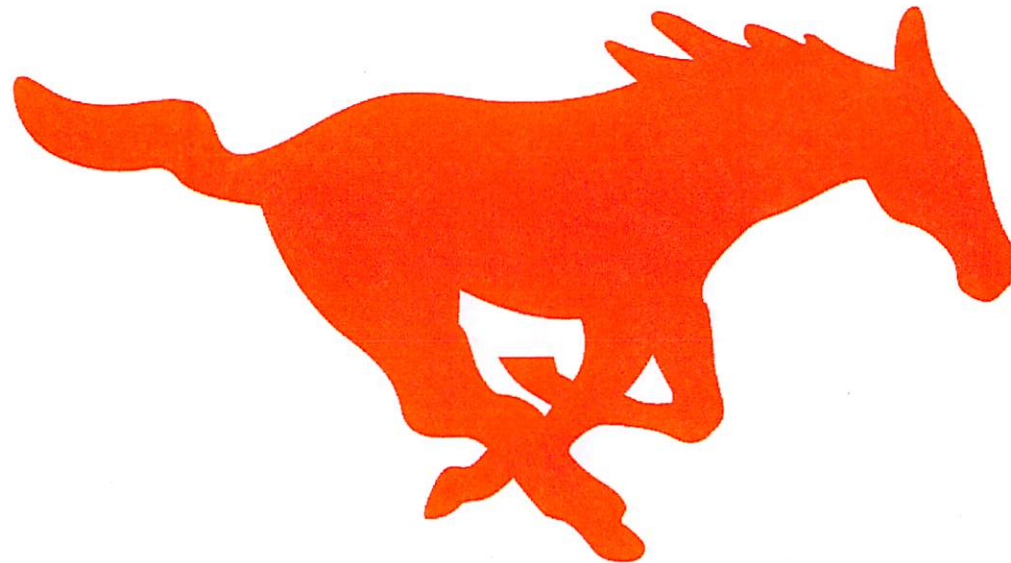


**2015-2016
Campus Improvement Plan
Nixon-Smiley Consolidated Independent School District**

Nixon-Smiley Middle School



**Campus Improvement Committee Approval Date: September 9, 2015
Submitted to the NSCISD Board of Trustees: October 19, 2015
Board Approved:**

Revision Dates:

Campus Vision

Nixon-Smiley Middle School aims to provide a differentiated, effective, and rigorous curriculum in a stimulating learning environment in an effort to maximize individual potential and ensure that all students are well equipped to meet the challenges of education, work, and life.

**Campus Planning Committee
2015-2016**

Name	Position	Signature
Jane Dwyer	Principal	
Anita VanAuken	Principal	
Janna Wheat	Instructional Facilitator	
Lacy Lovelace	Counselor	
Mike Billings	Teacher	
Jennifer Hines	Teacher	
Tasha Janicek	Teacher	
Tina Mills	Teacher	
Maria Valerio	Parent	
Yohana Gutierrez	Parent	
Janie Borchardt	Community Representative	
Carol Nuinez	Community Representative	
Deisy Barajas Lopez	Business Representative	
Donna Rodriguez	Business Representative	
Linda Parks	District Representative	

A Needs Assessment was conducted with the District Goal Setting Committee on June 17, 2015, and the NSMS Campus Improvement Committee on September 9, 2015.

Data Sources Examined:

TAPR Data / School Report Cards
Retention and completion rates
Current TAKS/STAAR data and AYP reports
Campus discipline records
Annual Report on Violent and Criminal Acts
Campus parent involvement records
Special population test data – TELPAS, TAKS M
Special Programs Evaluation
STaR Chart results
Benchmark data
Technology inventory
Teacher turnover rate
HB Survey Results
Professional Development records/survey
Performance Based Monitoring Analysis System (PBMAS)
TELPAS data
Texas School Survey of Drug and Alcohol Use (2014)
Qualitative data: teacher feedback, conversations, observations
Teacher walkthrough observations

**Nixon-Smiley Middle School STAR Assessment Results by Grade Level and Subpopulations
Percent of Students Meeting Phase I Standard Followed by Percent Reaching Advanced Level
(And for 2015, Percent of Students Meeting Phase II Standard)**

	All Students		Hispanic		White		Econ. Disadv.		ESL		Special Ed	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
Grade 5												
Reading	64 / 9	76 / 14 / 59	55 / 3	78 / 10 / 62	100 / 31	62 / 23 / 46	64 / 9	73 / 12 / 55	30 / 0	60 / 0 / 50	N/A	N/A
Mathematics	65 / 10	73 / 10 / 55	63 / 11	71 / 8 / 53	69 / 8	77 / 8 / 62	65 / 10	75 / 8 / 54	56 / 0	70 / 0 / 50	N/A	N/A
Science	63 / 13	53 / 0 / 30	56 / 0	56 / 0 / 29	92 / 0	38 / 0 / 31	63 / 13	51 / 0 / 29	33 / 0	40 / 0 / 20	N/A	N/A
Grade 6												
Reading	78 / 8	79 / 14 / 64	79 / 6	75 / 15 / 58	75 / 17	94 / 13 / 81	78 / 8	80 / 15 / 67	40 / 0	60 / 0 / 20	N/A	N/A
Mathematics	82 / 8	64 / 1 / 47	79 / 4	60 / 2 / 42	92 / 17	75 / 0 / 56	82 / 8	56 / 2 / 39	60 / 0	40 / 0 / 20	N/A	N/A
Grade 7												
Reading	70 / 7	71 / 10 / 64	67 / 5	69 / 8 / 62	72 / 17	83 / 17 / 83	70 / 7	72 / 7 / 65	38 / 0	29 / 0 / 29	N/A	N/A
Mathematics	49 / 2	65 / 2 / 47	47 / 2	66 / 2 / 48	61 / 6	50 / 0 / 33	49 / 2	66 / 2 / 49	43 / 0	60 / 0 / 20	N/A	N/A
Writing	61 / 2	76 / 7 / 61	57 / 0	79 / 6 / 62	67 / 1	50 / 17 / 50	61 / 2	79 / 5 / 63	29 / 0	43 / 0 / 43	N/A	N/A
Grade 8												
Reading	83 / 21	80 / 19 / 71	78 / 20	76 / 16 / 69	95 / 25	88 / 25 / 75	83 / 21	77 / 16 / 70	43 / 0	57 / 0 / 29	N/A	N/A
Mathematics	72 / 0	73 / 0 / 57	71 / 0	70 / 0 / 56	76 / 0	85 / 0 / 62	72 / 0	72 / 0 / 53	80 / 0	100 / 0 / 50	N/A	N/A
Science	69 / 17	69 / 13 / 60	66 / 12	69 / 10 / 60	77 / 27	81 / 19 / 69	69 / 17	67 / 9 / 56	40 / 0	67 / 0 / 50	N/A	N/A
Soc Studies	79 / 15	83 / 28 / 78	76 / 12	81 / 25 / 75	87 / 22	88 / 38 / 88	79 / 15	80 / 20 / 75	40 / 0	83 / 0 / 50	N/A	N/A
Algebra	100 / 23	100 / 58	100 / 11	N/A	N/A	100 / 23	N/A	N/A	N/A	N/A	N/A	N/A

N/A – No data reported for fewer than 5 students

2014-2015 Campus Achievement Goals: **BLUE** – 12% growth in Phase I performance (2014) 15% growth in Phase II performance (2015); **RED** – Met or exceeded prior year performance; **Bold** – Increase in Advanced Level performance

Campus Achievement Goals for the Middle School Testing 2015-2016

Targets:

- 15% growth in all tested content areas for Phase II performance
- Continue to increase Advanced Level performance in all tested content areas

	NSMS Students Meeting STAAR Phase II Standard Spring 2015	Goal for Spring 2016
Grade 5	2015	
Reading	59%	74%
Math	55%	70%
Science	30%	45%
Grade 6		
Reading	64%	79%
Math	47%	64%
Grade 7		
Reading	64%	79%
Math	47%	64%
Writing	61%	76%
Grade 8		
Reading	71%	86%
Math	57%	72%
Science	60%	75%
Social Studies	78%	93%

Nixon-Smiley Middle School Needs Assessment

Demographics: .01% Afr Amer; 76.2% Hisp; 21.9% White; .01 Two or more; ?% Eco Dis; ?% At-Risk; 14% ELL – TAPR Report

