

**Cameron Independent School District**  
**Ben Milam Elementary**  
**2017-2018 Campus Improvement Plan**

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Ben Milam Elementary Needs Assessment Summary

The data reviewed to develop the Needs Assessment for the 2016-2017 Ben Milam Campus Improvement Plan included the following:

TPRI

Renaissance Star

TEMI

TEKS Check

3<sup>rd</sup> Grade STAAR

PEIMS

ESTAR

Lead4ward data

Safe and Civil Schools Observations/Input

## Demographics

### Demographics Summary

Ben Milam demographics is 53% Hispanic, 17% African American and 30% white. BME is currently serving 81 % low SES and our focus is literacy. We have focused efforts on instructional delivery and best practices including guided reading, independent reading, Marzano's Fundamental Five, data analysis including Lead4ward implementation, and professional learning communities to draw the best ideas from all stakeholders. At BME we realize that many of our learners come from low SES households so we have to have strong instructional planning that is based on data disaggregation with specific targets. Our planning has to allow for demographic considerations.

### **Demographics Strengths**

The district has committed to dual language programming for our English Language learners. Through formal assessments and informal observations and ongoing formative assessments these programs are yielding results as the goal is for these students to be biliterate by grade 5 being able to read, write, and speak in both English and Spanish. Aside from these programming we are making efforts to reach out to the community for input into strategies for parental involvement through Cameron connections outreach project.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The biggest challenge is serving low SES students that encompass 81% of our total student population that is also predominantly ELL **Root Cause:** We are training teachers but the process of implementing dual language programming is new to the district but we consider our foundation to be strong as the teachers we have are doing an excellent job.

# Comprehensive Needs Assessment Data Documentation

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Migrant population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

# Goals

## Goal 1: Goal 1. Ben Milam is establishing a culture of academic excellence

**Performance Objective 1:** Objective 1.1 Improve reading scores on C2L benchmarks and Star Reading Assessments

**Evaluation Data Source(s) 1:** formative results from universal screening assessments.

### Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
1) Analyze DMAC data to determine teks not mastered to plan classroom intervention	2	Principal, Assistant principal and staff	Improved instruction that is targeted to individual needs and is teks specific.			

**Goal 1:** Goal 1. Ben Milam is establishing a culture of academic excellence

**Performance Objective 2:** Objective 1.2 Improve writing instruction

**Evaluation Data Source(s) 2:** Student writing comparisons to TEKS expectations.

**Summative Evaluation 2:**


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
1) empowering writers, implement empowering writers video support series, collaborative dialogue in PLC's to improve writing intruction.	8	Principal. Assistant Principal, Connie Thompson, curriculum specialist will model and support	develop written communication skills at specified goals for each grade level.			
						

**Goal 1:** Goal 1. Ben Milam is establishing a culture of academic excellence

**Performance Objective 3:** Objective 1.3 Build student background knowledge and vocabulary.

**Evaluation Data Source(s) 3:** STAR data, TEKS checks, C2L benchmarks, Progress monitoring Wilson foundation, RTI universal screening tools offer continuous feedback on effectiveness of instruction and student learning.

**Summative Evaluation 3:**


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
1) guided reading strategies, Implement accelerated reader	4	Principal, Assistant Principal, and instructional specialist, with teachers oversight	increased literacy and foundation knowledge through best practices for guided reading			
						

**Goal 1:** Goal 1. Ben Milam is establishing a culture of academic excellence

**Performance Objective 4:** Objective 1.4 Student performance measurement tools will be reevaluated for effectiveness in design and implementation

**Evaluation Data Source(s) 4:** STAR Data, Early STAR Early Literacy Test, TEMI math, C2L locally developed benchmarks

**Summative Evaluation 4:** Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
1) Review how often the Renaissance Star is taken by students each year analyze data from progress monitoring Early Star Literacy and other formative assessments, Lead4ward reports		Teachers. Principal, Assistant Principal	Assess the effectiveness and correlation of current curriculum and instructional practices to student achievement.			
						











**Goal 1:** Goal 1. Ben Milam is establishing a culture of academic excellence

**Performance Objective 5:** Objective 1.5 Implementation of Lead4ward data analysis/instruction tool to guide instruction.

