

Aldine Independent School District

Compass

2015-2016 Campus Improvement Plan

Board Approval Date: October 20, 2015
Public Presentation Date: October 20, 2015

Mission Statement

Mission

We are a Five Star Alternative Program showing students a more excellent way.

At COMPASS we strive to provide all students with the opportunity for successful learning experiences and foster feelings of confidence and self-worth in a positive atmosphere where students can grow socially, emotionally, and academically.

Motto

“Tolerance, Respect, and Responsibility (T double R)”

Doing It With Integrity

Vision

Today's Students...Tomorrow's Leaders

Soaring for excellence! Through Rigor, Relevance, and Relationships.

Core Beliefs and Commitments

COMPASS Beliefs

2015 – 2016

The COMPASS Way

We believe that:

Every attempt should be made to maintain the dignity of both the adult and the student.

Students should be guided and expected to solve the problems they create without making problems for anyone else.

Misbehavior should be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to
a personal attack on the school or staff.

Students should be given the opportunity to make decisions and live with the results, whether the consequences are good or bad.

Students should have the opportunity to tell their side of the story when consequences appear to be unfair.

There should be a logical connection between misbehavior and resulting consequences.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

COMPASS is one of 76 campuses in the Aldine Independent School District. COMPASS was once referred to as the AEP/Project Recovery campus prior to 2005 when a more positive oriented nomenclature was adopted. COMPASS serves predominantly low socio economic families. COMPASS serves, annually and on average, approximately 1300 students in grades 3 through 12.

The student population is not consistent but will average approximately 46 % African-American, 2 % Anglo, 1 % Asian, 51 % Hispanic, with 80 % male and 20 % female and a low socioeconomic status of 75.0 %. The staff population is 60 % African-American, 25 % Anglo, 0 % Asian, 15 % Hispanic, 36 % male and 64 % female with an average of 11 years of experience.

The overall mobility rate for the campus is approximately 100 %. The average daily attendance rate for students was 90.% Elem., 85% Int., 76% M.S., 70% 9th Grade, and 77% for 10th-12th last year. The average daily attendance rate for staff is currently 92 %. There were a total of 2600 discipline referrals this year, which is a decrease of 34 % from the previous year.

Last year COMPASS served 165 English Language Learner students (15%) and 134 students were served through special education services (10%). COMPASS implements Response to Intervention for students who are identified as struggling academically and all students placed at COMPASS are considered RtI for behavioral purposes. Our EIT Team meets with the teacher and creates a plan for the student to be successful in the classroom.

The site-based decision-making team looked at the following data prior to the start of this school year: TAKS/STAAR, attendance (students and staff), discipline data, placement data, and district benchmark scores. Departments analyze weekly data assessments in order to focus on strengths with individual students and weaknesses that need to be re-taught and reassessed.

Demographics Strengths

COMPASS staff identified strengths:

Technology efficient staff

Advanced degreed staff

Well maintained campus

Positive movement in cultural maturity

Rich in Staff Development opportunities

Strong student support for Intervention

Low student to teacher Ratio

Positive interactions with students that lead to improved academic results

Improved reputation regarding academics

Diverse staff

Improved processes and procedures

Parent involvement

Positive reward programs

Clear vision

Teachers work well with the student population

Demographics Needs

COMPASS identified areas of Need:

Improved student and staff attendance

Discipline referrals decreased by 10% of previous year

Increase in student Benchmark scores to align with the district averages in grades 6 through 12

Improvements in student transitions to classes, restrooms and lunches.

Lower the rate of recidivism.

Student Achievement

Student Achievement Summary

COMPASS students remain on an average, 45 days on our campus. Students' Standardized scores for COMPASS fall below the district average. Regardless of a student's At Risk status, socio-economic status, or reason for being at COMPASS, each staff member's goal is for all students to demonstrate sustained growth in student academic, and behavioral areas.

Student Achievement Strengths

COMPASS student to teacher ratio stays below a 15 students to 1 teacher

Increased structure and procedures in comparison to the home campus

Bi-weekly staff development for increased instructional growth

Teachers work well with the student population

Student Achievement Needs

Improve student attendance (78% attendance rate)

Love and Logic training

Drug and Behavioral Interventions for students

Increase student passing rates on Standardized and Benchmark Assessments

School Culture and Climate

School Culture and Climate Summary

Compass continues to focus on building relationships with students and doing what is best to meet individual student needs. We understand that change is necessary to meet the needs of all students.

