

Sheldon Independent School District
Monahan Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Board Approval Date: October 16, 2018
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Comprehensive Needs Assessment

Revised/Approved: June 28, 2018

Needs Assessment Overview

Monahan Elementary is one of five elementary campuses located in Sheldon ISD. Monahan is a Title 1 school with a diverse community and student population, while serving students in various special programs. While Monahan is no longer an "Improvement Required" campus and has Met Standard for state accountability, some challenges still exist. The following areas continue to need attention:

1. 21 out of 43 teachers on campus have 5 years or less experience, with 2 being brand new for the 17-18 school year.
2. Reading achievement in all grade levels is improving, but continues to be a focus area. 67% of all students who took Reading STAAR met the passing standard, while 63% of all students in the building, grades 1-5, are on grade level as indicated by results of the DRA reading assessment.
3. Writing achievement on STAAR decreased by 15% in 17-18 as compared to the 16-17 school year.
4. Student attendance decreased 2% during the 17-18 school year.
5. Decreased student enrollment and decrease daily student attendance rates occurred due to the hurricane at the start of the 17-18 school year.
6. Math achievement on STAAR decreased by 6% in grades 3-5, as compared to the 16-17 school year.
7. Science achievement on STAAR decreased by 7% in grade 5, as compared to the 16-17 school year.

Although Monahan experienced some challenges in 17-18, there were some areas of growth:

1. Office referrals decreased by 30% and missed days of instruction due to ISS or OSS placements also decreased by 21%.
2. 68% of the students participating in the AVID program met the approaches standard on the Reading STAAR.
3. A PTO board was established.

The leadership team has met and outlined goals and plans for the upcoming school year based on this data. The campus, Comp Ed, and Title budgets have been developed and align to the campus goals and activities. District support staff have met and planned with the campus administrators to ensure that all

teachers have the supports necessary to continue to increase student achievement results and develop social//emotional skills in all students.

Demographics

Demographics Summary

Monahan Elementary is located on the east side of Houston, in Sheldon ISD.

A. Student Enrollment

Year	Enrollment
2015	500
2016	523
2017	600

B. Student Demographic by Ethnicity

Ethnicity	Campus	District
Hispanic	58.7%	70.66%
African American	37.34%	21.23%
White	2.22%	6.39%
Two or More Races	1.1%	1.09%

C. Student Longitudinal Demographics by Ethnicity

Ethnicity	2014	2015	2016
Hispanic	57.7%	58.2%	57.9%
American Indian			
Asian			
African American	39%	38.4%	38.2%
Native Hawaiian			
White	2.9%	2.6%	2.5%
Two or More Races	0.4%	0.6%	1.1%

D. Student Demographics by Gender

Gender	Campus	District	State
Female	50.47%	49.6%	49%
Male	49.53%	50.4%	51%

E. Student Demographics by Special Populations

Special Population	Campus	District	State (15-16)
Special Education	10.13%	6.8%	8.6%
ELL	23.89%	27.5%	18.3%
Gifted & Talented	2.85%	4.96%	7.7%
Section 504	2.53%	2.08%	
Economically Disadvantaged	78.32%	77.5%	59%

F. Staff Demographics by Ethnicity

Ethnicity	Campus	District (15-16)	State (15-16)
African American	27.58%	32%	10.1%
Hispanic	34.48%	24%	26%
White	37.93%	42%	60.8%
Asian	0%	1.1%	1.5%

G. Staff Demographics by Gender

Gender	Campus	District	State
Female	96.55%	76.2%	76.5%
Male	3.44%	23.8%	23.5%

H. Staff Demographics by Years of Experience

Years of Experience	Campus	District	State
1 st year	4.8%	11.2%	8.1%
1-5 years	45.2%	35.7%	27.3%

6-10 years	28.3%	26.3%	21.7%
11-20 years	19.6%	20.6%	27.3%
20+ years	0%	6.2%	15.7%

Demographics Strengths

- Teacher turn over is leveling out and during the hiring season, most hires were experienced teachers.
- Families want to move into our area and attend Monahan Elementary.
- A diverse student population provides learning opportunities for students to know how to interact with each other.
- We have a balance in our student genders.
- Percentage of ELL students on campus is lower than district percentage.
- Staff diversity provides for insight into student populations.
- A diverse staff can understand cultures of our campus families.
- There are opportunities for staff who have 1-5 years of experience to be trained to work with students with our demographic needs.
- Younger teachers are interested in staying in the profession for a longer period of time.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus staff require an understanding of working with a community of diverse cultures. **Root Cause:** Demographics of students does not match the demographics of our school staff.