**Evaluation Data Source(s) 5:** PEIMS Data

**Summative Evaluation 5:**


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
<p><b>System Safeguard Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) PLC collaboration, utilize Lead4ward to analyze data by tek Staar4ward Student learning reports, heat maps and leader report cards to drive instruction</p>	2	Principal, Assistant Principal, Curriculum Specialist and teachers	Developing consensus through shared ideas and strategies for pacing, sequencing, instructional strategies			
<p>  = Accomplished                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue                 </p>						

**Goal 1:** Goal 1. Ben Milam is establishing a culture of academic excellence

**Performance Objective 6:** Objective 1.6 Revisit and emphasize measures of growth and a measurement tool for each subject/grade level.

**Evaluation Data Source(s) 6:** TEMI, TPRI, STAR, DMAC, CLI

**Summative Evaluation 6:**

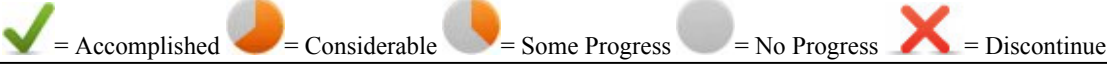
Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
1) benchmarking RTI		Principal. Assistant Principal will work with interventionist to coordinate testing for literacy/math progress utilizing universal screeners to progress monitor instructional effectiveness.	Continued monitoring of the impact of programming and instruction on student learning.			
						

**Goal 2: Goal 2. Ben Milam is providing a safe and disciplined learning environment for all students.**

**Performance Objective 1:** Objective 2.1 Use Discipline RTI to improve student behaviors

**Evaluation Data Source(s) 1:** RTI, Discipline referrals, and restorative discipline practices.

**Summative Evaluation 1:**


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
1) restorative discipline strategies, and RTI discipline initiatives Partner with Burlson Milam Special Services to provide behavior intervention for regular education students PEIMS data as a base evaluation	2, 4	Principal, Assistant Principal, teachers and counselor	Create quality classroom climate, while preventing loss of instructional time. Reduce out of class discipline numbers.			
						

**Goal 2:** Goal 2. Ben Milam is providing a safe and disciplined learning environment for all students.

**Performance Objective 2:** Objective 2.2 Improve the cafeteria atmosphere.

**Evaluation Data Source(s) 2:** Observations, cafeteria referrals.

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
1) A system will be developed to reduce noise level and behavior in the cafeteria	2	Assistant principal paraprofessionals	reduction in behavior problems			
						

**Goal 2:** Goal 2. Ben Milam is providing a safe and disciplined learning environment for all students.

**Performance Objective 3:** Objective 2.3 Increase parent understanding and participation in efforts to keep students safe.

**Evaluation Data Source(s) 3:** Parent surveys, facebook, newsletters and other social media to communicate protocol and safety procedures. Parent conferences offer face to face opportunities

**Summative Evaluation 3:**

**Goal 2:** Goal 2. Ben Milam is providing a safe and disciplined learning environment for all students.

**Performance Objective 4:** Objective 2.4 Insure consistent practice and review of safety drills.

**Evaluation Data Source(s) 4:** Observation of drills and coordinate with local emergency response teams including police and fire departments.


**Summative Evaluation 4:**

**Goal 2:** Goal 2. Ben Milam is providing a safe and disciplined learning environment for all students.

**Performance Objective 5:** Objective 2.5 Implementing Safe and Civil Schools Process campus wide.

**Evaluation Data Source(s) 5:** Staff data and observations/staff dialogue formative observation.

**Summative Evaluation 5:**


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
1) The entire school is involved in the safe and civil schools to address all safety concerns for the campus	10	Principal. Assistant Principal/teachers/all staff	increase preparedness for various emergency response situations.			
						

**Goal 3: Goal 3. Ben Milam is encouraging students to maximize their individual potential**

**Performance Objective 1:** Objective 3.1 Improve the performance of minority and low socioeconomic students in reading and math.

**Evaluation Data Source(s) 1:** Star Early literacy, TEMI, E-STAR, TEKS checks

**Summative Evaluation 1:**


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
1) RTI with full implementation of universal screening, interventionist, accelerated instruction for students not meeting expectations to eliminate learning gaps. TEM and ESTAR will be used to progress monitor. We will also use TRS assessments and locally developed test for formal along with ongoing informal assessments	9	Principal, Assistant principal, interventionist, teachers	closing performance gaps, targeted instruction, differentiated strategies in tier 2 and tier 3 instruction			
						

**Goal 3:** Goal 3. Ben Milam is encouraging students to maximize their individual potential

**Performance Objective 2:** Objective 3.2 Increase the participation of parents of struggling students.

**Evaluation Data Source(s) 2:** RTI MEETINGS, SIGN IN SHEETS, TEMI, TPRI, RTI processes and monitoring

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
1) Parent involvement with activities designed for academic involvement. Parent involvement team will create survey to solicit input from parents.		Principal, parent involvement committee, assistant principal	increased parent involvement			
						