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Student Performance	<p>STAAR Reading: *Showed growth in 5th – 7th grades *Increased passing percentage of second administration – 13% in 5th & 17% in 8th</p> <p>STAAR Math: *Showed growth in 5th, 7th, and 8th grades</p> <p>STAAR Writing: *Showed growth in 7th grade *Exceeded state performance in 7th grade</p> <p>STAAR Science: *Maintained performance in 8th grade</p> <p>STAAR Social Studies: *Increased performance in 8th grade *Exceeded state performance in 8th grade</p> <p>Algebra EOC: *Continue to maintain 100% passing *Increase in Advanced Level performance by 25 percent *Continue to exceed the state performance</p> <p>State Accountability: Earned Distinction Designation in 6 of the 7 eligible categories: *Achievement in Reading/ELA *Achievement in Math *Achievement in Science *Achievement in Social Studies * Student Progress *Closing Performance Gaps</p>	<p>STAAR Reading: *Slight decrease in 8th grade in first administration *Slightly below state average in 7th grade</p> <p>STAAR Math: *Decrease in 6th grade</p> <p>STAAR Science: *Decrease in 5th grade *Slightly below state average in 8th grade</p> <p>State Accountability Missed Distinction Designation in 1 categories: *Postsecondary Readiness (need to work toward all students performing at Final Phase In standard of STAAR)</p>	<p>*Continue School Improvement Plan (SIP) efforts *Continue campus-wide writing plan for ELA and non-ELA content areas (WAVE) *Continue utilization of <i>Achieve3000</i> *Implement <i>IXL Math</i> *Continue utilization TLI Specialists and Instructional Facilitator to improve classroom curriculum and pedagogy *Continue developing vocabulary instruction strategies, including teacher PD (WAVE) *Continue to provide intervention to reduce the number of retentions (Grade 5: 10.9% v state 1.5%; Grade 8: 5.9% v state 1.1%)</p>
Special Programs/Interventions	<p>*An assessment plan for RtI based on content objective needs implemented throughout the school year, and supported through the RtI lab, as well as in classrooms. *Continued implementation of Response to Intervention to assist in identifying interventions for at-risk students. District has expanded RtI models to also include Behavior and Speech.</p>	<p>* ELL/Migrant students continue to under-perform on state assessments *RtI program changes, including the software utilized to assist in assessing grade level achievement and practice, are necessary to achieve acceptable gains. Special focus needs to be placed on the intervention plan strategies, especially when addressing math needs.</p>	<p>*Implement assessment plan to solidify RtI (WAVE) *Continue implementation of the RtI plan *Continue tutoring schedule, including in class, targeting students based on needs assessments – begin in September *Enhanced quarterly monitoring plan (WAVE) *Strengthen documentation efforts on student performance (Data Notebooks) *Better involvement of parents in the RtI process *Campus RtI tracking forms</p>

School Climate and Safety	<ul style="list-style-type: none"> *A strong, supporting, caring staff devoted to all students. Campus is clean and welcoming. *Campus wide participation in PBIS, to promote positive school culture. * RISE program continues to provide instructional and emotional support to 5th grade students – with elementary. *Initial implementation of guidance lessons on a consistent basis targeting all students. Will focus on areas based on T ASD survey. 	<ul style="list-style-type: none"> *Data from 2014 T ASD Survey - While the campus and state did decrease in most categories from the previous year on the TSDAS, we are still above the state average. Based on a random sampling of 7th-8th grade students, 17% report using tobacco over the past year, 35% used alcohol, 5% used marijuana and 12% used inhalants (spray paint, correction fluid, helium, butane). *Increase awareness of culture, sexual and physical abuse, harassment, and bullying (Norma’s House and Cultural Awareness and Diversity Trainings) 	<ul style="list-style-type: none"> *Continue teacher appreciation plan *Gotcha & PBIS *Positive feedback to parents *Notecards & phone calls *Continue programs and meetings that focus on student health and safety, including strategically focused student group meetings with counselor *Continue Positive Behavior Interventions & Support (PBIS) *Continue Coffee w/ Counselor *Conduct training to increase awareness of culture, sexual and physical abuse, harassment, and bullying *Continue RISE program – complete with support and supplemental experiences
Curriculum, Instructions, Assessment	<ul style="list-style-type: none"> *Professional development: Due to grants and SIP funds, a variety of support systems are available for teachers, including but not limited to coaches, support personnel, and contracted service providers. * 100% of staff are Highly Qualified *Low teacher turnover rate *Improved “New Teacher” mentor/mentee program 	<ul style="list-style-type: none"> * Teachers need professional development focused on improved differentiation (TEKS-based, data-driven), engagement, vocabulary development, and writing across all content areas. * Teachers requested PD in the following areas: <ul style="list-style-type: none"> *Differentiating instruction *Gifted and Talented *Reading Strategies *English Language Learners *Closing the Achievement Gap *Classroom Management *Integrating Technology 	<ul style="list-style-type: none"> *Offer a variety of professional development based on needs utilizing staff resources (TLI Grant and staff) *Design PD based on teacher feedback *Provide opportunities for communication between grade levels and content areas (PLCs) *Continue to implement “New Teacher” mentor/mentee program
Parent and Community Involvement	<ul style="list-style-type: none"> *After school library and computer lab open to students and parents with certified teachers available for tutorials and academic support. *Parent/Student/Teacher Compacts & Policies *Family Reading Night *Health & Wellness Day in collaboration with SHAC *Positive feedback on Parent Engagement Survey *Positive feedback on House Bill 5 Survey 	<ul style="list-style-type: none"> * According to the parent survey, parents want more advanced notice of events at school, as well as assistance with helping their students be successful. *Increase parent engagement at meetings 	<ul style="list-style-type: none"> Provide classes for parents based on identified needs *Communication: Continue to focus on ways to address parent needs *Continue open labs *Continue Coffee w/ Counselor *Continue Family/Community Involvement Night – one per semester

Policy (Discipline, Grading, Etc.)	<ul style="list-style-type: none"> *Dropout rates remain below the state average (.2% for the state compared to 0% for the campus). *Attendance rate for the campus continues to exceed the state and District average at 96.9% *Class size averages are consistently below the state average for all grades. *Decrease in discipline incidents (41 students involved versus 136 the previous year & 4 DAEP placements versus 14 the previous year) 	<ul style="list-style-type: none"> *Continued focus for even smaller number of discipline incidents 41 students were involved; 4 DAEP referrals * Special education students did not perform well on state assessments (STAAR A) 	<ul style="list-style-type: none"> *Continue to focus on discipline interventions – closer work with school counselor and classroom teachers *Continue to work with teachers to ensure appropriate support is being provided in the classroom before behavior becomes an issue *Implement the Discipline Matrix – professional development needed * Implement strategies learned through PBIS training campus wide
Technology	<ul style="list-style-type: none"> *Staff more technologically literate and integrating technology more seamlessly into curriculum. Each grade level has a laptop cart or technology available in the classroom. *24 of 76 8th grade students scored Proficient or above on the Technology Proficiency Test; close to global scores 	<ul style="list-style-type: none"> Need additional laptops and technology to continue technology implementation efforts at the middle school. *Increase technology integration in classroom 	<ul style="list-style-type: none"> *Technology initiative to continue student to technology ratio: laptops, iPads, digital media centers, etc. *Continued focus on professional development on technology integration

Nixon-Smiley CISD Middle School – Title I School Wide Component Index – 2015-2016

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VI.	Parental Involvement		
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	B. Parent/School Compact	III-13	√
	C. Parental Involvement Program Evaluation	III-3,III-7,III-10,III-11	
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IX.	Additional Support	I-3,4,5,6,9,10,11,17,19,20,21,I-22,25, II-4,III-12	
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State Compensatory Education

The State Compensatory Education program at this campus will target at-risk students in need of additional academic support. The following indicators (must meet one or more) are used to identify middle school students “at-risk” of not graduating. Depending on which criterion is met, services are provided accordingly. For example, if a student is identified as limited English proficiency, ESL services and monitoring is provided. The Assistant Principal reviews the entire population in October of each year, as well as during Quarterly Monitoring by all teachers and staff associated with each student. New enrollments are reviewed when new records are received. Students are added or removed based on the following:

A student under 21 years of age and who:

1. Is in pre-kindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 4-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years.
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
5. Is pregnant or is a parent.
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the District, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

State Compensatory Funding and Employees

Total SCE funds allotted to this Campus: **\$83,447**

Total FTEs (full time employees) funded through SCE at this Campus: **1**
Jonathan Gregg Miller

Title I - Funding and Employees

Total FTEs (full time employees) funded through Title I at this Campus: **3**
Jana Wheat and Sherilyn Wuest (Teachers) and Estella Vigil (Teacher Aide)

Total Title I funds allotted to this Campus: \$ **136,903**

Title I, Part C - Funding and Employees

Total FTEs (full time employees) funded through Title I at this Campus: **.5**
Mayra Montiel

Total Title I, Part C funds allotted to this Campus: \$ **15,000 (also serves high school)**

Title III, Part A

Total FTEs (full time employees) funded through Title III, Part A at this Campus: **.8 (a third of)**
Thelma De Leon

Total Title I funds allotted to this Campus: \$ **5,400 (also serves other campuses)**

SPED

Total FTEs (full time employees) funded through SPED (224) at this Campus: **.3**
Lisa Nixon

Rural

Total FTEs (full time employees) funded through Rural at this Campus: **.85 (approx. 6/7)**
Tasha Janicek

Migrant Education Program (MEP) - Priority for Services Action Plan

The Migrant Coordinator for each district campus will, at a minimum, conduct the following activities:

- Check progress report and end-of-grading-period grades for failures.
- Hold a meeting with the student at least once each three weeks.
- Hold a meeting with the core (and electives, when necessary) teachers at least once each three weeks for feedback on progress, action steps, and help needed.
- Contact parents (via phone or home visit) at least once a grading period regarding student progress, needs, homework help, and action steps
- Provide tutorials during the school day.
- Offer after school and Saturday school opportunities for middle and high school students.
- Provide needed school supplies to support migrant students.
- Provide summer enrichment and remediation (10 days at end of school year) to any migrant student that did not pass a state assessment.