Problem Statement 2: The ratio of female to male staff members is not aligned to campus ratio. **Root Cause:** More females are applying for positions at Monahan.

Problem Statement 3: Staff require training and support in working with students in special populations. **Root Cause:** There is over 10% of the students identified for services in special education.

Problem Statement 4: Teachers with 1-5 years of experience need training to be able support students. **Root Cause:** Teachers left Monahan due to personal concerns, advancement, retirement, or increased expectations of the job.

Student Academic Achievement

Student Academic Achievement Summary

STAAR Results

Grade Level/Subject: Grade 3 Reading

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	36	64	18	7
Male	38	62	16	5
Female	34	66	20	8
Hispanic	29	71	21	9
African American	51	49	13	5
Economically Advantaged	36	64	18	7
LEP	20	80	23	7
Bilingual				
ESL				
Special Education	67	33	0	0
Gifted & Talented				

Grade Level/Subject: Grade 3 Math

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	41	59	28	7
Male	36	64	29	9
Female	46	54	26	5
Hispanic	32	68	33	11
African American	59	41	13	3
Economically Advantaged	42	58	28	7
LEP	23	77	40	7
Bilingual				

ESL				
Special Education	87	13	0	0
Gifted & Talented				

Grade Level/Subject: Grade 4 Reading

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	31	69	39	15
Male	39	61	35	14
Female	23	77	42	15
Hispanic	32	68	37	15
African American	31	69	38	16
Economically Advantaged	30	70	38	14
LEP	48	52	26	9
Bilingual				
ESL				
Special Education	85	15	15	0
Gifted & Talented				

Grade Level/Subject: Grade 4 Math

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	36	64	39	14
Male	38	62	43	14
Female	35	65	35	14
Hispanic	30	70	45	17
African American	47	53	27	9
Economically Advantaged	34	66	40	14
LEP	39	61	35	4
Bilingual				
ESL				
Special Education	79	21	7	0
Gifted & Talented				

Grade Level/Subject: Grade 4 Writing

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	60	40	20	3
Male	71	29	16	2
Female	49	51	24	4
Hispanic	58	42	22	3
African American	67	33	15	0
Economically Advantaged	59	41	21	3
LEP	74	26	4	0
Bilingual				
ESL				
Special Education	100	0	0	0
Gifted & Talented				

Grade Level/Subject: Grade 5 Science

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	43	57	11	2
Male	54	46	6	2
Female	34	66	16	2
Hispanic	40	60	14	3
African American	50	50	5	0
Economically Advantaged	44	56	12	2
LEP	64	36	11	4
Bilingual				
ESL				
Special Education	82	18	0	0
Gifted & Talented				

Grade Level/Subject: Grade 5 Reading

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	31	69	34	12
Male	46	54	13	6
Female	18	82	52	18
Hispanic	30	70	34	11
African American	33	67	31	12
Economically Advantaged	33	67	33	13
LEP	50	50	14	7
Bilingual				
ESL				
Special Education	82	18	0	0
Gifted & Talented				

Grade Level/Subject: Grade 5 Math

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	22	78	42	14
Male	33	67	37	10
Female	13	87	47	18
Hispanic	16	84	47	16
African American	33	67	31	10
Economically Advantaged	23	77	40	14
LEP	25	75	36	11
Bilingual				
ESL				
Special Education	63	27	0	0
Gifted & Talented				

DRA Achievement:

Grade Level	Percent on Grade Level
1 st Grade	50%

2 nd Grade	52%
3 rd Grade	60%
4 th Grade	82%
5 th Grade	71%

Student Academic Achievement Strengths

- Overall approaching level on Reading STAAR increased to 67%.
- Female students are performing at a higher rate than other sub-groups.
- In 5th grade, reading scores continue to rise, with the achievement gap between Hispanic and African American students closing.
- ELL and Hispanic students are outperforming other campus sub-populations in math.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Special populations of students were not performing on grade level in all grades throughout the building. **Root Cause:** Staff require training and support in working with students in special populations.

Problem Statement 2: A low percentage of special education students are passing the Science STAAR. **Root Cause:** Teachers in special education and general education need support in knowing how to accommodate science instruction effectively for students in special education.

Problem Statement 3: Writing scores dropped for all students. **Root Cause:** Teachers need training on teaching effective writing strategies in the general education classrooms.