Discipline referrals were high after the implementation of new administrative assignments. Transitions to classes, restrooms and lunches are in need of refinement. New processes will be implemented in the 2014-2015 school year.

Surveys taken by the staff suggest that school climate is in need of improvement.

School Culture and Climate Strengths

Established relationships between staff and students due to smaller populations

Students coming to school in uniform

Implementation of a Succession Plan for aspiring administrators and counselors

School Culture and Climate Needs

Establish and maintain effective relationships with parents, home schools and business partners

Improvements in campus monitoring at all times... transitions, class time, lunch, etc.

Improve relationships amongst staff

Improve relationships amongst students

Love and Logic training

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The staff population is 60% African-American, 25% Anglo, 0.0% Asian, 15% Hispanic, 34% male and 66 female with an average of 10 years experience.

We continue to look for energetic teachers who focus on the needs of the students. We continue to develop leaders and offer multiple leadership opportunities for teachers.

Staff Quality, Recruitment, and Retention Strengths

All administrators and department chairs participate in the recruitment and retention of quality staff. A strong mentor program is in place to offer support to first year teachers and teachers who are new to the building. Open communication with the HR Director also assists with the recruitment and retention of staff.

Staff Quality, Recruitment, and Retention Needs

Attracting quality math and science teachers

Family and Community Involvement

Family and Community Involvement Summary

Parents are required to attend Orientation with their child before the student may be enrolled at COMPASS. The orientation provides the parent with information about rules, procedures, transportation and all contact information for staff at COMPASS.

Teachers are encouraged to call parents and keep running documentation of both positive and negative contacts in the SMS contact log.

Business Partner: Phoenix House

Family and Community Involvement Strengths

Phoenix House

Houston Mayor's Gang and Drug office Presenters

Family and Community Involvement Needs

Increase parental Involvement in conferences with teachers

Incorporate a variety of behavioral and drug counseling interventions to our students

School Context and Organization

School Context and Organization Summary

Campus goals aligned with district goals

Reading and Writing Focus

INVEST used a tool to improve classroom instruction

Professional Learning Communities

SIOP (Sheltered Instruction Observation Protocol)

Love and Logic

School Context and Organization Strengths

Instructional Leaders serving as Skills Specialists and Department Chairs

Block Scheduling

Daily Intervention lessons for Overcoming Obstacles during 3rd Period

Student visits from the Mayor's Gang and Anti-Drug Task Force

Phoenix House / First Goal

School Context and Organization Needs

Continue planning and growth during our daily enrichment periods

Increase parental involvement

Technology

Technology Summary

Technological resources are available for staff and students. These include:

2 Chrome Tablet Mobile labs

Elmos or document cameras in all classrooms

All classrooms having student access to Edgenuity instruction

3 to 5 student computers available for student use in all classrooms

Technology Strengths

Shared Technology Specialist (Shared with the GAP center)

Availability of technology

Bi-weekly staff development includes professional growth in a variety of technological programs

Technology Needs

Increased Professional Development for teachers

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local benchmark or common assessments data
- Student failure and/or retention rates

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
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: COMPASS will Provide a Safe and Secure Learning Environment for Students and Staff

Performance Objective 1: An effective student management framework will be developed and implemented which emphasizes Positive Behavior Interventions and Support (PBIS) to reduce behavior incidents by 10% as measured by district discipline reports.

Goal 1: COMPASS will Provide a Safe and Secure Learning Environment for Students and Staff

Performance Objective 2: The Safe and Secure Department will remain in compliance with new legislative laws by reviewing and revising Board and Administrative policies as needed throughout the school year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Oct	Jan	Apr	July
1) Provide a safe and secure environment for students and staff	Administration Aldine PD Teachers Support Staff	0 safe and secure school incidents	✓	✓	✓	✓
2) Deploy Discipline Framework for discipline management; include Love And Logic in staff development through-out the year	Principal Administration	100% of staff trained in Love and Logic. Staff sign in sheets from Discipline management meetings	✓	✓	✓	✓
Funding Sources: State Compensatory Ed. - \$10000.00						
3) Provide professional development for staff and administration to improve discipline management skills, interventions, and strategies in working with diverse student populations	Principal Assistant Principals Intervention Specialists	Sign in sheets from staff development training	✓	✓	✓	✓
4) Provide and monitor interventions to reduce drug and alcohol incidents	Administration Intervention Specialists Counselors Drug Counselors	Student sign in logs Decrease in student repeat offenses in relation to drug and alcohol codes	✓	✓	✓	✓
5) Provide campus interventions that target bullying, harassment/dating violence behaviors	Administration Teachers Behavior Interventionist Counselors Intervention Specialists	Student signature sheets from meetings with campus Behavior Interventionist Lessons provided during Intervention period Counselor sign in sheets Interventionist logs	✓	✓	✓	✓
6) Operate DAEP on the recommended state guidelines	Principal DAEP Instructor	No Compliance Violations	✓	✓	✓	✓