Additionally, NSCISD Middle School will provide the following additional support:

- Assign a mentor to each migrant student.
- Provide targeted interventions during accelerated instruction time.
- Provide small group and 1-on-1 opportunities in the classroom.
- Utilize software programs available for remediation and acceleration: Achieve 3000 and IXL.
- Provide pull-out enrichment opportunities for students during electives, where allowable, as prescribed in the student's RtI plan.
- Add an additional aide to assist in ESL classroom (where the majority of migrant students are served during the day).

<p><i>Campus Targets –</i></p> <ol style="list-style-type: none"> 1. Grade levels in all content areas move toward defined accountability goals, implementing a School Initiative (SI) Plan 2. Decrease gap between subgroups in reading, math, and science to become a Recognized Campus 3. Increase rigor of curriculum in an effort to increase number of students performing at Level III Advanced on the STAAR state assessment 4. Improve intervention identification/support processes to reach all at-risk students (Response to Intervention (RtI) Plan) 		<p>NIXON-SMILEY CONSOLIDATED DISTRICT NIXON-SMILEY MIDDLE SCHOOL 2015-2016</p> <p>District Goal I: Increase academic rigor and achievement for all students</p> <p>In order to ensure growth District wide on standardized testing, student test scores will improve over the next three years from the baseline established on the 2013 assessments.</p>		<p><i>Needs Addressed –</i></p> <ol style="list-style-type: none"> 1. Increased academic achievement, - specific focus on math, ELA, writing and science 2. Increased teaching strategies and effectiveness; 3. Identifying and implementing RTI interventions and processes; and 4. ESL/Migrant student achievement. 		
TARGET AREA		ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES

I-1	School improvement	Work with District administration, teachers and outside consultants to develop and continually revise a School Initiative Plan for the District and campus with specific components for the middle school based on needs.	School Initiative Plan	November – May 2016	Administration Teachers Campus facilitators	Title I, \$8,000
I-2	Decreased gaps in all content areas and special pops: GT at-risk, LEP, SPED, 504, eco disadvantaged	Discuss assessment plan data with teachers and specifically identify and monitor special populations of students, including but not limited to economically disadvantaged, LEP, SPED, GT, at-risk and 504 students as part of the School Initiative Plan. Share this data with students and have them set individual goals as well.	Data notebooks Growth in benchmark data Failure rates TAPR reports PEIMS data Student goals	Ongoing through year – May 2016	Administration Teachers	No additional funds
I-3	Decreased gaps in all content areas and special pops: GT at-risk, LEP, SPED, 504, eco disadvantaged	Utilizing the assessment plan, monitor below level students through regularly scheduled Quarterly Monitoring meetings using student tracking form, ensuring all students who did not pass the state assessment have been identified and are being followed. Teachers and administration will collaboratively complete necessary paperwork for identified students and include specific strategies for specific students as part of the School Initiative Plan (RtI lab, in school tutoring, after school tutoring, etc.). In RtI, progress monitoring will be completed more frequently - Tier II monthly, Tier III - weekly.	Data notebooks Growth in benchmark data Classroom performance Quarterly Monitoring meeting notes Sign in sheets from RtI lab and after school tutoring RtI progress monitoring notes	October, January, April, 2015-16 and Tier II - Monthly Tier III - Weekly	Counselor Administration Interventionists Teachers	Title I - After school tutoring - \$3,209 and State Comp - \$8,000

I-4	Intervention identification	The campus will continue to implement its RtI action plan detailed in the Campus RtI Flow Chart for all professional staff to follow in an effort to provide intervention services for identified students weekly as part of the RtI and SI plan. Focus will be placed on strengthening Tier I.	Campus RtI Flow Chart Data notebooks Sign-in sheets RtI rosters RtI tracking forms RtI progress monitoring notes	Ongoing, through the 2015 school year and with revisions 2016	Administration Intervention teachers Teachers	No additional funds
I-5	Decreased gaps in all content areas and special pops: GT, at-risk, LEP, SPED, 504, eco disadvantaged; Intervention identification	Utilize student data notebooks and testing/classroom benchmarking data to provide interventions for below level students through differentiation in the classroom and various other methods, including but not limited to, small groups, tutors, remediation software (look at new math software), Special Education (following ARD recommendations), volunteers, the necessary materials, and mentors as part of the School Initiative Plan. Follow up with teachers, specifically math, on benchmark scores.	Data notebooks Benchmark data, report card grades, software data, Intervention teacher schedules, campus RtI flow chart, RtI tracking forms, RtI progress monitoring notes	October, January, April, 2015-2016	Teachers SPED teachers Intervention teachers TLI Specialists Administration	SPED TLI grant \$90,000 – Data/Coach State Comp – software - \$22,200 Title I - \$1,583 materials
I-6	Decreased gaps in all content areas and special pops: GT at-risk. LEP, SPED, 504, eco disadvant.; Int. identification	Provide differentiated instructional practices for all students, including GT students (coordinator, field trips, supplemental technology and instructional materials, etc.), by teachers and supported with instructional aides as part of Tier I RtI services to students.	Walkthrough observations Programs for students	October – ongoing through 2015 - 2016	Administration Teachers	Rural - \$16,200 GT - \$9,000
I-7	Increased rigor Intervention identification Decreased gaps	Continue to research and purchase research-based teaching resources to help implement TEKS, STAAR Readiness, as well as Tiers I, II, and III intervention techniques. Resources to include a reading program, <i>iStation</i> , <i>Achieve3000</i> , <i>Accelerated Math</i> , <i>Study Island</i> , etc. to support student achievement-for practice and assessment.	Purchasing receipts RtI flow chart STAAR information Benchmarking/data results and needs	Throughout the school year 2015-2016	Administration	State Comp \$22,200 software Local funds
I-8	Decreased gaps. Intervention identification	Administer benchmark assessment (a minimum of once a year) to all students in math, reading, writing, science and social studies to understand student growth and to drive instructional practices.	Benchmarking/data results and needs	Fall and spring semester 2015-2016	Administration Teachers Instructional facilitator	No additional funds
I-9	ELL in all content areas	Monitor and provide necessary support to ELL students (training to teachers and supplies) through LPAC meetings and Quarterly Monitoring meetings to ensure progress. Support to be facilitated through ESL and Migrant Target Plan document completed by teachers to inform ESL and Migrant (training and supplies) teacher/Coordinator of instructional goals and areas of focus.	Data notebooks, ELL Target Plan document, LPAC notes, classroom observations, classroom performance rating forms	Ongoing, throughout the school year 2015-2016	LPAC Coordinator Teachers	Title III A – ESL \$15,000 Title I, Part C - Migrant \$5,400

I-10	Decreased gaps in all Content Areas and special pops: GT, at-risk, LEP, SPED, 504, eco disadvantaged; Intervention identification	Utilize an Intervention Time during the school day to provide supplemental instruction and research-based interventions to students, as well as provide enrichment to those above level; additionally provide tutoring and small group instruction for those below level/not passing previous year state assessment.	Data notebook School schedules Tutorial schedules Rtl progress monitoring notes	Ongoing throughout school year 2015-2016	Administration Teachers	Local
I-11	All migrant students	Continue to fund programs best serving migrant campus population, as well as continue to research new programs and strategies to best serve all migrant students, especially for non-English speaking, remediation activities (accelerated instruction, software, assigned tutorials/remediation, pull outs, and course credit/passing), assign a mentor to each migrant student, additional aide to assist in ESL classroom, LPAC for failures at nine weeks, evaluate programs and activities of Migrant students within the first 30 days, evaluate the Migrant program at end of school year	Data notebooks with Migrant information ESL Aide LPAC notes/documentation	August, January, May – revisit summer 2016 Migrant program eval by June 30, 2016	Administration Migrant Coordinator	Migrant funds \$5,400 Local funds
I-12	Increase rigor Differentiated instruction	Use the TEKS Resource Guide (TRS), as well as supplemental/online textbooks, the TEKS, and STAAR Readiness and Supporting Standards to guide and plan instruction throughout the school year.	TRS STAAR materials Supplemental resources TEKS Resource System	Throughout the school year 2015-2016	Administration Teachers	Local funds
I-13	All students	Continue to implement talent identification programs such as Duke University.	Record of those taking the tests Test results	Spring 2015 and 2016	Administration Counseling Teachers	No additional funds
I-14	All students Differentiated instruction	Supplement and integrate within the curricula technology resources and strategies.	TRS, lesson plans, TEKS Resource, technology software: Achieve3000, iStation, Study Island, IXL,	School year 2015-2016	Administration Teachers	Campus Budget Local budget
I-15	Professional development of Highly Qualified teachers	Professional development: a) provide professional development based on identified District and campus needs and individual teachers' goals for improvement (including but not limited to, STAAR, Rtl, ELPS, and School Initiative Strategies); b) provide opportunity for teachers to develop quality lessons using TRS, supplemental resources, and technology; c.) utilize the TLI staff to assist with PD associated with vocabulary (explicit), writing (plan), and <i>Achieve3000</i> ; and d.) provide evidence of improvement based on goals.	PD sign in sheets Teacher Excellence worksheets Walk-throughs Lesson plans	On-going through 2015 and re-evaluate summer 2016	Administration Teachers Instructional Facilitator TLI Specialists	Title I - \$8,333 SCE - \$10,500, \$15,000 (ment.), software - \$17,000 Local TLI Grant \$90,000 Title IIA – ment. \$5,000 (District) Rural - \$1,800 (District)
I-16	At-risk	Continue dyslexia services to students, including the active monitoring and services to those identified.	Benchmark data Rtl Sign In Rtl forms	October, Jan., April 2015-16	Teachers, Rtl, Counselor Inst. Facilitator	Local
I-17	At-risk	Continue summer remedial and enrichment programs based on student needs to include activities that support students academically and assist in the accrual of course credit.	Attendance records Credit accrual records Failure rates	May 2015 and 2016	Administration	Local