Problem Statement 4: Student achievement dropped in all content areas, with little gains in reading. **Root Cause:** Teacher need support with aligning the classroom activities with state assessments during planning.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction: The district curriculum is followed throughout the school year. Work has been done by several Monahan teachers to help revise district documents to align with the rigor of state assessments. A master schedule has been developed for the campus, which includes a structured plan for intervention services for all grade levels. Weekly planning meetings take place with the assigned instructional coach. Teachers post lesson plans weekly. Staff development sessions focused on understanding the rigor of STAAR and critical thinking activities. Programs that will continue on campus this year include:

- Balanced Literacy in all grade levels
- A High Frequency Word program in all grade levels
- Dual Language implementation in 1st and 2nd grade
- Guided Reading and Guided Math implementation at all levels
- Improved Data Analysis meetings after district wide assessments
- Collaboration session weekly between special education department and general education department to identify ways to meet the needs of the special education students

School Context and Organization: Due to a decreased enrollment this past year, 4 staff positions were cut on campus. 10 total staff members resigned at the end of the year. Of the new staff hired in the 18-19 school year, 4 of the 6 are coming with previous experience. Plans are developed to support the new staff with no experience. Monahan now has a total staff count of 62 members. Plans to support all teachers include:

- Leadership Team made up of one representative from each grade level to work with campus administration and their team members.
- Weekly collaborative planning sessions led by instructional coaches will be present to monitor the implementation.
- Campus lead mentor and new teacher mentors that guide and support new staff needs.
- PBiS Team that reviews discipline and attendance data monthly and provides supports to staff through a monthly PLC session focused on this area.
- Site Based Decision Making Team that supports campus administration in making decisions and building campus climate and culture.

Technology: The campus is working to increase the use of technology as we move to school choice in the 19-20 school year. Currently, each grade level has access to the computer lab on a weekly basis. Ipads are provided for every classroom grades 1-3. 4th grade will use both ipads and chrome books for the upcoming year. 5th grade is 90% complete in providing one-to-one chromebooks for each student. Technology will also be provided (ipads and/or chromebooks) in all rotation classes on campus. Technology use will continue to be integrated into instructional activities and discussed during collaborative planning meetings.

School Processes & Programs Strengths

- Teachers are learning how to design and differentiate lessons to accommodate student needs by learning about Universal Design for Learning.
- Team leaders for the 18-19 school year are already working with new staff and teams to build rapport.
- Instructional support for ELL students through the dual language program will expand to include both 1st and 2nd grade.
- Teacher turn-over has reduced on campus and of the new hires, most are coming with previous teaching experience.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 2 brand new teachers and 7 2nd year teachers will continue to need support in areas including lesson planning, classroom management, and developing critical thinking skills in students. **Root Cause:** 9 staff members resigned at the end of the school year. 3 resigned in lieu of termination, 2 moved out of the Houston area, 2 teachers decided to go into a different field, and 1 transferred to the middle school to work in a different area of special education. Three of the positions were cut from the campus, so we had to hire 6 teachers. 2 of the 6 staff hired are new to teaching.

Problem Statement 2: Special populations of students were not performing on grade level in all grades throughout the building. **Root Cause:** Special education and general education teachers are working together to plan lessons for students with identified needs. However, the teachers continue to have a need to learn about effective ways to support all learners in the general education classroom.

Perceptions

Perceptions Summary

A campus mission, vision, and belief statements were developed prior to the start of the 16-17 school year. These statements will be reviewed and revised by teachers and shared with students and parents throughout the school year.

Family and Community Engagement: Monahan started a campus PTO Board and will continue to increase membership in the 2018-2019 school year. Parent engagement activities were held monthly on campus to involve parents in academic and motivational activities. Monthly campus newsletters are provided in both English and Spanish, along with call-outs provided and updates on the campus website. Parent surveys were conducted and indicate:

- There is an increased understanding of the academic expectations on campus.
- Parents find that the campus administration are supportive of families, but still have some communication concerns with all staff.
- Parents know how to get help and questions answered when needed.

School Culture and Climate: The Monahan staff worked together to develop and adopt a campus mission, vision, and belief system. Campus staff members have been working on developing a culture of excellence and a growth mindset, by learning strategies that promote staff teamwork and student improvement with effective AVID strategies. Campus discipline referrals and suspensions continue to decrease on campus. Staff and student survey results indicate:

- Staff indicate that the campus administrators are easy to communicate with and provide supports, but staff continue to need instructional and management supports with students.
- Work with district personnel has improved and the staff are excited to work with the curriculum department this year.
- Staff did indicate that continued work needs to happen in recognition of student and staff performance. Staff members share that there is a need for staff to be recognized for their efforts with students.
- Students have started to communicate with staff members a need for more support with building effective relationships with each other. Students who continue to follow directions are wanting clubs, extracurricular activities, and guidance on working together in school and in the community.