7) Monitor the campus crisis plan to maintain school safety	Assistant Principals	Crisis drills conducted Fire Marshall report with no violations				
8) Provide and support alternative education programs Edgenuity Intervention Specialist DAEP Drug Intervention Program Behavior Intervention Program	Principal	#of students served #of interventions logged				
9) Run SMS discipline audit reports daily to improve PEIMS accuracy and respond to data.	Principal Assistant Principals	97.5%+ results in discipline accuracy; data shared in faculty meetings for response (currently have '0' errors)				
10) Structure the environment so that students are supervised at all times	All Staff	Reduced number of discipline issues based on SMS discipline data				
11) Reward students for positive behavior	Administration Faculty Campus Improvement Committee	Increased number of early releases from previous year Dress down Fridays for students who exhibit positive behavior				
12) Faculty trained on inclusion focusing on scheduling, accommodations, modifications, etc.	Principal, program director and diagnostician	Clear understanding of inclusion teacher's responsibilities Lesson plan includes accommodations and modifications				
13) All students will visit with counselor or an Interventionist during their stay on our campus	Principal, Asst. Principals, grade level counselors, and intervention specialist	Log of visits with students recorded in SMS and/or on template designed to record visit				
14) Provide identification cards for all students.	Office personnel	All students will have IDs				
Funding Sources: State Compensatory Ed. - \$600.00						
15) Improve the referral process by writing more meaningful referrals that are specific and contain the exact event/language	Faculty and Paras	Referrals will reflect more complete details regarding the incident				
16) High visibility of campus officers	Administration and Campus Officers	Improved visibility of the Officers Improved response to Administrative need Survey the staff				
17) Develop a meaningful Intervention Period to address Obstacles faced by our students	Administration Teachers	Reduction in campus behavioral issues PLC sign in logs identifying planning to meet the skills to be taught				
18) To recognize students who do well by announcing their names over the intercom and identify their behaviors as Eagle Behavior.	Teachers and Administrators	Announcements being made or evidence shown on visual displays				
19) Intervention to be provided for incoming students who have been identified as mutual combatants at their home school	Principal Assistant Principals Counselors Interventionists	Sign in logs				







20) Maintain consistent discipline management policies on campus that align with district policies for discipline management	Administration	Accuracy rates for discipline greater than 98%				
21) Ensure consequences for inappropriate behavior are consistent between campuses and from classroom to classroom	Administration and Faculty	AP's use same procedures and insure consistency in consequences				
22) Continue training that addresses effective strategies in working with diverse student populations	Asst. Supt. Adm.; Principal; Staff	Training documentation: Love and Logic NCI District training Campus HCDE Region IV				
23) Continue requiring placement ARDs for COMPASS, Highpoint and TIER II	Administration and diagnostician	Placement ARD paperwork provided prior to placement				
24) Determine the number of interventions that should occur prior to referral	Discipline Committee	Progressive Discipline strategies presented during staff development Warning, Parent conferences, Parent Contact, Intervention referral, Referral to the office and documentation on Point Card.				
25) Ensure that all new hires complete the TBSI training modules	Principal Asst. Principals Counselors	Certificates of completion will be on file with HR				
26) Provide monthly training sessions in appropriate discipline management skills for teachers and campus administrators	Asst. Supt. Coord. Of Safe/Secure/Drug Free Schools/ Principal	Sign in sheets are required daily to include staff developments.				
27) Conduct training for all staff on the district Framework for Discipline Mgmt. including policies and consequences of inappropriate behavior	Principal; Discipline Committee	Agendas and sign in sheets				
28) Provide classroom management sessions reinforcing effective strategies and techniques (SIOP, ARK)	Asst. Supt. Adm Principal Administrative Team	Monthly with agendas and sign in sheets				
29) Provide updated information to staff concerning trends in student drug use and gang related activity	Principal ASAP Counselors	Agendas, schedule of sessions, evaluations of sessions				
30) Develop campus training that follows district focus on targeting RtI interventions and strategies	Principal Assistant Principals RtI Coordinator	Agendas Flow Chart of RtI strategies identified				
31) Ensure that AP's / Counselors from each campus attend required district training for SMS	Principal Curriculum Assistant Principal	Sign in sheets from the district				
32) Conduct random drug testing on campus for identified offenders performed by Pinnacle	Asst. Supt Principal Assistant Principal	100% of students tested as it relates to student violations				

