title IV Safe and Drug Free, (L)Activity Funds, (O)Designated Funds, (O)Local Budget Data, (O)Principal, (S)Local Funds, (S)State Compensatory	Using the ITCCS system, budgets records will be kept up to date
3. The South Staff will be fiscally responsible with their supply money and with the resources purchased. (Title I SW: 1,2) (Target Group: All) (NCLB: 1,2,3,4)	Principal	Monthly		student driven investment of monies.

SOUTH ELEMENTARY

Goal 6. MISD will fully develop positive partnerships with Midland's community and business organizations.

Objective 2. As a Title I campus 100% of the funds will be allocated and used according to federal guidelines.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All title I purchases will be aligned to the Campus Improvement Plan (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Principal	Ongoing	(F)Title I	Data driven student centered investment of Title I funds as approved by Mrs. Linda Jolly.
2. All Title 1 funds will directly benefit the students of South Elementary. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Principal	Ongoing	(F)Title I	Added value to students as aligned with assessment score improvements; invested monies will be used THIS scholastic school year.

SOUTH ELEMENTARY

Goal 7. MISD will exercise fiscal responsibility.

Objective #. No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				