Perceptions Strengths

- Monahan and the community are building relationships that are focused on student success.
- Multiple opportunities for parental involvement are provided throughout the year.
- Students indicate that they want to do a good job at school and feel comfortable with their teachers and staff.
- Staff members are understanding what it takes to support all students on a path of success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Not all stakeholders understand the importance of a growth mindset in regard to student achievement. **Root Cause:** There is a misconception about the importance of student academic progress, student attendance rates, and discipline.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility

- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Revised/Approved: September 25, 2015

Goal 1: Maximize student learning for ALL.

Performance Objective 1: Reading STAAR Grades 3-5

A. By June 2019, the student achievement score for all students taking the STAAR Reading (3-5) will increase from 64 to 70.

The percentage of students at Approaches will increase from 68% to 75%.

The percentage of students at Meets will increase from 32% to 35%.

The percentage of students at Masters will increase from 11% to 15%.

B. Student Growth Measure: By June 2019, the overall growth measure will increase from 77% to 80% in reading.

C. Closing the Gap Measure: By June 2019, the closing the gap measure will increase from 60% to 67%.

Evaluation Data Source(s) 1: STAAR Scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 1) Monitor student progress on assessments during PLC sessions using an updated protocol. September 2018-April 2019		Administrators Instructional coach	75% of all students will meet the approaches level, 40% will meet the meets level, and 20% will meet the masters level on STAAR Reading.				
Problem Statements: Demographics 1, 3 - Student Academic Achievement 1, 4 - School Processes & Programs 1 Funding Sources: 199-General funds - 100.00							

Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 2) Hold spring after school tutorials, including after school program students, for students in grades 2-5, who are not meeting standards on district assessments. January 2019-May 2019		Administrators Instructional coach	75% of all students will meet the approaches level, 40% will meet the meets level, and 20% will meet the masters level on STAAR Reading.				
	Problem Statements: Student Academic Achievement 1, 2, 4 Funding Sources: 199-State Comp. Ed. - 3500.00						
Critical Success Factors CSF 1 3) Offer an After School Program to address students' academic and social developmental needs in a safe and inclusive environment while engaging families in each student's education which includes enrichment activities such as karate, dance, cooking, fine arts, etc. (August 2018-May 2019)		Principal, After School Program Team Leader, After School Program, Partnership Project Coordinator, and Director of Grant Development & Compliance	* Student attendance in the after school program * Student participation in the intervention program * Parent participation in workshops				
	Problem Statements: Student Academic Achievement 1, 2 - Perceptions 1 Funding Sources: 289- Partnership After-School Program - 11500.00, 199-State Comp. Ed. - 2500.00						
Critical Success Factors CSF 1 4) Provide specific training for the After School Program Site Coordinator and staff by attending local, state and national conferences, in-district training and other training resources as required or deemed necessary. (August 2018-May 2019)		Principal, After School Program Team Leader, After School Program, Partnership Project Coordinator, and Director of Grant Development & Compliance	* Principal walkthroughs * CASE report on student and parent participation * Implementation of program schedule				
	Problem Statements: Student Academic Achievement 1, 2 - Perceptions 1 Funding Sources: 185 Partnership After-School Program Local Funds - 1500.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 5) Hold monthly support sessions for teachers to ensure instructional activities align to rigor of STAAR assessments. September 2018-April 2019		Instructional coach Campus administrators	STAAR Reading performance increase, lesson plans showing alignment of instruction.				
	Problem Statements: Demographics 3 - Student Academic Achievement 1, 4 - School Processes & Programs 1, 2 Funding Sources: 211-Title I - 1000.00						

Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 6) Utilize AVID WICOR strategies in AVID classrooms with AVID trained teachers. September 2018-May 2019	AVID teachers Campus administrators	Increased reading comprehension and critical thinking skills in students. 75% of all students meet approaches level, 40% meet meets level, and 20% meet masters level on STAAR Reading.				
	Problem Statements: Student Academic Achievement 1, 2 - Perceptions 1 Funding Sources: 211-Title I - 500.00					
Critical Success Factors CSF 1 CSF 4 7) Revise and implement campus master schedule and responsibilities of Instructional Coaches and Intervention support to provide differentiated instructional support to all students. August 2018-May 2019	Principal	75% of students at approaches level, 40% at meets level, and 20% at masters level on STAAR Reading.				
	Problem Statements: Student Academic Achievement 1, 4 - School Processes & Programs 1, 2 Funding Sources: 211-Title I - 5000.00					
Critical Success Factors CSF 1 CSF 4 8) Provide technology support to students to access online reading programs. August 2018-May 2019	Principal Instructional Coaches	75% of students at approaches level, 40% at meets level, and 20% at masters level on STAAR Reading.				
	Problem Statements: Student Academic Achievement 4 - School Processes & Programs 2 Funding Sources: 199-State Comp. Ed. - 1500.00, 410-Technology Lending Grant - 50000.00					
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Campus staff require an understanding of working with a community of diverse cultures. Root Cause 1: Demographics of students does not match the demographics of our school staff.
Problem Statement 3: Staff require training and support in working with students in special populations. Root Cause 3: There is over 10% of the students identified for services in special education.
Student Academic Achievement
Problem Statement 1: Special populations of students were not performing on grade level in all grades throughout the building. Root Cause 1: Staff require training and support in working with students in special populations.
Problem Statement 2: A low percentage of special education students are passing the Science STAAR. Root Cause 2: Teachers in special education and general education need support in knowing how to accommodate science instruction effectively for students in special education.
Problem Statement 4: Student achievement dropped in all content areas, with little gains in reading. Root Cause 4: Teacher need support with aligning the classroom activities with state assessments during planning.
School Processes & Programs

Problem Statement 1: 2 brand new teachers and 7 2nd year teachers will continue to need support in areas including lesson planning, classroom management, and developing critical thinking skills in students. **Root Cause 1:** 9 staff members resigned at the end of the school year. 3 resigned in lieu of termination, 2 moved out of the Houston area, 2 teachers decided to go into a different field, and 1 transferred to the middle school to work in a different area of special education. Three of the positions were cut from the campus, so we had to hire 6 teachers. 2 of the 6 staff hired are new to teaching.

Problem Statement 2: Special populations of students were not performing on grade level in all grades throughout the building. **Root Cause 2:** Special education and general education teachers are working together to plan lessons for students with identified needs. However, the teachers continue to have a need to learn about effective ways to support all learners in the general education classroom.

Perceptions

Problem Statement 1: Not all stakeholders understand the importance of a growth mindset in regard to student achievement. **Root Cause 1:** There is a misconception about the importance of student academic progress, student attendance rates, and discipline.

Goal 1: Maximize student learning for ALL.

Performance Objective 2: Increase the percent of on grade level students on Istation Reading from 63% to 70% of all students in grades 1-5 by May of 2019.

Evaluation Data Source(s) 2: Istation Reading Results

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Hold collaborative planning meetings focused on effective implementation of balanced literacy to meet student needs.</p> <p>August 2018-May 2019</p>		Instructional coach Campus administrators Special Ed Specialist	Lesson plans Classroom observation data Planning minutes				
Problem Statements: Demographics 4 - Student Academic Achievement 1, 4 - School Processes & Programs 1, 2 Funding Sources: 199-General funds - 0.00							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>2) Implement A to Z reading/RAZ kids online program in grades 1-3 and ELL/Special Ed students in grades 1-5.</p> <p>January - May 2019</p>		ELA Coaches Principal	75% of students will be on grade level on DRA by May				
Problem Statements: Student Academic Achievement 1, 4 - School Processes & Programs 2 Funding Sources: 211-Title I - 2000.00							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>3) Plan and utilize HFW program for grades 1-5, focusing on a specific number of words per week/quarter with quarterly assessment.</p> <p>August 2018-May 2019</p>		ELA Instructional Coach District Curriculum Coordinator Campus administrators	75% of all students will meet expectations on HFW assessment by end of the year				
Problem Statements: Student Academic Achievement 4 - School Processes & Programs 2 Funding Sources: 199-General funds - 0.00							

Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 4) Revise and implement a campus master schedule and responsibilities of instructional coaches to provided differentiated instructional support for students. August 2018-May 2019	Principal ELA Instructional coaches	Increased reading levels				
	Problem Statements: Student Academic Achievement 1, 4 - School Processes & Programs 2 Funding Sources: 199-General funds - 0.00					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: Teachers with 1-5 years of experience need training to be able support students. Root Cause 4: Teachers left Monahan due to personal concerns, advancement, retirement, or increased expectations of the job.
Student Academic Achievement
Problem Statement 1: Special populations of students were not performing on grade level in all grades throughout the building. Root Cause 1: Staff require training and support in working with students in special populations.
Problem Statement 4: Student achievement dropped in all content areas, with little gains in reading. Root Cause 4: Teacher need support with aligning the classroom activities with state assessments during planning.
School Processes & Programs
Problem Statement 1: 2 brand new teachers and 7 2nd year teachers will continue to need support in areas including lesson planning, classroom management, and developing critical thinking skills in students. Root Cause 1: 9 staff members resigned at the end of the school year. 3 resigned in lieu of termination, 2 moved out of the Houston area, 2 teachers decided to go into a different field, and 1 transferred to the middle school to work in a different area of special education. Three of the positions were cut from the campus, so we had to hire 6 teachers. 2 of the 6 staff hired are new to teaching.
Problem Statement 2: Special populations of students were not performing on grade level in all grades throughout the building. Root Cause 2: Special education and general education teachers are working together to plan lessons for students with identified needs. However, the teachers continue to have a need to learn about effective ways to support all learners in the general education classroom.

Goal 1: Maximize student learning for ALL.

Performance Objective 3: Math STAAR Grades 3-5

A. By June 2019, the student achievement score for all students taking STAAR Math (3-5) will increase from 67 to 72.

The percentage of students at Approaches will increase from 68% to 75%.

The percentage of students at Meets will increase from 37% to 40%.

The percentage of students at Masters will increase from 12% to 15%.


B. Student Growth Measure: By June 2019, the overall growth measure will increase from 70% to 73%.

C. Closing the Gap Measure: By June 2019, the closing the gap measure will increase from 44% to 56%.

Evaluation Data Source(s) 3: STAAR Scores

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Hold collaborative planning sessions for teachers in grades 1-5, that focuses on TEKS review and effective instructional strategies aligned to the rigor of STAAR assessments. August 2018-May 2019		Administrators Instructional coaches Special Ed Specialist	75% of students will meet approaches level, 40% will meet meets level, and 20% will meet masters level on Math STAAR.				
	Problem Statements: Demographics 4 - Student Academic Achievement 1, 4 - School Processes & Programs 1, 2 Funding Sources: 199-General funds - 0.00						
Critical Success Factors CSF 1 CSF 2 2) Hold Fast on Facts competitions at all grade levels so that students can focus on math fluency skills. September 2018-April 2018		Assistant principal Instructional coaches	Increased performance on district and campus assessments.				
	Problem Statements: Student Academic Achievement 4 Funding Sources: 199-General funds - 250.00						

<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Provide monthly math support sessions that focus on instructional activities aligned to the curriculum and vertical alignment concerns. September 2018-April 2019</p>		Principal Instructional coaches	Increased knowledge of math resources by math teachers. 75% of all students will meet approaches level, 40% will meet meets level, and 20% will meet masters level on STAAR Math.				
<p>Problem Statements: School Processes & Programs 1 - Perceptions 1 Funding Sources: 211-Title I - 1000.00</p>							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>4) Utilize AVID WICOR strategies in AVID classrooms with AVID trained teachers. August 2018-May 2019</p>		Principal AVID Site Team	75% of students will meet approaches level, 40% will meet meets level, and 20% will meet masters level on STAAR Math.				
<p>Problem Statements: School Processes & Programs 1 - Perceptions 1 Funding Sources: 211-Title I - 500.00</p>							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>5) Revise and implement a campus master schedule and responsibilities of instructional coaches to provided differentiated instructional support for students. August 2018-May 2019</p>		Principal Instructional coaches	Increased performance on district and campus assessments.				
<p>Problem Statements: Demographics 3 - Student Academic Achievement 1, 4 - School Processes & Programs 2 Funding Sources: 199-General funds - 0.00</p>							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>6) Provide technology support to students to access online math programs. August 2018-May 2019</p>		Principal Math Instructional coaches	75% of students will meet approaches level, 40% will meet meets level, and 20% will meet masters level on STAAR Math.				
<p>Problem Statements: Student Academic Achievement 4 - School Processes & Programs 1 Funding Sources: 199-State Comp. Ed. - 5000.00, 211-Title I - 1000.00</p>							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>7) Hold afterschool tutorials for students in grades 2-5 that are below passing assessments in 2nd semester. January -May 2019</p>		Campus administrators Instructional coaches	75% of all students will meet standard on Math STAAR. 80% of all students in grade 2 will meet standard on End of Year Math assessment.				
<p>Problem Statements: Demographics 3 - Student Academic Achievement 1, 4 - School Processes & Programs 2 Funding Sources: 199-State Comp. Ed. - 3500.00</p>							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>8) Create a coding club for students that will enhance their knowledge of mathematics. September 2018-May 2019</p>		Principal Coding Club Teacher	Increased interest in mathematics Increased performance for identified students in mathematics				
<p>Problem Statements: Student Academic Achievement 4 Funding Sources: 199-State Comp. Ed. - 1000.00, 211-Title I - 500.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 3: Staff require training and support in working with students in special populations. **Root Cause 3:** There is over 10% of the students identified for services in special education.