I-18	All teachers	Provide professional development (build plan, roll out the plan, and evaluate writing outcomes collaboratively with teachers) to teachers in all content areas on strategies to increase writing scores, specifically increasing the number of "4s", and increase writing opportunities for students in all content areas, which also includes explicit vocabulary instruction.	PD sign-in sheets Student writing products Student writing scores Campus-wide writing plan: 75% of students will perform a min. score of 2 in grades 5-8)	At least twice a semester 2015-16 school year and reevaluate	Administration Instructional facilitator Teachers TLI Specialists	Local TLI Grant Consultants and Coaches \$90,000
I-19	All teachers All students, specifically those at-risk Decrease gap Inter. services	Continue to implement small group, intense tutoring for remediation to targeted students in multiple settings: before school, during school, and evenings. Work with consultant to develop targeted math materials for these tutorials.	Tutorial schedules Benchmarking data Passing rates on assessments Summer PD sign-ins	August, Ongoing throughout school year 2015-16	Administration Teachers	Local Title I \$3,209 State Comp \$8,000
I-20	Migrant students	Provide support services for migrant students, focusing on those that are failing or are in danger of failing, including tutorials, parent communication, and small group settings in the classroom.	Student scores	On-going throughout school year 2015-16	Migrant Coordinator Teachers Administrator	Title III - \$5,400
I-21	At-risk Differentiated instruction	Implement classroom strategies to meet the needs of the identified at-risk students, including teachers trained in serving the at-risk student, lower class sizes, tutorial times, and small group settings in the classroom (differentiation).	Student scores Assessment data Walk through data	On-going throughout school year 2015-16	Administration Teachers	SCE \$45,000 Title I \$92,437 (+ benefits) Rural \$18,000
I-22	All students	Provide smaller class sizes to further support student learning in upper middle school grade levels – focus on math	Class rosters Student scores	August 2015 and 2016	Administration Teachers	Title IIA \$49,742
I-23	Professional development	Continue new teacher mentoring program. Focus on how we can better the new teacher mentoring program for the upcoming school year. Better define the roles and responsibilities of the mentor and mentee. Provide mentor training.	Mentor program documentation	Ongoing throughout school year – evaluate program Summer 2016	Principals Teachers	No additional funds
I-24	SPED. 504	Continually meet with teachers 504s, staff meetings, and ARDs to ensure all accommodations of students are being met and are successful. Work with SPED teachers for guidance. SPED teachers focus on inclusion and therapy needed for these students.	ARD committee notes 504 meeting notes	Ongoing throughout school year 2015-16	Principals Teachers	SPED \$20,000 + benefits
I-25	At-risk	Continue to provide opportunity for 5 th grade students to participate in RISE program for additional academic assistance: structured leadership and routines, instructional and emotional support, opportunities to participate in supplemental programs and experiences, and positively impact families.	RISE registration roster	Ongoing throughout school year 2015-16	Principal RISE Director	Title I RISE
I-26	Communication of STAAR Results	The campus will provide individual student academic assessments results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments by mailing home STAAR results in English and Spanish. The campus will also mail home the School Report Card that is provided by the state based on the Texas Academic Performance Report of the campus.	Copy of STAAR letters and assessments Copy of TAPR School Report Card letter	Spring & Summer 2015 January 2016	Principal	Local funds

<p><i>Campus Targets –</i></p> <ol style="list-style-type: none"> 1. Continued support in personal and professional growth 2. Retain and recruit the highest quality staff 3. Increase attendance above 96% 4. Increase the completion rate to 100% 5. Increase student engagement in the classroom 	<p>SMILEY CONSOLIDATED DISTRICT NIXON-SMILEY MIDDLE SCHOOL 2015-2016</p> <p>District Goal 2: Maintain a positive and safe learning environment for the students and staff</p> <p>In order to improve organizational competency and efficiency and maintain a highly motivated staff committed to the vision of NSCISD, resources will be utilized to improve attendance and completion rates/student engagement and provide professional development opportunities for all employees.</p>	<p><i>Needs Addressed –</i></p> <ol style="list-style-type: none"> 1. Targeted professional development 2. Increased teaching strategies and effectiveness; 3. Ensuring 100% completion rate; and 4. Increasing student attendance.
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	TARGET AREA	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
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II-1	Professional development of Highly Qualified teachers Communication New teacher support School improvement	Teachers and support staff (including TLI staff) will fulfill training/ professional development requirements of the District, specifically focusing on PD related to the SI Plan, including but not limited to coaching/mentoring, <i>Achieve3000</i> , eSped, DMAC, Lead4ward, Excel, data analysis, explicit vocabulary, and writing. A summer academy will also be offered based on identified needs to further prepare and support teachers and are aligned with the District initiative based on WAVE, including Bernabei Writing workshop.	PD Plan Walkthrough observations	Ongoing throughout the year 2015-16	Administration Teachers TLI Specialists	Title I - \$8,000 tutoring, \$333 travel - Title II, Part A – District at \$49,772; TLI Coach and Data \$90,000 State Comp - \$22,500 software \$10,500 Travel and trng
II-2	Professional development of HQ teachers Communication New teacher support	Provide opportunity for new teachers to the District and teachers new to their content area to attend the New Teacher Academy and assign them mentors - Highly Qualified teachers and teacher retention as a focus.	Sign-in sheets	Monthly August – 2015 – 2016; with follow-up opportunities and meetings	Administration New teachers Mentors	District funds
II-3	Recruit and maintain Highly Qualified staff	Work with District administration to find ways to optimize current staff and their credentials and actively search for highly qualified staff members in an effort to have 100% teachers and staff highly qualified; retain high quality staff.	Student achievements Classroom snapshot walkthroughs Teacher credentials	August 2015 and 2016	Administration	Local

II-4	At-risk students Completion	Methodically track and follow up with students in need of assistance, both personally and academically, through activities including but not limited to Teacher/Student Mentoring, Lunch Bunch w/ counselor, Book Club w/ counselor. Provide individual counseling services (in house and outside) to identified students, as well as counseling services of students with like needs.	Counselor Classroom Performance Rating form, home visits, phone logs Counseling documentation (if allowable) QM notes RtI forms	Ongoing throughout the year 2015-16	Administration Counselor Teachers	No additional funds
II-5	At-risk students	Provide the necessary support services for identified as homeless students.	Identification of students Review of services provided	Ongoing throughout the year 2015-16	Administration Teachers Homeless Coord.	Local funds
II-6	All students Parent involvement	Encourage parents to continue to use community wireless access points to monitor their child's grades and attendance online.	Wireless access points	Ongoing throughout the year 2015-16	Technology	No additional funds
II-7	All students Student engagement	Continue to support efforts of the School Health Advisory Council (SHAC) in implementing designed activities and services for students and the community, including bullying intervention and prevention activities, a coordinated school health program, physical fitness programs and assessments, and Health/Fitness Expo day.	SHAC meeting minutes Activity implementation <i>Fitness Gram</i> results	October, November, January, March, and May of 2015-2016	Campus committee member PE/Athletic Departments Nurse Counselor	Local funds
II-8	All 8 th grade students Completion	All 8 th grade students will work with counselor to develop a four-year plan for high school.	Completed plans Student registration	Spring semester	Counselor	Local funds
II-9	All students Increased attendance Completion	Continue Positive Behavior Interventions and Supports System (PBIS) in an effort to: teach expected behaviors and procedures, recognize positive behavior, increase attendance, decrease absences and tardies, and increase academic performance.	Attendance records Discipline records Student grades/failures Positive notes or calls home	Ongoing throughout the year 2015-2016; evaluate Summer 2016	Counselor Administration Teachers	Local funds
II-10	All students Increased attendance Completion Parent involvement	Parents will be notified of student absences, as well as counseled with their student, if necessary, to encourage regular school attendance.	Attendance records Phone logs	Ongoing throughout the year 2015-16	Counselor Administration	Local funds
II-11	Increased attendance	Continue to hold meetings with attendance committee, truancy officers and parents as soon as absences become excessive.	Attendance records	Ongoing throughout the year 2015-16	Parent Liaison Administration	Local funds

II-12	Student achievement Increased attendance	A team from the campus, including a campus administrator, will continue to facilitate PBIS training to increase student achievement and attendance and decrease discipline referrals. Additionally, the team will work to recognize uniqueness and achievement of students by: celebrating a student of the month for each grade level, celebrating birthdays with a student birthday bulletin board, and placing student achievement (perfect attendance, honor roll, students of the month, Achieve 3000 targets and races, and other achievements) in the local newspaper, school District website, and the District <i>Facebook</i> page.	Discipline records PD records	Ongoing throughout the year 2015-2016	Administration Teachers Counselor	Local funds
II-13	All students PD At-risk	Provide cultural awareness and sensitivity training to all teachers prior to the start of the school year, as well as training for identifying sexual and physical abuse.	Sign in sheets Training flyers, handouts and PowerPoints	August 2015	Administration Assistance of District staff Counselor	Local funds
II-14	At-risk Policies	Provide an alternative setting for students needing disciplinary guidance and place for learning outside of regular classroom (DAEP).	Attendance records Tuition payments	Ongoing throughout school year	Administration Counselor	State Comp \$42,100

Campus Targets –

1. *Establish strong parental and community involvement through, volunteers, and mentors*
2. *Continue to improve communication between District employees, parents and patrons at campus level*
3. *Implement campus expectations and procedures to help establish and maintain a positive and safe learning environment*

**NIXON-SMILEY CONSOLIDATED DISTRICT
NIXON-SMILEY MIDDLE SCHOOL
2015-2016**

District Goal 3: Create and maintain partnerships with parents and community

The District will provide safe and secure schools that contribute to a positive learning environment, which increases collaboration between school, home and community; and fosters student and community pride, high morale, and satisfaction of all stakeholders.