**Goal 3:** Goal 3. Ben Milam is encouraging students to maximize their individual potential

**Performance Objective 3:** Objective 3.3. Objective 3.3 Provide support needed by low SES families to promote academic readiness and success

**Evaluation Data Source(s) 3:** PARENT SURVEY, SIGN-IN SHEETS

**Summative Evaluation 3:**

**Goal 3:** Goal 3. Ben Milam is encouraging students to maximize their individual potential

**Performance Objective 4:** Objective 3.4 Increase the effectiveness of the special education program through increased inclusion.

**Evaluation Data Source(s) 4:** PROGRESS REPORTS, REPORT CARDS, IEP


**Summative Evaluation 4:**

**Goal 4: Goal 4. Ben Milam is utilizing innovative technology to stimulate continuous learning.**

**Performance Objective 1:** Objective 4.1 Technology will be integrated in instruction campus-wide

**Evaluation Data Source(s) 1:** observation, lesson plans,

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
1) smartboards, ipads, that is student driven		Principal. Assistant Principal and PLC team leaders/Lead4ward leaders.	Students are hands on using the technology vs teacher driven instruction.			
						



**Goal 4:** Goal 4. Ben Milam is utilizing innovative technology to stimulate continuous learning.

**Performance Objective 2:** increase technology/student use of technology including smartboards, ipads

**Evaluation Data Source(s) 2:** walk through data






**Summative Evaluation 2:**

**Goal 5: Goal 5: Ben Milam is fostering success while maintaining fiscal responsibility.**

**Performance Objective 1:** Objective 5.1 Professional development will be need-driven and guided by teacher input.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) utilize T-Tess goal setting and observation data to determine professional development. PLC's are integral for collaborative input</p>	4	Principal, Assistant Principal and teachers	We are serving a large bilingual population and providing foundation reading. These strategies will yield increased literacy for all populations			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 6: Establish a culture of academic excellence.**

**Performance Objective 1:** The percentage of students performing at the Level II Satisfactory Standard on the STAAR reading assessment will improve by 10%

**Evaluation Data Source(s) 1:** TPRI, STAAR, SAT, ACT, TMSFA

**Summative Evaluation 1:**

**Goal 6:** Establish a culture of academic excellence.

**Performance Objective 2:** The percentage of students performing at the Level II Satisfactory Standard on the STAAR writing assessment will improve by 10%.

**Evaluation Data Source(s) 2:** District Assessments, STAAR, SAT

**Summative Evaluation 2:**

**Goal 6:** Establish a culture of academic excellence.

**Performance Objective 3:** The percentage of students performing at the Level II Satisfactory Standard on the STAAR math assessment will improve by 10%.

**Evaluation Data Source(s) 3:** TEMI, District Benchmarks, STAAR, SAT, ACT

**Summative Evaluation 3:**

**Goal 6:** Establish a culture of academic excellence.

**Performance Objective 4:** The percentage of students performing at the Level II Satisfactory Standard on the STAAR science assessment will improve by 10%.

**Evaluation Data Source(s) 4:** District assessments, STAAR, ACT

**Summative Evaluation 4:**

**Goal 6:** Establish a culture of academic excellence.

**Performance Objective 5:** The percentage of students performing at the Level II Satisfactory Standard on the STAAR social studies assessment will improve by 10%.

**Evaluation Data Source(s) 5:** District Benchmarks, STAAR

**Summative Evaluation 5:**

**Goal 7: Provide a safe and disciplined environment.**

**Performance Objective 1:** Students will be educated in learning environments that are safe and conducive to learning.

**Evaluation Data Source(s) 1:** PEIMS Discipline Data; Educators' Handbook Reports

**Summative Evaluation 1:**

**Goal 7:** Provide a safe and disciplined environment.

**Performance Objective 2:** Support services will be provided to students to maximize learning readiness.

**Evaluation Data Source(s) 2:** Program participation records, Attendance Rates, Discipline Reports

**Summative Evaluation 2:**

**Goal 8: Develop a climate to maximize individual potential.**

**Performance Objective 1:** Establish systems to emphasize and track growth of individual students.

**Evaluation Data Source(s) 1:** State Accountability Index 2

**Summative Evaluation 1:**

**Goal 8:** Develop a climate to maximize individual potential.

**Performance Objective 2:** Students will be provided learning opportunities that match their unique talents.

**Evaluation Data Source(s) 2:** Enrollment records

**Summative Evaluation 2:**

**Goal 8:** Develop a climate to maximize individual potential.

**Performance Objective 3:** Effective transitions will occur for students throughout our system to include postsecondary preparation

