

# Campus Needs Assessment 2020-2021

Revised January 11, 2021

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

## THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will stay informed of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
- Objective #10: School campuses will implement Read 180 to address the need for all students failing STAAR Reading
- Objective #11: School campuses will implement Achieve 3000 to address the need for all 8<sup>th</sup> grade students failing STAAR Reading
- Objective #12: School campuses will implement Math 180 to address the need for all students failing STAAR Math
- Objective #13: School campuses will implement IPI to address the need for all Special Ed. students failing STAAR Reading or Math
- Objective #14: Restorative Discipline practice will be used to address the social needs of our students. This practice will guide them through peer mediation and conflict resolution.
- Objective #15: Social Worker will be on campus daily to provide support for individual students, small groups and families who are in crisis. She will also facilitate McKinney Vento, AHA-B and other programs.
- Objective #16: School campuses will continue the implementation of Think Through Math to address the need for all students
- Objective #17: School campuses will enhance curriculum by making Chromebooks available for students to use on a daily basis
- Objective #18: GAMMA Sigma (Girl Scouts) will continue as a club/organization
- Objective #19: School campuses will continue with the implementation of the AHA-B initiative to bring awareness to bullying
- Objective #20: Teachers will meet for PLC weekly to analyze data and develop instruction

**COMPREHENSIVE NEEDS ASSESSMENT SUMMARY**  
**SCHOOL YEAR: 2020-2021**

| Data Sources Reviewed:   |   |  |   |
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| <ul style="list-style-type: none"> <li>● Campus Student/Teacher Surveys</li> <li>● Activity/Training Sign-in Sheets</li> <li>● Activity/Training Evaluations &amp; Data</li> <li>● PEIMS Data</li> <li>● Discipline Data</li> <li>● Student Success Trends (AWARE Data / Lead4ward)</li> <li>● AEIS Report, AYP Report</li> <li>● State Accountability</li> <li>● data.swisd.net/McA</li> <li>● TELPAS, STAAR data</li> <li>● Student Retention data</li> <li>● Special Program data</li> <li>● Professional development logs</li> <li>● Tech Inventory</li> </ul> |   |  |   |
| Area Reviewed  | Summary of Strengths<br>What were the identified strengths?   | Summary of Needs<br>What were the identified needs?  | Priorities<br>What are the priorities for the campus, including how federal and state program funds will be used?   |
| Demographics <ul style="list-style-type: none"> <li>● Hispanic 96.9%</li> <li>● 857 Total students</li> <li>● Dyslexia (43)</li> <li>● African American 1.7%</li> <li>● White 1%</li> <li>● Economically disadvantaged 92.5%</li> <li>● ELL 21%</li> </ul>   | <ol style="list-style-type: none"> <li>1. Average class size is 24 students per class, which is lower than the district average of 28 students per class.</li> <li>2. Increase of identified GT students from 100 to 130.</li> <li>3. All core teachers in all grade levels are TELPAS trained in listening, speaking and writing.</li> <li>4. All teachers trained in reading across the curriculum</li> </ol> | <ol style="list-style-type: none"> <li>1. 183 students have been retained at least once</li> <li>2. Special Education population is 14%.</li> <li>3. 15.7% mobility rate, for 2016-2017 school year.</li> <li>4. About 72.7% of students are at-risk</li> <li>5. 23 students identified as McKinney Vento</li> </ol> | <ol style="list-style-type: none"> <li>1. Implement and fully realize a Targeted Improvement Plan.</li> <li>2. Implement a coordinated reading across the curriculum program (RAC).</li> <li>3. Provide improved writing across the curriculum instruction.</li> <li>4. Provide the opportunity for students to attend reading and math tutoring after school and targeted interventions during the day.</li> <li>5. Provide opportunities for all students to use technology in the classroom and at home by allowing them to check out Chromebooks on weekends.</li> <li>6. Increase parental involvement.</li> </ol> |