33) Conduct counseling sessions for students who violated the district drug policy	Mr. Pace	100 % of students attend sessions with documentation being taken electronically or written or both				
34) Conduct drug and alcohol awareness programs	Asst. Supt. Adm. Principal Assistant Principal Pace Torrez	Agendas and sign in logs Reduced number of possession incidents on campus				
35) Conduct campus K9 visits	Asst. Supt. Adm. Principal Assistant Principals Aldine PD	Reduction in the number of possession incidents on campus				
36) To benchmark with like campuses in other districts (demographics, academics, routines, procedures, threats, and opportunities	Administration Instructional Leaders	Data collected from campuses will aide in making decisions on this campus that will help students be more successful. Documentation from other schools and agendas/sign in sheets from meetings held.				
37) Maintain teacher/student ratio at 15:1	Principal	Teacher student ratios assessed every Friday for accuracy Master schedule capacities set to meet the strategy/standard				
38) Maintain a staff with highly qualified teachers	Principal	Campus roster Course offerings covered by Highly Qualified staff				
39) Instruction and assessment are aligned with district benchmark calendar	Principal Curriculum AP Department Heads Teachers	Lesson plans Benchmark assessments Report card grades TAKS/STAAR				
40) A transition plan developed for every student returning to home campus	Principal AP's Counselors Home School Intervention Specialist	Plans Recidivism rate (reduced)				
41) Maintain student attendance rates within 4% of the sending home campus	Principal AP's Teachers Attendance Committee	Campus attendance rates using data from students who transition from home schools to the alternative setting				
42) Improve Campus Student Behavior	Principal AP's Teachers Support Staff	# of behavior referrals #of expulsions to Highpoint and JJAEP # of suspensions				

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

Goal 1: COMPASS will Provide a Safe and Secure Learning Environment for Students and Staff

Performance Objective 3: Utilize district monthly Priority for Service Reports (PFS) distributed to Migrant Coordinators and Principals to collaborate with the Aldine Migrant Education Program to target, as applicable, PFS students’ academic needs and monitor academic progress.


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Oct	Jan	Apr	July
1) Priority for Services (PFS) reports, Recruiter's log, emails, Agendas/ Sign-in sheets	Campus Migrant Coordinator Principal Karen Krall Catalina Lugo Gemma Gatica	<ul style="list-style-type: none"> District Monthly PFS reports per campus Weekly Tutorial Reports 				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						



















Goal 2: COMPASS will Increase Student, Staff, Parent, and Community Satisfaction in All Campuses, Facilities, and Departments

Performance Objective 1: Increase student, staff, parent, and community satisfaction rate by 5% by providing positive customer service in a welcoming atmosphere within all campuses, facilities, and departments as measured by stakeholder surveys.

Goal 2: COMPASS will Increase Student, Staff, Parent, and Community Satisfaction in All Campuses, Facilities, and Departments