Needs Addressed –

- 1. Increased parental and community involvement;**
- 2. Increased attendance rates;**
- 3. Ensuring 100% completion rate; and**
- 4. Safe environment.**

	TARGET AREA	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
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III-1	Safe environment Communication	Continue drug, alcohol, violence, self-esteem, and health awareness (conflict resolution, suicide, violence prevention and intervention, and bullying prevention and intervention) activities and programs as part of the school year.	Documentation of activities	Ongoing throughout the year 2015-16	Counselor	Local funds
III-2	Safe environment Parent involvement Communication	Hold multiple opportunities for parents to visit the campus: <ul style="list-style-type: none"> • Open House • Coffee w/ Counselor • Content area focus and awards nights • Community nights – Trunk or Treat • Extended library hours • Family/Community Involvement Night 	Parent attendance Feedback from stakeholders	Ongoing throughout the year 2015-16	Counselor Teachers Administration	Campus budget Title I Parent Inv. - \$3,000 - District
III-3	Parent involvement	Utilize parent and community surveys to gauge stakeholder satisfaction, define ways to improve school, community and parent involvement, as well as ways to get more community members and parents vested in the school and its success.	Survey results	Surveys distributed in May 2016 – evaluate over summer	Counselor Principal	No additional funds
III-4	School safety	Continue to employ school safety measures: <i>School Gate Guardian</i> identification badges, monthly fire drills, lock down drills, posted evacuation routes, and an updated crisis management plan.	<i>School Gate Guardian</i> records Safety comm. notes Posted routes Fire drill form	Ongoing throughout the year 2015-16	Administration	Local funds
III-5	Parent communication	All teachers and campus will maintain updated and informative webpages to ensure student success in and out of the classroom, as well as information vital to parent involvement and an avenue for their feedback.	Webpages Email checklist	Ongoing throughout the year 2015-16	Teachers Administration	Local funds

III-6	Student attendance Parent involvement Communication	Increase parent meetings, contacts (including positive), and home visits to build relationships and a shared responsibility in student success, referring to concerns and recommendations made in Quarterly Monitoring meetings.	Phone logs, post cards sent, Quarterly Monitoring notes Teacher Excellence Stipend forms	Ongoing throughout the year 2015-16	Teachers Counselor	Local funds
III-7	Strong collaboration Parent involvement	Campus Improvement Committee, including teachers, parents and community stakeholders, to meet regularly to review and monitor progress towards academic targets and campus improvement action strategies, and make necessary recommendations.	CIC meeting agendas and sign-in sheets	Scheduled CIC meetings	Administration	No additional funds
III-8	Parent involvement Strong collaboration Campus expectations	Participate in the EOY comprehensive needs assessment to include feedback from parents, students, and staff regarding curriculum, data, policies and procedures, and facilities for distribution and availability in print and electronic formats, also available in Spanish.	Survey results	June 2016	Administration	No additional funds
III-9	Policies and procedures	Principal to attend weekly administrator meetings to discuss policies and procedures.	Agendas	Ongoing throughout the year 2015-16	Administration	No additional funds
III-10	Parent involvement Strong collaboration Campus expectations	Continue to monitor student-parent handbook with evaluation and feedback to make necessary revisions for distribution and availability in print and electronic formats, also available in Spanish.	Discipline records (Educators Handbook – online program) Student-parent handbook	June - July 2016	Administration	Local
III-11	Parent involvement	Find new ways to encourage parental involvement and ways to utilize their services.	<i>School Gate Guardian</i> Records of involvement Parent Inv. Comm. Notes	Ongoing throughout the year 2015-16	Administration	Local Title I - \$3,000 set aside - District
III-12	Positive learning environment	Provide after-school opportunities for students of working parents – RISE Program – to assist in social and academic achievements; extended library hours.	RISE attendance logs Student scores Library attendance logs	August – throughout the year 2015-16	Administration RISE Director	Title I RISE \$146,487 + Title I Local
III-13	Parent involvement	Continue to encourage campus parents to participate in parent involvement committee meetings to work with other parents to develop parent involvement compacts and policies for the campus. Policies and compacts will be distributed to all students at the start of the school year, posted on the website and available for parents in the office as needed.	Parent involvement Survey results Compacts and policy developed, posted and distributed	Ongoing throughout the year 2015-16	Counselor Principal	No additional funds

III-14	Parent involvement	Community Liaison to establish and build relationships with parents in the community and to promote literacy efforts for students, as well as family members. Efforts include providing opportunities for parents to utilize the library during after school hours to utilize technology, conducting parenting classes, making home visits, networking with community, offering (as necessary) parenting classes for teen moms, and seeking new families in District.	Sign-in sheets Community Liaison visit logs	Ongoing throughout the year 2015-16	Administration Migrant Coordinator TLI Specialists Community Liaison	TLI Grant \$18,000
III-15	School safety	Continue to review written disciplinary policy, specifically focusing on subjective criteria and appropriate policies.	Discipline policy	Each semester	Administration Teachers	No additional funds
III-16	School safety	Continue drug, alcohol, self-esteem, and cultural and health awareness (conflict resolution, suicide prevention, and bullying - including cyber - prevention) activities and programs as part of the Red Ribbon Week and the school year and coordinate such funding. Additionally, support efforts to meet the statutory training requirements for the campus as defined by the State, NCLB, locally, and deemed necessary based on needs.	Training sign-in sheets Meeting agendas Prog	Ongoing throughout the year 2015-16	Administration Teachers	Local funds

<p><i>Campus Targets –</i></p> <ol style="list-style-type: none"> <i>Encourage strong pedagogical practices that focus on sound curriculum and the integration of technology.</i> <i>Ensure modern technologies and current software are available to students and teachers</i> 		<p align="center">NIXON-SMILEY CONSOLIDATED DISTRICT NIXON-SMILEY MIDDLE SCHOOL 2015-2016</p> <p>District Goal 4: Ensure quality technology implementation</p> <p>In order to best prepare students for 21st Century Learning, NSCISD must provide students with the necessary tools and opportunities to be successful.</p>			<p><i>Needs Addressed –</i></p> <ol style="list-style-type: none"> <u>Increased academic achievement, - specific focus on math, ELA, writing and science;</u> <u>Increased teaching strategies and effectiveness;</u> <u>Targeted professional development; and</u> <u>Increased use of modern technologies in classroom.</u> 	
TARGET AREA	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES	

IV-1	All content areas Tech int., PD	Continue to focus on increasing technology integration efforts in classrooms, utilizing the SI trainer.	Lesson plans Walkthrough observations	Monitored August-May 2015-2016	Teachers Administration	Teacher Resources Title I - \$8,000
IV-2	New teacher support Modern technologies	Continue the timely replacement and updating of technology tools (purchasing protective cases to prevent future damage): <ul style="list-style-type: none"> Computers, tablets (iPads), and other media resources - based on years in use; and Software - based on teacher input, usage, and effectiveness Increase connectivity speed Begin replacing Elmos and projectors with Digital Media Stations 	Technology inventory	Ongoing throughout the year 2015-16	Technology department	Local Technology allotment State Comp – software \$22,500
IV-3	Strong pedagogical practices with technology	Ensure new staff are familiar with and integrating the technology TEKS.	Lesson plans Classroom observations	Ongoing throughout the year 2015-16	Administration	No additional funds
IV-4	Pedagogical practices with technology	Utilize admin mentoring to continue the implementation of current technology equipment to support literacy development, including laptops, iPads, COWS and SmartBoards.	Lesson plans Classroom observations Purchasing invoices	Ongoing, throughout school year	Teachers Principals	Title II, Part A - \$5,000 SCE - \$15,000 District mentor