Problem Statement 4: Teachers with 1-5 years of experience need training to be able support students. **Root Cause 4:** Teachers left Monahan due to personal concerns, advancement, retirement, or increased expectations of the job.

Student Academic Achievement

Problem Statement 1: Special populations of students were not performing on grade level in all grades throughout the building. **Root Cause 1:** Staff require training and support in working with students in special populations.

Problem Statement 4: Student achievement dropped in all content areas, with little gains in reading. **Root Cause 4:** Teacher need support with aligning the classroom activities with state assessments during planning.

School Processes & Programs

Problem Statement 1: 2 brand new teachers and 7 2nd year teachers will continue to need support in areas including lesson planning, classroom management, and developing critical thinking skills in students. **Root Cause 1:** 9 staff members resigned at the end of the school year. 3 resigned in lieu of termination, 2 moved out of the Houston area, 2 teachers decided to go into a different field, and 1 transferred to the middle school to work in a different area of special education. Three of the positions were cut from the campus, so we had to hire 6 teachers. 2 of the 6 staff hired are new to teaching.

Problem Statement 2: Special populations of students were not performing on grade level in all grades throughout the building. **Root Cause 2:** Special education and general education teachers are working together to plan lessons for students with identified needs. However, the teachers continue to have a need to learn about effective ways to support all learners in the general education classroom.

Perceptions

Problem Statement 1: Not all stakeholders understand the importance of a growth mindset in regard to student achievement. **Root Cause 1:** There is a misconception about the importance of student academic progress, student attendance rates, and discipline.

Goal 1: Maximize student learning for ALL.

Performance Objective 4: Science STAAR

By June 2019, the student achievement score for all students taking the Science STAAR (grade 5) will increase from 51 to 60.

The percentage of students at Approaches will increase from 58% to 70%.

The percentage of students at Meets will increase from 15% to 20%.

The percentage of students at Masters will increase from 2% to 15%.

Evaluation Data Source(s) 4: STAAR Scores

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 1) Assist teachers in planning science instruction that focuses on knowledge of the TEKS, effective instructional strategies, and alignment to the STAAR rigor and expectations. August 2018-May 2019		Math/Science Instructional Coaches Campus administrators Special Ed Specialist	Lesson plans aligned with district curriculum 60% of all students will meet standard on Mock Science. 70% of all students will meet approaches level, 30% will meet the meets level, and 20% will meet the masters level on STAAR Science.				
	Problem Statements: Student Academic Achievement 2, 4 - School Processes & Programs 1 Funding Sources: 211-Title I - 500.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 2) Hold Science Fair and Science Extravaganza to prepare and showcase students science projects aligned to science TEKS. October-December 2018		Campus administrators Instructional coaches	70% of all students will meet standard on STAAR Science and end of year science assessments.				
	Problem Statements: Student Academic Achievement 2, 4 Funding Sources: 211-Title I - 1000.00						
Critical Success Factors CSF 1 CSF 4 CSF 7 3) Provide training to science teachers on use of STEM Scopes, Vocabulary Magic, Science Doodles, and project based learning activities. August 2018-April 2019		Math/Science instructional coaches Principal	70% of students will meet the approaches level, 30% will meet the meets level, and 20% will meet the masters level on STAAR Science.				
	Problem Statements: Student Academic Achievement 2, 4 - School Processes & Programs 1 Funding Sources: 199-General funds - 0.00						

Performance Objective 4 Problem Statements:

Student Academic Achievement

Problem Statement 2: A low percentage of special education students are passing the Science STAAR. **Root Cause 2:** Teachers in special education and general education need support in knowing how to accommodate science instruction effectively for students in special education.

Problem Statement 4: Student achievement dropped in all content areas, with little gains in reading. **Root Cause 4:** Teacher need support with aligning the classroom activities with state assessments during planning.

School Processes & Programs

Problem Statement 1: 2 brand new teachers and 7 2nd year teachers will continue to need support in areas including lesson planning, classroom management, and developing critical thinking skills in students. **Root Cause 1:** 9 staff members resigned at the end of the school year. 3 resigned in lieu of termination, 2 moved out of the Houston area, 2 teachers decided to go into a different field, and 1 transferred to the middle school to work in a different area of special education. Three of the positions were cut from the campus, so we had to hire 6 teachers. 2 of the 6 staff hired are new to teaching.