Performance Objective 2: The Communities and Relations Department will remain in compliance with new legislative laws by reviewing and revising Board and Administrative policies as needed throughout the school year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Oct	Jan	Apr	July
1) Increase and improve communication with parents	Administration Teachers Counselors Interventionist Nurse Support Staff	Surveys Parent phone logs Contact logs Phone Messenger Attendance calls Enrollment log Point card	✓	✓	✓	✓
2) Ensure that every classroom/office/lounge is welcoming to all external stakeholders: parents, guardians, students, and community/business partners	Teachers Custodial Administration	Response cards Customer service training agendas and sign in sheets	✓	✓	✓	✓
3) Provide structure and support to foster a positive climate for students, teachers, and staff	Administration Teachers Support staff	Increase number of Positive phone calls by teachers entered into SMS, phone logs and point card Documented Incentive plans used throughout the year	✓	✓	✓	✓
4) Increase our number of local business partnerships	Administration	Number of partnerships with local businesses	✓	✓	✓	✓
5) Post information and share knowledge regarding campus progress; student attendance	Administration, teachers, and tech. spec.	Information posted every 9 weeks Newsletter sent out once per 9 weeks				
6) Require that all parents attend the Orientation session prior to student enrollment.	Administration	Sign in sheets for each orientation	✓	✓	✓	✓
7) Parent contact is a required prerequisite to office referrals unless incident is a Category 3	Administration	Phone logs and conference forms turned in SMS contact logs	✓	✓	✓	✓
8) Provide parents a copy of the student handbook during Orientation	Administration	100% of parents receive during orientation	✓	✓	✓	✓
9) Review and refine campus standards for customer service to include strategies for working with dissatisfied stakeholders	Principal	Standards reviewed and refined Standards published in handbooks, website, newsletter, etc.	✓	✓	✓	✓

10) Monitor effectiveness of training and implementation of standards	Principal / Office Staff	Response cards Log of parent calls ran monthly				
11) Identify actions to address areas of dissatisfaction identified on survey. Conduct comprehensive needs assessment	Principal / Admin Team	Actions developed Areas of dissatisfaction identified Needs assessment completed				
12) Analyze survey data to identify areas of satisfaction and dissatisfaction for all stakeholders	Administration	Areas of satisfaction and dissatisfaction identified via Response cards, District web mail, Campus Faculty Advisory Committee, Phone contact, referrals from the Asst. Supt.'s Office				
13) Actively pursue business partnerships	Administrations Business Partner committee	Business relationships established				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						



Goal 3: COMPASS will Maintain Fiscal Solvency by Applying Sound Financial Principles and Practices

Performance Objective 1: Implement sound financial practices and balanced budgeting

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Oct	Jan	Apr	July
1) Develop a plan to enable the district to balance the budget in 1 year	Principal	Reduced operating costs				
2) Develop multi-year plan for COMPASS	Principal and Leadership team	Five year plan developed				
3) Identify and evaluate fixed/ discretionary costs	Principal and AP's	Fixed/discretionary costs identified				
4) Continue ongoing hands-on finance training	Principal	Bookkeeper kept up to date on all finance changes Include budget committee in all district goals regarding budget cuts				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: COMPASS will Manage District Operations and Assets in an Efficient Manner

Performance Objective 1: Compass will manage district operations and assets in an efficient manner

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Oct	Jan	Apr	July
1) Reduce re-work rate	All staff	Documentation of work completed saved on hard copy file or electronically	✓	✓	✓	✓
2) Reduce response time	All Staff	Response cards with positive feedback for customer service	✓	✓	✓	✓
3) Reduce accident rate	All staff	Reports from the At Risk Department	✓	✓	✓	✓
4) Reduce damage rate	All Staff	Work Order requests	✓	✓	✓	✓
5) Monitor campus budget	Principal Budget committee Bookkeeper	Records at the end of the year at or below budget	✓	✓	✓	✓
6) Monitor response for request for service	Principal AP over service request	Work order documentation Purchase Order requests Property Transfer requests Tech services requests	✓	✓	✓	✓
7) Log all requests	AP over work order requests Assigned Employee over the request	Request documentation and maintain data Work Flow Completion time Satisfaction documentation from the requester	✓	✓	✓	✓
8) Reduce error rate	Principal Administration	Certify reports	✓	✓	✓	✓
9) Monitor budget based on historical data for similar projects	Administration Budget Committee Bookkeeper	Budget records	✓	✓	✓	✓
10) Develop a process for receiving work requests	Assistant Principal I Tech	Process developed and in place Monitored	✓	✓	✓	✓
11) Track response time of work requests	Assistant Principal I Tech	Tracked via Work Order Software	✓	✓	✓	✓
12) Develop training sessions and campus plans to reduce vehicular accidents to personal/property accidents	Principal Administration	Reduction of accidents through At Risk department Reduction in on campus reports to Aldine PD				
13) Reduce vehicular and personal/property claims by utilizing number of accidents per year	Principal; Workers Comp Dept. Head	Reduced rate each Quarter	✓	✓	✓	✓
14) Continued training to reduce damage to property	Administration	Training conducted for further reduction of damages				