IV-5	Professional development	Continue focusing on the integration efforts evident in lesson planning.	Lesson plans	Ongoing; minimum of 2 trainings per semester	Teachers Principals	Local funds
IV-6	Pedagogical practices with technology	Continue to implement technology software that will support curriculum: <i>DMAC, IXL, Study Island, Achieve3000, Edusmart, Reading Horizons</i> and applications to assist with data notebooks and lesson planning.	Technology inventory Lesson plans Classroom observations	Ongoing throughout the year 2015-16	Technology Department Teachers Principals TLI Specialists	State Comp \$22,500 TLI - \$90,000+ Coach/data and equipment
IV-7	Pedagogical practices with technology Professional development Modern tools	Explore different ways the campus can assess technology accessibility, usage, and integration	STaR Chart results PD sign-in sheets Technology inventories	September, May 2015-16	Teachers Administration	No additional funds
IV-8	Pedagogical practices with technology	Continue to acquire library media resources to support literacy development, including implementing guided reading on independent reading based on <i>Achieve3000</i> lexile level.	Technology inventory	November 2015	Technology Department Library Teachers Administration	Local funds
IV-9	Professional development Pedagogical practices Modern technologies	Work with the Campus Technology Committee to continue to develop the campus technology plan to be also included in the Long Range Plan for Technology.	Committee meetings Long Range Plan for Technology	November, February, May 2015-16	Administration Technology Department	No additional funds

APPENDIX:

Campus Parent Improvement
Policies

Campus Student Teacher Parent
Compacts
(English and Spanish)

Nixon-Smiley Middle School Parent Involvement Policy – 2015-2016

GENERAL EXPECTATIONS

Nixon-Smiley Middle School agrees to implement the following statutory requirements:

- Nixon-Smiley Middle School will jointly develop with parents and distribute to parents of participating children, a parental involvement policy that the school and parents of participating children agree on.
- Nixon-Smiley Middle School will notify parents about the parental involvement policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- Nixon-Smiley Middle School will make the parental involvement policy available to the local community.
- Nixon-Smiley Middle School will periodically update the parental involvement policy to meet the changing needs of parents and the school.
- Nixon-Smiley Middle School will adopt the school-parent compact as a component of its parental involvement policy.
- Nixon-Smiley Middle School agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including making sure that

- (A) parents play an integral role in assisting their child's learning;
- (B) parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

Nixon-Smiley Middle School will implement required school parental involvement policy components as follows:

1. Nixon-Smiley Middle School will take the following actions to involve parents in the joint development and joint agreement of its parental involvement policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

Gather and disseminate to parents for review the following materials: District wide Parental Involvement Policy, the School's Parental Involvement Policy, the school-parent compact, and applicable notices included in the District Student Handbook. These materials will be disseminated to parents at regular Title I parent meetings, School Site Council meetings, parent/teacher conferences and home visits, and through information disseminated at the start of the school year and as new student enroll in the school District. Written and oral input from parents will be solicited through Title I parent meetings, School Site Council meetings, parent/teacher conferences, school web site, and other regular written communications with parents.

2. Nixon-Smiley Middle School will take the following actions to distribute to parents of participating children and the local community the parental involvement policy:

- *The parental involvement policy will be made available to parents at the front office, at registration, parent meetings such as parent conferences, meet the teacher, and home visits.*
- *The policy will be posted on the school web site.*
- *Parents of new participating students will receive the policy upon registration.*

3. Nixon-Smiley Middle School will periodically update its parental involvement policy to meet the changing needs of parents and the school through:

- *Parent Involvement Committee Meetings*
- *Input received from parents through conferences and surveys throughout the school year*

4. Nixon-Smiley Middle School will convene an annual meeting to inform parents of the following:

- *general school meetings such as conferences , meet the teacher, registration, and visits;*
- *various forms of data regarding the campus;*
- *that Nixon-Smiley Middle School participates in Title I;*
- *the requirements of Title I;*
- *of their rights to be involved as outlined in the student handbook; the school-parent compact, the District wide parental involvement policy, and the school's parental involvement policy;*
- *Meetings will be held at various and convenient times to encourage parents to attend; and*
- *Parents will be notified about meetings through school memos, the school marquee, the web page, and the School Reach phone system, and personal phone calls.*

5. Nixon-Smiley Middle School will hold a flexible number of meetings at varying times, and may provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:

To encourage parents to attend these meetings, the school will offer training to parents to improve student success and achievement. In situations that prevent parents from coming to the school for meetings, school personnel may make home visits or arrange to meet the parents at a mutually convenient time off campus.

Nixon-Smiley Middle School will provide information about Title I programs to parents of participating children in a timely manner through the School Reach phone system, personal invite in English and Spanish, memos, the school marquee, and/or the web page.

Nixon-Smiley Middle School will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet through:

- *the annual Title I parent meeting,*
 - *regular parent/teacher conferences,*
 - *The District web page,*
 - *Title I family meetings and family activities throughout the year.*
- (a) If requested by parents, Nixon-Smiley Middle School will provide parents of participating children opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
- *through prearranged meetings with the Title I Coordinator,*
 - *parental access to Grade Book and course syllabi,*
 - *through meetings with the student's teacher which may include the Title I Coordinator, the principal, and other staff as appropriate.*
- (a) Nixon-Smiley Middle School will submit to the District any parent comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:

Parents may submit comments in writing regarding the school wide plan to their child's teacher, the Title I Coordinator, the principal, or the appropriate department within Nixon-Smiley School District.

RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Nixon-Smiley Middle School will build the schools' and parent's capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement through the following activities described below

- *adult education activities;*
- *family nights;*
- *home visits;*
- *parental access to school web sites, Grade Book, and course syllabi;*
- *parent partnerships.*

2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:

- *The school-parent compact will be a part of the School Parental Involvement Policy on the school's web page.*
- *It will be distributed to all parents at school registration, the start of the school year, given to new students as they enroll on the campus, and available in the front office.*
- *It will be discussed during regular parent/teacher/student conferences.*

3. The school will, with the assistance of the District, provide assistance to parents of children served by the school in understanding topics such as the following:

- *the state's academic content standards,*
- *the state's student academic achievement standards,*
- *the state and local academic assessments including alternate assessments,*
- *the requirements of Title I,*
- *how to monitor their child's progress, and*
- *how to work with educators.*

Parents will receive training and necessary information on the topics above through:

home visits, parent / family nights, and school sponsored community involvement activities.

4. As appropriate, the school will, with the assistance of the District, provide materials and training such as literacy training and using technology to help parents work with their children to improve their children's academic achievement and to foster parental involvement, by:

hosting family nights and encouraging parental participation in various school activities.

5. The school will, with the assistance of the District and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

encouraging staff to attend parental involvement workshops and conferences and conducting site staff development.

6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Upon identification of parental need for information in another language or in another format, the school will take steps to ensure that the parent request is fulfilled.

Nixon-Smiley Middle School

Políza de Participación Parental – 2015-2016

Expectativas Generales

Nixon-Smiley Middle School se compromete a implementar los siguientes requisitos legales:

- Nixon-Smiley Middle School desarrollará junto con los padres y distribuirá a los padres de los niños participantes, una póliza de participación parental en la cual la escuela y los padres de los niños participantes estén de acuerdo.
- Nixon-Smiley Middle School notificará a los padres acerca de la póliza de participación parental en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá esta póliza a los padres en un idioma que los padres puedan entender.
- Nixon-Smiley Middle School hará que la póliza de participación parental esté a la disposición de la comunidad local.
- Nixon-Smiley Middle School actualizará periódicamente la póliza de participación parental para satisfacer las necesidades cambiantes de los padres y la escuela.
- Nixon-Smiley Middle School adoptará el acuerdo entre la escuela y los padres como un componente de su póliza de participación parental.
- Nixon-Smiley Middle School se compromete a regirse por la siguiente definición legal de participación parental, y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:

Participación parental significa la participación de los padres en comunicación regular, de dos vías y significativa involucrando el desarrollo significativo sobre el aprendizaje académico del estudiante y otras actividades escolares, incluyendo asegurar que:

(A) los padres desarrollen un papel integral en ayudar en el aprendizaje de sus hijos;

(B) los padres sean animados a participar activamente en la educación de sus hijos en la escuela;

(C) que los padres sean socios de pleno derecho en la educación de sus hijos y sean incluidos, apropiadamente, en la toma de decisiones y en los comités de evaluación para ayudar en la educación de sus hijos;

(D) se realicen otras actividades, tales como las descritas en la sección 1118 de la ESEA.

Nixon-Smiley Middle School implementará los componentes requeridos de la póliza de participación parental de las siguientes maneras:

1. Nixon-Smiley Middle School tomará las siguientes acciones para involucrar a los padres en el desarrollo conjunto y de acuerdo común con su Póliza de Participación Parental y su plan de toda la escuela, si aplica, de una manera organizada, continua y oportuna según la sección 1118 (b) del ESEA:

Reunir y difundir a los los padres para su revisión los siguientes materiales: la Póliza de Participación Parental del distrito, Póliza de Participación Parental de la escuela, el compacto de escuela y padres, y las comunicaciones pertinentes incluidas en el Manual del Estudiante del Distrito. Estos materiales se difundirán a los padres durante las reuniones regulares del Título1 de padres, reuniones del Consejo Escolar, conferencias de padres / maestros y visitas de hogar, y a través de la información difundida en el inicio del año escolar y al matricularse un estudiante nuevo al distrito escolar. La aportación oral y escrita de los padres se solicitará a través del Título 1, las reuniones de padres, Reuniones del Consejo Escolar, conferencias de padres / maestros, boletines escolares, el sitio web de la escuela, y otras comunicaciones regulares con los padres por escrito.