**Evaluation Data Source(s) 3:** Retention Records, Graduation Rates

**Summative Evaluation 3:**

**Goal 8:** Develop a climate to maximize individual potential.

**Performance Objective 4:** Index 4 performance will improve by 8%.

**Evaluation Data Source(s) 4:** Index 4 Data

**Summative Evaluation 4:**

**Goal 8:** Develop a climate to maximize individual potential.

**Performance Objective 5:** Academic Meet participation will increase by 15% across the district.

**Evaluation Data Source(s) 5:** Participation records

**Summative Evaluation 5:**

**Goal 9: Utilize innovative technology to stimulate continuous learning.**

**Performance Objective 1:** Technology proficiency will increase among all instructional staff.

**Evaluation Data Source(s) 1:** Technology Development Plans, Classroom Walkthroughs

**Summative Evaluation 1:**

**Goal 9:** Utilize innovative technology to stimulate continuous learning.

**Performance Objective 2:** Technology Equipment will be provided that allows for students to learn real-world applications.

**Evaluation Data Source(s) 2:** Purchasing Records, Technology Inventory

**Summative Evaluation 2:**

**Goal 9:** Utilize innovative technology to stimulate continuous learning.

**Performance Objective 3:** Student participation in the annual Technology Showcase will increase.

**Evaluation Data Source(s) 3:** Participation records

**Summative Evaluation 3:**

**Goal 10: Foster success while maintaining fiscal responsibility.**

**Performance Objective 1:** The annual audit will be free of major discrepancies.

**Evaluation Data Source(s) 1:** Budget Records, Inventory Records, Annual Audit

**Summative Evaluation 1:**

**Goal 10:** Foster success while maintaining fiscal responsibility.

**Performance Objective 2:** Processes will be used to anticipate future expenditures

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

**Goal 10:** Foster success while maintaining fiscal responsibility.

**Performance Objective 3:** Cameron ISD will maintain a Superior Financial Integrity Rating

**Evaluation Data Source(s) 3:** FIRST Report

**Summative Evaluation 3:**

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	5	1	PLC collaboration, utilize Lead4ward to analyze data by tek Staar4ward Student learning reports, heat maps and leader report cards to drive instruction

# Title I

## Schoolwide Program Plan

Improve Literacy instruction by collaborative planning through PLC initiatives, common assessments, progress monitoring through the use of universal screening and enhancing our instruction with best practices from fundamental five and Lead4ward. Our district offered professional development with Lead4ward, guided reading, independent reading and Professional learning communities professional development. Our teachers are working the PLC protocol with the assistance of instructional coaches and campus administration. We have worked through vertical alignment and collaborated with neighboring districts to identify essential enduring teks and the best practices strategies for instructional delivery.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

#### 1. Comprehensive Needs Assessment

AEIS

STAAR

Attendance/Drop-out

Discipline Reports

Surveys (parent, community, teacher, student)

Other Assessment Results (TPRI, STAAR, District Criteria Tests)

#### 2. School Reform Strategies (Revised Components)

Provide opportunities for all students to meet the advanced levels of academic achievement

Use effective methods and instructional strategies that are based on scientifically based research that

- \* Strengthen the core academic program in the school
  - \* Increase the amount and quality of learning time
- \* Include strategies for meeting the needs of historically underserved populations

Address the needs of all children but particularly the needs of the targeted populations

(STAAR Reading, Writing, Math, Science, Social Studies, Curriculum Alignment, Integration of Technology, Classroom Management)

### 3. Instruction by Highly Qualified Professional Staff

Teachers hired on or after the first day of the 2002-2003 school year must be highly qualified before being hired.

Teachers hired before the first day of the 2002-2003 school year must be highly qualified by the last day of the 2005-2006 school year.

Paraprofessionals hired after January 8, 2002 must meet qualification requirements before being hired.

Paraprofessionals hired before January 8, 2002 must meet qualification requirements by January 8, 2006.

### 4. High Quality Professional Development

5% of the LEA's entitlement must be used to help uncertified teachers become highly qualified.

Low Performing campuses are required to spend 10% of their entitlement on professional development for at least 2 consecutive years.

Professional development activities are high quality, sustained, intensive, and classroom focused in order to



have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom and are not one day or short term workshops or conferences. However, several one-day workshops that can be tied back to one broad instructional goal or objective that can meet the definition of sustained and intense.