15) Monitor and develop a budget from deparmental needs assessments	Principal; AP's Bookkeeper	Analyzed data from unexpended and unallocated funds and allocate based on resources needed.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

State Compensatory

Personnel for Compass:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Al Riggins	Intervention Specialist	DAEP	
Alecia England	Teacher	ELA	
Anitra Kelley	Teacher	Credit Recovery	
Asummani Davies	Intervention Specialist	DAEP	
Candis Houston	Teacher	Business Systems	
Carol Gonzalez	Teacher	ELA	
Casandra Robinson	Teacher	Physical Education	
Casha Robinson	Teacher	ELA	
Cassandra Spade	Teacher	Physical Education	
Chontae Shirley	Teacher	ELA	
Christopher Moore	Teacher	Physical Education	
Chrisy Adams	Testing Coordinator	DAEP	
Claudia Polanco	Special Education Counselor	DAEP	
Cynthia Davis	Campus Monitor	Safe and Secure	
Daryle Nunciato	Teacher	Math	
Delia Bass	Teacher	Credit Recovery	
Delvin Williams	Teacher	Social Studies	
Diane Bieling	Teacher	Special Education	
Donnetta Henderson	Lead Counseor	DAEP	
Doris Franklin	Teacher	ELA	
Frank Kelley	Assessment Specialist	DAEP	
Irma Porras	Receptionist	DAEP	

James Hopson	Teacher	Math	
James Metcalf	Principal	DAEP	
Jeff Knox	Administrator	DAEP	
Jeffery Pace	Drug Counselor	DAEP	
Jerald Gross	Teacher	Social Studies	
Jo Godley	Principal Secretary	DAEP	
John Collier	Teacher	Math	
Joshua Mocini	Teacher	Math	
Karleen Page	Registrar	DAEP	
Kayla Williams	Teacher	Social Studies	
Kermit Brewster	Teacher	Math	
Kevin Blackshire	Teacher	Physical Education	
Kim Garner-Simmons	Administrator	DAEP	
Lashunda Walton	Teacher	Science	
Lenora Jones	Teacher	ELA	
Lushundra Walker	Teacher	Science	
Mark Kroll	Teacher	Social Studies	
Marquan Mikle	Teacher	Math	
Martin Hamilton	Teacher	Science	
Michael Kury	Teacher	Elementary	
Michelle Machin	Teacher	Special Education	
Nancy Murphy	Teacher	Fine Arts	
Njemi Weyni	Teacher	Science	
Notasha Mosby	Counselor	DAEP	
Novellette Peavey	Teacher	Math	
Paula Osisami	Teacher	Social Studies	
Robyn Bell	Teacher	Science	
Ronnie Brown	Teacher	ELA	

Roosevelt Colvin	Administrator	DAEP	
Rosa Castro	Teacher	Foriegn Language	
Roy Lee	Teacher	Math	
Sara Sonia	Teacher	Science	
Shalanda Gomez	Teacher	Special Education	
Sherrie Quada	Nurse	DAEP	
Sonia Krafels	Teacher	Social Studies	
Tamela Mathis	Attendance Clerk	DAEP	
Tammany Ryals	Teacher	Social Studies	
Tomekia Thomas	Teacher	Math/ELA	
Toysha Lee	Teacher	ELA	
Tracey Pierce	Teacher	ELA	
Valarie Hopkins	Teacher	Health	
Vernon Daniels	Paraprofessional	DAEP	
Yulandra Jones	Clerical	DAEP	
Zackary Tubbs	Teacher	ESOL	
Zonnie Johnson	Teacher	CTE	

2015-2016 Campus Improvement Committee

Committee Role	Name	Position
Administrator	James Metcalf	Principal
Campus Administrator	Roosevelt Colvin	Assistant Principal
Classroom Teacher	Zonnie Johnson	Teacher
Classroom Teacher	Novellette Peavey	Teacher
Classroom Teacher	Tammany Ryals	Teacher
Non-classroom Professional	Jo Godley	Principal Secretary
Paraprofessional	Cynthia Davis	Campus Monitor
Student	Jimmy Strahan	6th grader

Campus Funding Summary

State Compensatory Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$10,000.00
1	2	14			\$600.00
				Sub-Total	\$10,600.00
				Grand Total	\$10,600.00