| <b>Student Achievement</b> | <ol style="list-style-type: none"> <li>8th Grade reading scores increased by 6%.</li> <li>7th Grade math scores increased by 1 %.</li> </ol> | <ol style="list-style-type: none"> <li>Missed all target in all domains in state accountability</li> <li>Placed on Improvement Required</li> <li>STAAR Scores did NOT meet state or federal standards in all subject areas.</li> </ol> <table border="1" data-bbox="814 451 1352 1154"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2018 Sped</th> </tr> </thead> <tbody> <tr> <td>6<sup>th</sup> Math</td> <td>65%</td> <td>59%</td> <td>29%</td> </tr> <tr> <td>6<sup>th</sup> Read</td> <td>45%</td> <td>42%</td> <td>9%</td> </tr> <tr> <td>7<sup>th</sup> Math</td> <td>53%</td> <td>54%</td> <td>20%</td> </tr> <tr> <td>7<sup>th</sup> Read</td> <td>51%</td> <td>44%</td> <td>6%</td> </tr> <tr> <td>7<sup>th</sup> Writ</td> <td>48%</td> <td>42%</td> <td>0%</td> </tr> <tr> <td>8<sup>th</sup> Alg</td> <td>99%</td> <td>73%</td> <td>38%</td> </tr> <tr> <td>8<sup>th</sup> Read</td> <td>61%</td> <td>67%</td> <td>30%</td> </tr> <tr> <td>8<sup>th</sup> Sci</td> <td>56%</td> <td>54%</td> <td>19%</td> </tr> <tr> <td>8th SS</td> <td>56%</td> <td>51%</td> <td>14 %</td> </tr> </tbody> </table> |           | 2017 | 2018 | 2018 Sped | 6 <sup>th</sup> Math | 65% | 59% | 29% | 6 <sup>th</sup> Read | 45% | 42% | 9% | 7 <sup>th</sup> Math | 53% | 54% | 20% | 7 <sup>th</sup> Read | 51% | 44% | 6% | 7 <sup>th</sup> Writ | 48% | 42% | 0% | 8 <sup>th</sup> Alg | 99% | 73% | 38% | 8 <sup>th</sup> Read | 61% | 67% | 30% | 8 <sup>th</sup> Sci | 56% | 54% | 19% | 8th SS | 56% | 51% | 14 % | <ol style="list-style-type: none"> <li>Develop a Mentoring Program for at-risk students (meeting indexes 3 &amp; 4, SCE).</li> <li>Develop PGP for over-age students which incorporate advanced level classes to be eligible to earn high school credits in 8<sup>th</sup> grade.</li> <li>Train teachers to analyze student data, including common assessments and benchmarks using Lead4ward strategies, such as data mapping and TEKS focus selection processes to more effectively drive instruction towards meeting student expectations and progress. (SCE, Title 1)</li> <li>Curriculum, resources and training will be provided to assist teachers in making timely decisions regarding student achievement. (SCE, Title 1)</li> <li>Purchase and utilize specific curriculum and resources for STAAR Reading and STAAR Math classes, SSI Tutoring for Tier 3 and tutorial services. Coordinate</li> </ol> |
|----------------------------|--|--|-----------|------|------|-----------|----------------------|-----|-----|-----|----------------------|-----|-----|----|----------------------|-----|-----|-----|----------------------|-----|-----|----|----------------------|-----|-----|----|---------------------|-----|-----|-----|----------------------|-----|-----|-----|---------------------|-----|-----|-----|--------|-----|-----|------|--|
|                            | 2017   | 2018   | 2018 Sped |      |      |           |                      |     |     |     |                      |     |     |    |                      |     |     |     |                      |     |     |    |                      |     |     |    |                     |     |     |     |                      |     |     |     |                     |     |     |     |        |     |     |      |  |
| 6 <sup>th</sup> Math       | 65%  | 59%  | 29%       |      |      |           |                      |     |     |     |                      |     |     |    |                      |     |     |     |                      |     |     |    |                      |     |     |    |                     |     |     |     |                      |     |     |     |                     |     |     |     |        |     |     |      |  |
| 6 <sup>th</sup> Read       | 45%  | 42%  | 9%        |      |      |           |                      |     |     |     |                      |     |     |    |                      |     |     |     |                      |     |     |    |                      |     |     |    |                     |     |     |     |                      |     |     |     |                     |     |     |     |        |     |     |      |  |
| 7 <sup>th</sup> Math       | 53%  | 54%  | 20%       |      |      |           |                      |     |     |     |                      |     |     |    |                      |     |     |     |                      |     |     |    |                      |     |     |    |                     |     |     |     |                      |     |     |     |                     |     |     |     |        |     |     |      |  |
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| 7 <sup>th</sup> Writ       | 48%  | 42%  | 0%        |      |      |           |                      |     |     |     |                      |     |     |    |                      |     |     |     |                      |     |     |    |                      |     |     |    |                     |     |     |     |                      |     |     |     |                     |     |     |     |        |     |     |      |  |
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| 8th SS                     | 56%  | 51%  | 14 %      |      |      |           |                      |     |     |     |                      |     |     |    |                      |     |     |     |                      |     |     |    |                      |     |     |    |                     |     |     |     |                      |     |     |     |                     |     |     |     |        |     |     |      |  |