## 5. Parental Involvement

LEA's that receive over \$500,000 must reserve 1% of their entitlement for Parental Involvement Activities

95% of the 1% must be allocated to the Title I Part A campus

Must have a written parent involvement policy that describes strategies to increase parental involvement such as family literacy services.

### School/Parent Compacts

- \* Developed jointly with parents
- \* Describe the responsibilities of the school, the parents, and the students.
- \* Go to all districts

(Open House, PTO, Parent/Teacher Conferences, Orientation, Newsletters, Calendars, Progress Reports)

## 6. Strategies to Attract High/quality, Highly Qualified Teachers (New Component)

### Job Fairs

### Recruiting

Forming partnerships with institutes of higher education to establish school based teacher training programs

Create programs to enable paraprofessionals to obtain the education necessary for them to become certified teachers

## 7. Transition

Assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state run preschool program to local elementary school programs; elementary to middle school; middle school to high school

- \* Establish channels of communication between campuses

- \* Curriculum Alignment

  - \* Planning meetings involving parents and teachers of the transitioning campus

  - \* Joint transition related training of the staffs

## 8. Teachers Included in Decisions Regarding the Use of Assessments

Provide information on the achievement of individual students

Provide information on the overall instructional program

- \* PreSTAAR/ Released STAAR

  - \* Alternative Assessments

- \* ESL

\* Achievement Tests

9. Students Experiencing Difficulty

Student difficulties are identified in a timely manner

Students are given effective and timely additional assistance

Professional Development for teachers in identification and strategies to assist students experiencing difficulty

Communication with parents for students who have not mastered standards

(Data disaggregation, Tutorials, Computer Assisted Instruction)

10. Coordination of Federal, State, and Local Services and Programs (New Component)

Campus Improvement Plans must clearly show how coordination and integration occurs between programs

\* Federal Title Programs

\* Violence Prevention Programs

\* Nutrition Program

\* Head Start

**2: Schoolwide Reform Strategies**

Provide all student with the oppportunities to meet the advanced levels of academic achievement.

Use effective methods and instructional strategies that are based on scientifically based research that

- strengthen the core academic program in the school
- increase the amount and quality of learning time
- include strategies for meeting the needs of historically underserved populations

(STAAR Reading, Writing, Math, Science, Social Studies, Curriculum Alignment, Integration of Technology, Classroom Management)

### **3: Instruction by highly qualified professional teachers**

All staff at BME are highly qualified. We will make a concerted effort to hire and retain high qualified teachers and support staff.

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

With Data analysis driving our professional development planning, Cameron ISD is implementing Lead4ward Planning/Data Tools, Professional Learning communities, Fundamental Five, Guided reading strategies, Independent reading, Read Talk Read Write along with a dual language program that has bi literacy as its goal.

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

Job Fairs, Recruiting, Forming partnerships with institutions of higher education to establish school based teacher training programs and create programs to enable paraprofessionals to obtain the education necessary to become certified teachers

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

We are working on developing strategies through parent meetings scheduled throughout the school year to solicit parent ideas, concerns, or suggestions. Our initiatives moving forward involve all stakeholders and will be developed jointly with parents. Open House, PTO, Parent/Teacher Conferences, Orientation, Newsletters, Calendars, Progress Reports. Cameron Connection is an outreach program we have initiated where we go to our stakeholders in places where they have high levels of comfort and are willing to engage school staff in meaningful conversations.

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

Establish channels of communication between campuses

Curriculum Alignment

Planning meetings involving parents and teachers of the transitioning teams

Joint transition related training of the staffs

**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**

Data disaggregation will be routine to our PLC's and professional development activities including our district collaborative with Rockdale and Lexington ISD. Teachers will be active and have a shared voice in developing assessments where appropriate.

PreSTAAR/Released STAAR

Alternative Assessments

ESL

Achievment Tests

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

Timely Intervention as a result of ongoing progress monitoring through formal and informal assessments including benchmark test coordinated by our RTI intervention team.

Effective differentiated Tier 2 instruction

Professional development for teachers in identification and strategies to assist students experiencing difficulty

communication with parents on student progress

Data driven planning, Accelerated direct Instruction, After school programming, Computer Assisted Instruction

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

The campus will work to to make appropriate use of Federal Title Programs, Nutrition Program, Violence Prevention Programs and Head Start. These programs serve to provide accelerated instruction to close gaps between the underprivileged. We have also opened on campus pre k for three year old students.