2. Nixon-Smiley Middle School tomará las siguientes acciones para distribuir a los padres de los niños participantes y la comunidad local la Póliza de Participación Parental:

- *La póliza de participación parental se pondrán a disposición de los padres en la oficina, durante la inscripción, reuniones de padres, tales como las conferencias de padres, Conocer al Maestro, y visitas de hogar.*
- *La políza será publicada en el sitio web de la escuela.*
- *Los padres de los alumnos participantes nuevos recibirán la póliza durante la inscripción.*

3. Nixon-Smiley Middle School revisará periódicamente su Póliza de Participación Parental para satisfacer las necesidades cambiantes de los padres y la escuela a través de:

- *Reuniones de Desarrollo para los Padres*
- *Ingreso de información recibido por los padres durante las conferencias y encuestas a traves del año escolar*

4. Nixon-Smiley Middle School convocará una reunión anual para informar a los padres de lo siguiente:

- *Reuniones generales de la escuela, tales como conferencias, Conocer a los Maestros, las inscripciones, y las visitas de hogar;*
- *Formas diversas de información sobre la escuela*
- *Que Nixon Smiley Middle School participa en el Título 1;*
- *Los requisitos del Título 1;*
- *De sus derechos de participar como se indica en el manual del estudiante, el compacto entre padres y escuela, la póliza de participación parental del distrito y la póliza de participación parental de la escuela;*
- *Las reuniones se llevarán a cabo en diferentes momentos convenientes para animar a los padres a asistir; y*
- *Los padres serán notificados de reuniones a través de notas de la escuela, la marquesina de la escuela, la página web y el sistema telefónico de School Reach, y llamadas telefónicas personales.*

5. Nixon-Smiley Middle School tendrá un número flexible de reuniones en diferentes horarios, y podrá proporcionar transporte, cuidado de niños y / o visitas de hogar, pagado con fondos del Título 1, siempre y cuando estos servicios estén relacionados con la participación de padres:

Para animar a los padres a asistir a estas reuniones, la escuela ofrecerá entrenamiento a los padres para mejorar el éxito y el logro del estudiante. En las situaciones que impiden que los padres vengan a la escuela para las reuniones, el personal escolar puede hacer visitas de hogar o hacer arreglos para reunirse con los padres en un momento conveniente para ambas partes fuera de la escuela.

6. Nixon-Smiley Middle School proporcionará información acerca de programas de Título 1 para los padres de los niños participantes en el momento oportuno a través del sistema telefónico School Reach, notas, la marquesina de la escuela, y la página web y llamadas telefónicas personales en inglés y español.

7. Nixon-Smiley Middle School proporcionará a los padres de los niños participantes una descripción y explicación del currículo en uso en la escuela, las formas de evaluación académicas usadas para medir el progreso del estudiante, y los niveles de competencia que se espera que alcancen los estudiantes a través de:

- *La junta anual de padres del Título 1,*
- *Conferencias regulares de padres/maestros,*
- *La página web del distrito*
- *Reuniones familiares y actividades familiares del Título 1 durante todo el año.*

- (b) A solicitud de los padres, Nixon-Smiley Middle School proporcionará a los padres de niños participantes oportunidades para reuniones regulares para formular sugerencias y para participar, según corresponda, en las decisiones relativas a la educación de sus hijos, y responder a cualquier sugerencia tan pronto como sea posible a través de:

- *Reuniones preestablecidas con el Coordinador del Título 1,*
- *Acceso parental a Grade Book y los planes de estudio de los maestros*
- *Reuniones con el maestro del estudiante, que pueden incluir el Coordinador de Título 1, el director, y otros miembros del personal según el caso.*

- (a) Nixon-Smiley Middle School presentará al distrito cualquier comentario de los padres si el plan del distrito o escuela bajo la sección (1114) (b) (2) no es satisfactorio para los padres de los niños participantes:

Los padres pueden presentar observaciones por escrito sobre el plan escolar o del distrito con el maestro de su hijo, el Coordinador del Título 1, el director, o el departamento correspondiente dentro del Distrito Escolar de Nixon-Smiley.

RESPONSABILIDADES ESTUDIANTILES DE ALTO RENDIMIENTO ACADÉMICO

1. Nixon-Smiley Middle School agrandará la capacidad de la escuela y de la participación de padres con el fin de garantizar la participación efectiva de los padres y para apoyar una asociación entre la escuela, los padres y la comunidad para mejorar el logro académico de los estudiantes a través de las siguientes actividades que se describen a continuación:
 - *Actividades de educación para adultos;*
 - *Noches familiares;*
 - *Visitas de hogar;*
 - *Acceso parental a Grade Book y los planes de estudio de los maestros;*
 - *Sociedades parentales*
 -
2. La escuela incorporará el compacto entre padres y escuela como un componente de la Póliza de Participación Parental:
 - *El compacto entre padres y escuela será parte de la Póliza de Participación Parental de la escuela y del la página web.*
 - *Se distribuirá a todos los padres en la escuela durante la inscripción, el inicio del año escolar y a los estudiantes nuevos al inscribirse en la escuela, y será disponible en la oficina de la escuela.*
 - *Se discutirá durante reuniones regulares de padre / maestro / estudiante.*
3. La escuela, con la asistencia del distrito, proporcionará ayuda a los padres de los niños atendidos por la escuela en comprender temas tales como los siguientes:
 - *Las normas académicas satisfactorias del estado,*
 - *Los estándares estatales de rendimiento académico,*
 - *Las evaluaciones académicas estatales y locales incluyendo evaluaciones alternas,*
 - *Los requisitos del Título 1,*
 - *El saber monitorear el progreso de sus hijos, y*
 - *El saber trabajar con los maestros con colaboración*
4. Los padres recibirán entrenamiento e información necesaria sobre los temas mencionados a través de:

visitas de hogar, noches de padres / familia, y actividades patrocinados por la escuela para reunir a la comunidad
5. Según corresponda, la escuela, con la ayuda del distrito, proporcionará materiales y capacitación, tales como la alfabetización y el uso de tecnología para ayudar a los padres a trabajar con sus hijos para mejorar el logro académico de sus hijos y fomentar la participación de los padres, a través de:

patrocinando Noches Familiares y alentando a los padres a participar en varias actividades escolares.

ayuda del distrito y los padres, educará a sus maestros, personal de servicios estudiantiles, directores y otro personal, en cómo llegar a, comunicarse con, y trabajar con los padres como socios iguales, en el valor y la utilidad de contribuciones de los padres, y en cómo implementar y coordinar programas para padres y construir lazos entre los padres y las escuelas, por medio de:

alentar al personal a asistir a talleres y conferencias que hablen de la participación de los padres, ofrecer entrenamiento basado en la web, y el desarrollo de personal

7. La escuela, en la medida de lo posible y apropiado, tomará las siguientes acciones para asegurar que la información relacionada a la escuela y de programas parentales, reuniones, y otras actividades, sean enviados a los padres de los niños participantes en un formato comprensible y uniforme, incluyendo formatos alternativos a petición, y, en la medida de lo posible, en un idioma que los padres puedan entender. *Tras la identificación de la necesidad de los padres tener información en otro idioma o en otro formato, la escuela tomará las medidas necesarias para garantizar que la solicitud de los padres se ha cumplido.*

Oportunidades Educativas

Se proporcionan muchas oportunidades educativas para ayudar a los niños a alcanzar su nivel máximo de logro académico:

- Programas de Intervención Académicos
- Asambleas de Premios
- Clubes de Patricinio Escolar
- Coordinador Comunitario
- Asesoramiento
- Actividades en la Comunidad
- Actividades de Escuela Libres de Droga
- Programa de la Dislexia
- Noches de Participación Familiares
- Programa para Dotados y Talentosos(Gifted and Talented)
- Programa para Desamparados
- Feria de Libros de la Biblioteca
- Programa de Asesoría Tutorial(mentoring)
- Programa para Migrantes
- Música/Arte/Educación Física/Tecnología
- Conferencias de Padres/Visitas de Hogar
- Programa Extraescolar RISE, grado 5
- Programas de ELL(idioma)
- Educación Especial y Sección 504
- Beca de la Iniciativa de Alfabetismo de Texas
- Programa de Prevención de la Intimidación
- Programa de Tutoría/Horario de Biblioteca Extendido
- Competiciones Académica de UIL
- Oportunidades de Ser Voluntarias
- Iniciativa del Comportamiento Positivo(PBIS)

LA LEY

La ley más reciente que afecta al Título 1 es el Acto Ningun Niño Dejado Atrás (Ley Pública 107-110 (1118)). La ley requiere:

- que los distritos escolares tengan una póliza escrita con respecto a la participación parental;
- que los padres sean involucrados en el diseño, la operación, y la evaluación del Título 1;
- que se consulte a los padres sobre actividades del hogar/de escuela y que los padres estén entrenados para ayudar a sus niños;
- que siempre que sea posible, las actividades se deban presentar en la lengua hablada por la mayoría de los padres del Título 1.

Propósito

El programa del Título 1 es diseñado para cubrir las necesidades de todos los niños que asistan a la escuela primaria de Nixon-Smiley. Los programas de Título 1 también están diseñados para mejorar las oportunidades educativas de niños que aun no alcanzan las metas escolares y ayudarles a:

- tener éxito en programas regulares
- lograr la habilidad del nivel de grado,
- y mejorar su logro en las habilidades básicas y avanzadas.