|                                   |  | <p>4. TMSFA data indicates that the average fluency for each grade level is below the state standards and interferes with student achievement.</p> <ul style="list-style-type: none"> <li>- 6<sup>th</sup> grade</li> <li>- 7<sup>th</sup> grade</li> <li>- 8<sup>th</sup> grade</li> </ul> <p>5. TELPAS scores are inconsistent:</p> <table border="1" data-bbox="850 479 1354 673"> <thead> <tr> <th></th> <th>Comp. Rating 2017</th> <th>Comp. Rating 2017</th> </tr> </thead> <tbody> <tr> <td>6<sup>th</sup> Grade</td> <td>65.86%</td> <td>40.67%</td> </tr> <tr> <td>7<sup>th</sup> Grade</td> <td>72.52%</td> <td>50.63%</td> </tr> <tr> <td>8<sup>th</sup> Grade</td> <td>66.79%</td> <td>53.74%</td> </tr> </tbody> </table> <p>10. Campus has been placed on Improvement Needed (IR) for the 2018 2019 school year.</p> |   | Comp. Rating 2017 | Comp. Rating 2017 | 6 <sup>th</sup> Grade | 65.86% | 40.67% | 7 <sup>th</sup> Grade | 72.52% | 50.63% | 8 <sup>th</sup> Grade | 66.79% | 53.74% | <p>student data, teacher strengths, and flexible tutoring times. (SCE, Title 1)</p> <ul style="list-style-type: none"> <li>6. 5. All 8th grade students actively participating in the college readiness program GEAR UP.</li> <li>7. 6. All 8th grade students enrolled in AVID classes</li> <li>8. Create program plans geared towards exiting students from programs after grade level skills and standards are established.</li> </ul> |
|-----------------------------------|--|--|---|-------------------|-------------------|-----------------------|--------|--------|-----------------------|--------|--------|-----------------------|--------|--------|---|
|                                   | Comp. Rating 2017  | Comp. Rating 2017  |   |                   |                   |                       |        |        |                       |        |        |                       |        |        |   |
| 6 <sup>th</sup> Grade             | 65.86%   | 40.67%   |   |                   |                   |                       |        |        |                       |        |        |                       |        |        |   |
| 7 <sup>th</sup> Grade             | 72.52%   | 50.63%   |   |                   |                   |                       |        |        |                       |        |        |                       |        |        |   |
| 8 <sup>th</sup> Grade             | 66.79%   | 53.74%   |   |                   |                   |                       |        |        |                       |        |        |                       |        |        |   |
| <b>School Culture and Climate</b> | <p>1. Students and faculty acknowledge that students feel a sense of</p> | <p>1. Students and teachers indicate that a lack of respect from student to students and student to staff should be addressed.</p>   | <p>1. Character education will be implemented throughout the campus in all classrooms. This</p> |                   |                   |                       |        |        |                       |        |        |                       |        |        |   |

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|  | <p>belonging to the school.</p> <ol style="list-style-type: none"> <li>2. Students and teachers feel safe at school and discipline referrals indicate that behavior has improved compared to this point last year.</li> <li>3. Students are more academically responsible as compared to this point last year (requesting tutoring, coming prepared)</li> <li>4. Students and faculty acknowledge the school is welcoming and teachers care about students.</li> <li>5. Students feel positive that they have friends at school and want to be present on campus.</li> </ol> | <ol style="list-style-type: none"> <li>2. Students and teachers indicate that a positive attitude about school is not universal throughout the school.</li> <li>3. Students state that they wish to be more challenged by classroom, instruction and homework.</li> <li>4. Students feel that discipline is not consistent throughout the campus.</li> </ol> | <p>program shall include lessons, activities, and promote the SWISD core values. Students will also be honored and awarded for their character and representing the core values on campus.</p> <ol style="list-style-type: none"> <li>2. Counseling Department will implement "Caught Doing Good" &amp; "Make a Difference Monday" incentive program.</li> <li>3. Content rigor will be steadily increased in all core content areas. 6<sup>th</sup> grade teachers will be Pre-AP trained and new scope/sequence will be created to meet a higher standard of academic performance. Training, curriculum, resources, and support will need to be purchased to assist in the remodeling to a more rigorous standard. (Title 1)</li> <li>4. TSPS GT Project will be facilitated through RELA courses</li> <li>5. Pre-AP GT will be implemented</li> <li>6. Aim to Grow the Brain Strategies will be incorporated into the Pre-AP RELA courses.</li> <li>7. Campus Discipline Plan will be adopted and implemented throughout the campus.</li> <li>8. Culture of Universal Achievement</li> <li>9. Increased number of incentive programs</li> </ol> |
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| <p><b>Staff Quality/<br/>Professional<br/>Development</b></p> | <ol style="list-style-type: none"> <li>1. Teacher qualifications and certifications meet the definition of Highly Qualified when hired and assigned teaching position.</li> <li>2. Pre-AP training was attended in summer by teachers in the area of Math, RELA and Science.</li> <li>3. Content leads, counselors, and the academic coordinator attended an AVID national conference and training.</li> <li>4. New and returning teachers attended the ILEAD conference.</li> <li>5. ELAR teachers were certified in ESL.</li> </ol> | <ol style="list-style-type: none"> <li>1. Train all core staff in area of GT.</li> <li>2. Pre-AP classes need to differentiate from the general core class instruction.</li> <li>3. Teachers need to focus on English Language Proficiency Standards.</li> <li>4. All teachers trained in Reading Across the Curriculum</li> <li>5. All teachers trained in reading strategies.</li> <li>6. Not all teachers have additional language acquisition training</li> </ol> | <ol style="list-style-type: none"> <li>1. Redesign the mentor teacher program to include opportunities for mentor teacher classroom visits, discipline training, implementing the content curriculum, and working on personal growth.</li> <li>2. Feedback will be readily available to all teachers in regards to instructions, discipline, classroom management, and professionalism.</li> <li>3. Administrators will adhere to assigned walk-through schedules and provide timely feedback. Mentor teachers will provide feedback and support to new teacher during the first weeks of school.</li> <li>4. Content leaders will observe and coach teachers in their contents.</li> <li>5. Addition of an Academic coordinator to facilitate teacher and student learning</li> <li>6. Staff training in Reading Across the Curriculum, focused note taking, and writing to learn.</li> <li>7. Increase PLC involvement in best practices.</li> <li>8. Train all teachers in SIOP or similar language acquisition strategies.</li> </ol> |
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| <b>Curriculum, Instruction, Assessment</b> | <ol style="list-style-type: none"> <li>1. New ways to assess students using common assessments were utilized across the contents. – Objectives now entered into AWARE for analysis</li> <li>2. IStation has been implemented for all STAAR Reading Students</li> <li>3. Think Through Math has been implemented for all STAAR Math Students</li> <li>4. Tutoring program was supported throughout the campus.</li> <li>5. Resources available for teachers to develop instruction and analyze assessments.</li> </ol> | <ol style="list-style-type: none"> <li>1. Need of curriculum aligned with TEKS standards to master grade level content at the College Readiness level.</li> <li>2. Student assessments do not align with lessons or STAAR readiness standards.</li> <li>3. Teachers at the developing stages of implementing 21<sup>st</sup> Century instructional strategies and incorporating technology to support instructional delivery.</li> <li>4. Student engagement is not consistent among teachers and courses.</li> <li>5. EL Students do not have regular access to listening and speaking curriculum</li> </ol> | <ol style="list-style-type: none"> <li>1. Select and receive professional development on TEKS aligned curriculum. New curriculum will need to be selected and implemented consistently throughout the campus. Resources and trainers will need to assist with the implementation model and additional professional development as needed. (Title 1)</li> <li>2. Training will be needed to analyze data for adjusting instruction and practices to meet specific needs for students and classes. (Heat map utilization) (SCE, T1)</li> <li>3. Utilization of more interactive participation techniques and tools will increase student engagement. Consistent monitoring of technology implementation must occur by administration, teacher leaders, and content specialists.</li> <li>4. Technology now is 1:1 for students on Chromebooks.</li> </ol> |