Los fondos del Título 1 ayudan a apoyar a nuestro distrito escolar para proveer personal y servicios educativos.

NIXON - SMILEY
MIDDLE
SCHOOL

800 N. Rancho Rd.
Nixon, Tx 78140
Phone: 830-582-1536
Fax: 830-582-2258



Título 1 Pacto de Participación de Padre

2015-2016

**Nixon-Smiley Middle
School**

Visión

Todos los estudiantes de Nixon-Smiley CISD alcanzarán su potencial académico óptimo, y su potencial como ciudadanos sociales competentes, motivados, y responsables.

El Personal en NSM conviene:

- llevar a cabo gran expectativas para nosotros mismos, los estudiantes, y otros miembros de personal.
- demostrar respeto a todos los estudiantes.
- ayudar a determinar las necesidades educativas de su niño.
- ajustar el programa educacional para cubrir las necesidades académicas de su niño.
- establecer un ambiente en la sala de clase que sea seguro, disciplinado, respetuoso y que promueva el aprendizaje para cubrir las necesidades de cada estudiante.
- buscar su cooperación como padres para trabajar como socios en la escuela.
- proporcionar evaluaciones frecuentes y la regeneración continua en cómo está progresando se niño académicamente.

Como padre de NSM, convengo:

- enviar a mi hijo/a a la escuela diariamente, bien descansado, alimentado, arreglado cuidadosamente y preparado para aprender.
- tomar un interés activo en el trabajo escolar de mi niño y dejarlo/la saber la importancia de la educación en un mundo evolutivo y diverso.
- proporcionar un lugar y una oportunidad para que mi niño lea y termine la tarea o asignaciones de clase extendidas.
- saber como va progresando mi niño en la escuela comunicándome con sus profesores.
- ayudar a mi niño a aceptar las consecuencias del comportamiento negativo.
- animar a mi niño a leer en casa diariamente.
- programar una conferencia con el profesor sobre preocupaciones con el trabajo escolar y/o el comportamiento
- confirmar con niño diariamente si la escuela mandó información que sea útil en casa.
- asegurarme que mi niño asista a oportunidades académicas de apoyo.
- establecer y mantener la comunicación entre el hogar y la escuela.
- mantener al día la información de contacto y médica de mi niño.

Como estudiante en NSM, convengo:

- venir a la escuela listo para poner mi mejor esfuerzo y ser lo mejor posible.
- escuchar y seguir las directivas.
- saber que puedo aprender, y que voy a aprender
- compartir notas con mis padres y regresar los papeles firmados por mis padres.
- dejar que los maestros y personal me ayuden a solucionar mis problemas.
- ser respetuoso con todo el personal y los estudiantes de la Escuela Secundaria de Nixon-Smiley y de mi mismo.
- ser honesto y respetuoso a los derechos de demás.
- pedir ayuda cuando no comprendo algo.
- leer en casa diariamente.
- representar a nuestra escuela de una manera cortés y respetuosa.

**NIXON - SMILEY
MIDDLE SCHOOL**

Campus Principal:
Jane Dwyer
Director of Special Programs:
Linda Parks
Superintendent of School:
Dr. Cathy Lauer

Many educational opportunities are provided to help children achieve their maximum level of academic achievement:

- Academic Intervention Programs
- Awards Assemblies
- Booster Clubs
- Community Liaison
- Counseling
- Community Activities
- Drug Free School Activities
- Dyslexia Program
- Family Involvement Nights
- Gifted and Talented Program
- Homeless Program
- Library Book Fair
- Mentoring Program
- Migrant Program
- Music/Art/PE/Technology/CTE
- Parent Conferences/Home Visits
- RISE After School Program for Grade 5
- ELL Programs
- Special Education & Section 504
- Texas Literacy Initiative Grant
- Anti- Bullying Program
- Tutoring/Extended Library Hours
- UIL Academic Competitions
- Volunteer Opportunities
- Positive Behavior Intervention Support (PBIS)

THE LAW

The most recent law that affects Title I is the No Child Left Behind Act (Public Law 107-110(1118). The law requires:

- that school Districts have a written policy regarding parental involvement;
- that parents be involved in the design, operation, and evaluation of Title I;
- that parents be consulted about home/school activities and be trained to help their children;
- that whenever possible, activities should be presented in the language spoken by the majority of the Title I parents.

Purpose

The Title I program is designed to meet the needs of all children attending Nixon-Smiley Middle School. Title I programs are also designed to improve the educational opportunities of underachieving children and help them:

- succeed in regular programs
- attain grade level proficiency, and
- improve their achievement in the basic and more advanced skills.

Title I funds help support our school District to provide staff and educational services.

NIXON-SMILEY
MIDDLE SCHOOL



800 N. Rancho Rd.
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Phone: 830-582-1536
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Title 1 Parent Involvement Compact

2015-2016

Nixon-Smiley Middle
School

Vision

All students of Nixon-Smiley CISD will reach their optimum potential as academic, socially competent, motivated, and accountable citizens.

THE STAFF AT NSMS AGREE TO:

- hold high expectations for ourselves, students, and other staff members.
- show respect for all students.
- help to determine the educational needs of your child.
- adjust the instructional program to meet the academic needs of your child.
- establish a classroom environment that is safe, well disciplined, respectful and promotes learning to meet the needs of each student.
- seek your cooperation as parents to work as partners in the school.
- provide frequent assessment and continuous feedback on how your child is progressing academically.
- provide timely support for students in need.
- establish and maintain communication between school and home.

AS A PARENT OF NSMS, I AGREE TO:

- send my child to school every day, well rested, fed, neatly groomed and prepared to learn.
- take an active interest in my child's schoolwork and let him/her know the importance of education in an ever-changing and diverse world.
- provide a place and an opportunity for my child to read and to complete homework or extended class assignments.
- know how my child is doing in school by communicating with teachers.
- help my child accept consequences for negative behavior.
- encourage my child to read at home daily.
- schedule a conference with the teacher about concerns with schoolwork and/or behavior.
- check with my child daily for information sent home from school that will be useful.
- make sure my child attends academic support opportunities.
- establish and maintain communication between home and school.
- maintain up-to-date contact and medical information

AS A STUDENT AT NSMS, I AGREE TO:

- come to school ready to do my best and to be the best.
- listen and follow directions.
- know that I can learn, and that I will learn.
- share papers with my parents and return signed papers to my teacher.
- allow the teachers/staff to help me work through my problems.
- be respectful of all staff and students of Nixon-Smiley Middle School and of myself.
- be honest and respect the rights of others.
- ask for help when I don't understand.
- read at home on a daily basis.
- represent our school in a courteous and respectful manner.

NIXON - SMILEY MIDDLE SCHOOL

Campus Principal:

Jane Dwyer

Director of Special Programs:

Linda Parks

Superintendent of School:

Dr. Cathy Lauer

Dear Parent/Guardian:

The attached Parent Involvement Compact and Policy provides information outlining the responsibilities of the staff, parents, and students in the educational process. Please read the compact and policy and sign the acknowledgement form below. If your child is not attending registration, we will have him/her and his/her teacher sign at the start of the school year. Thank you for supporting your child's education.

Nixon-Smiley Middle School
2015-2016 Parent Involvement Compact and Policy
Acknowledgement Form

I have received the Parent Involvement Compact and Policy and have read the responsibilities outlined for the staff, parents, and students of Nixon-Smiley Middle School. I agree to do my part as a parent and encourage my child to do his/her part to help ensure educational success.

Parent Signature: _____

Date: _____

I have read the responsibilities that I have as a student at Nixon-Smiley Middle School and agree to do my part in improving my educational experience.

Student Signature: _____

Date: _____

I understand my responsibilities to the students of Nixon-Smiley Middle School as stated in the Parent Involvement Compact and Policy and agree to do my part in helping them reach their optimum potential.

Staff Signature: _____

Date: _____

Estimado Padre / Guardian Legal:

El Pacto de Participación de Padres adjunto proporciona información delineando las responsabilidades del personal, padres y alumnos en el proceso educativo. Por favor, lea el acuerdo, y firme el formulario de reconocimiento que sigue abajo, y haga que su hijo regrese la carta firmada a su maestro de primer período. Gracias por apoyar la educación de su hijo.

Nixon-Smiley Middle School
2015-2016 Participación de los Padres
Formulario de reconocimiento

He recibido el Pacto de Participación de Padres y he leído las responsabilidades señaladas para el personal, padres de familia y estudiantes de Nixon-Smiley Middle School. Me comprometo a hacer mi parte como padre y a mi hijo a hacer su parte para ayudar a asegurar el éxito educativo.

Firma del padre: _____

Fecha: _____

He leído las responsabilidades que tengo como estudiante de Nixon-Smiley Middle School y estoy de acuerdo por mi parte para mejorar mi experiencia educativa.

Firma del Estudiante: _____

Fecha: _____

Entiendo mis responsabilidades a los alumnos de Nixon-Smiley Middle School como se afirma en el Pacto de Participación de los Padres y estoy de acuerdo en hacer mi parte para ayudarles a alcanzar su máximo potencial.

Firma Personal: _____

Fecha: _____