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|  |  |   | <p>5. Greater focus on best practice in PLCs and full faculty meetings.</p> <p>6. Provide time and resources (online or offline) for EL students to practice in the TELPAS Domains</p>  |
| <p><b>Family and Community Involvement</b></p> | <p>1.Services, resources, and programs are in place for various social services to meet the needs of the campus population.</p> <p>2. A wide variety of services are available and accessible within a timely manner.</p> <p>3. Identified needs of students, parents and community members are addressed annually.</p> <p>4. 100% of MCA Faculty and Staff are members of the PTA</p> <p>5. Kellogg committee created with teachers, parents and community as members to increase parental engagements</p> <p>6. Kellogg cmte provides events throughout the school year to</p> | <p>1. Services are not utilized by all parents who qualify for social services.</p> <p>2. Based on teacher/student surveys, staff members are not knowledgeable in social services available (qualifications/restrictions) through campus/ community; therefore do not promote usage.</p> <p>3. Not consistent level of parental involvement in the PTA</p> | <p>1. Provide more recognition opportunities, student feedback to parents and parental involvement activities during non-traditional school times for parents. (Title 1) Personalize student awards and acknowledge parents for participation. Recognize students through postcards for positive behaviors.</p> <p>2. Campus plan for administering/ facilitating social services on days where the social worker is not present must be developed and implemented.</p> <p>3. Mailings will be used to inform parents and the community of social services available and provide information concerning new local services available. Then training on these services will be given to all staff members.<br/>(Title 1)</p> |

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|  | <p>coordinate college and career opportunities for students and parents.</p> <p>7. Booster organizations (athletic, band, mariachi) allow parents to be more involved in extracurricular activities.</p>   |   | <p>4. Create weekly campus newsletter to be sent home to parents via Remind, Campus webpage, Campus social media</p>  |
| <b>School Context and Organization</b> | <ol style="list-style-type: none"> <li>1. Teachers indicate collaboration is utilized to meet student needs.</li> <li>2. Communication for faculty and staff has improved through the use of Google and Content PLC's.</li> <li>3. Teachers feel a part of the goal setting process and goals are attainable for campus.</li> <li>4. Weekly emails encourage and motivate teachers and provide a reference location for weekly events</li> </ol> | <ol style="list-style-type: none"> <li>1. Need for more communication with all other (parents, community) stakeholders.</li> <li>2. Need to "standardized" method for re-delivery information from committee, department, and leadership meetings.</li> <li>3. Need to involve more community stakeholders in the decision making process.</li> </ol> | <ol style="list-style-type: none"> <li>1. Develop resources for delivering information to parents about school related events and activities. Utilize internet, social media, telephone callout system, marquee and mailings to keep parents aware of campus meetings/events and request their participation in the decision-making process.</li> <li>2. Develop a timeline and system for all committees, departments, and leadership team meetings information to be shared openly with entire faculty and stakeholders. Utilize Google mail, campus website, Remind 101 and other avenues for posting and reporting team minutes and findings through Google Classroom and G Suites</li> <li>3. Invite several businesses, institutes of higher learning and SWISD Senior Staff and additional parents to the leadership team meetings for participation in the decision making</li> </ol> |

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|                   |  |   | <p>process. Develop a partnership with local community stakeholders.</p> <p>4. Steamline and coordinate timelines for AVID, Kellogg and Gear Up as all programs focus on one objective.</p>  |
| <b>Technology</b> | <p>1. Students have 1:1 chromebook usage in the classroom.</p> | <p>1. Teachers at the Developing Tech or lower levels have shown adequate growth annually after attending technology training.</p> <p>2. Campus-wide technology resources need to be upgraded in order to ensure equity at all middle schools in Southwest ISD.</p> | <p>1. Technology Application and Creative Lab classes will provide instruction and opportunities for students to develop and strengthen their 21<sup>st</sup> Century skills.</p> <p>2. Tech Facilitators will be given the opportunity to provide additional training to staff as new technology is available, and assist in the integration of 21<sup>st</sup> Century learner skills into effective lesson designs.</p> |

## **Title I, Part A**

### School wide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.