Goal 1: Maximize student learning for ALL.

Performance Objective 5: Increase student performance of all sub-population groups (ELL, Special Ed, African American) by 10% on STAAR in May of 2019.

AA - R: 62% to 72%, M: 55% to 65%%, W: 31% to 41%, Sc: 50% to 60%


ELL - R: 72% to 82%, M: 79% to 89%, W: 57% to 67%, Sc: 50% to 60%

Sped - R: 41% to 51%, M: 33% to 43%, W: 0% to 10%, Sc: 43% to 53%

Evaluation Data Source(s) 5: STAAR Scores

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7 1) Hold staff development and support sessions for special ed and general ed teachers on accommodations/modifications/test supports for students in special education. August 2018-May 2019		District special ed staff Campus administrators	Increased passing percentage of special ed students on Mock assessments and STAAR.				
	Problem Statements: Demographics 1, 3 - Student Academic Achievement 1, 4 - School Processes & Programs 1, 2 - Perceptions 1 Funding Sources: 199-General funds - 500.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7 2) Observe instruction in special ed classrooms to monitor use of effective strategies and drive instructional practices. September 2018-May 2019		Campus administrators District administrators	Increased passing percentage of special ed students on Mock assessments and STAAR.				
	Problem Statements: Demographics 1, 3 - Student Academic Achievement 1, 4 - School Processes & Programs 2 - Perceptions 1 Funding Sources: 199-General funds - 0.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 3) Monitor student progress on all content area assessments throughout the year for all student sub-groups. September 2018-May 2019		Campus administrators Special Ed Specialist	Increased passing percentage of students in special sub-populations identified on all campus, district, and state assessments				
	Problem Statements: Perceptions 1 Funding Sources: 199-General funds - 0.00						

Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 4) Review ELL student progress on all students from TELPAS, STAAR, and district assessments to plan instruction based on student needs. August 2018-May 2019	Campus administrators Instructional coaches	Increased performance on district and state assessments for ELL students.				
	Problem Statements: Demographics 1, 3 - Student Academic Achievement 1, 4 - Perceptions 1 Funding Sources: 199-General funds - 0.00					
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7 5) Hold SIOP training for ELL teachers to build an understanding for the need of classroom and testing supports for ELL students. September 2018-December 2018	Principal District Multilingual Coordinator	Increased performance on district and state assessments.				
	Problem Statements: Demographics 1, 3 - Student Academic Achievement 1, 4 - Perceptions 1 Funding Sources: 199-General funds - 200.00					
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 6) Monitor performance of African American students in grades 1-5, during PLC data review sessions, on all district assessments throughout the year. September 2018-April 2019	Campus administrators Instructional coaches	Increased performance on Mock assessments and STAAR.				
	Problem Statements: Demographics 1 - Student Academic Achievement 4 - Perceptions 1 Funding Sources: 199-General funds - 0.00					
Critical Success Factors CSF 1 CSF 4 CSF 7 7) Implement a dual language program in 1st and 2nd grade to support the needs of our ELL students. August 2018-May 2019	Campus administrators Instructional coaches	Increased performance of ELL students on district assessments.				
	Problem Statements: Demographics 1, 3 - Student Academic Achievement 1, 4 - Perceptions 1 Funding Sources: 199-General funds - 500.00					
						

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Campus staff require an understanding of working with a community of diverse cultures. Root Cause 1: Demographics of students does not match the demographics of our school staff.
Problem Statement 3: Staff require training and support in working with students in special populations. Root Cause 3: There is over 10% of the students identified for services in special education.
Student Academic Achievement
Problem Statement 1: Special populations of students were not performing on grade level in all grades throughout the building. Root Cause 1: Staff require training and support in working with students in special populations.

Problem Statement 4: Student achievement dropped in all content areas, with little gains in reading. **Root Cause 4:** Teacher need support with aligning the classroom activities with state assessments during planning.

School Processes & Programs

Problem Statement 1: 2 brand new teachers and 7 2nd year teachers will continue to need support in areas including lesson planning, classroom management, and developing critical thinking skills in students. **Root Cause 1:** 9 staff members resigned at the end of the school year. 3 resigned in lieu of termination, 2 moved out of the Houston area, 2 teachers decided to go into a different field, and 1 transferred to the middle school to work in a different area of special education. Three of the positions were cut from the campus, so we had to hire 6 teachers. 2 of the 6 staff hired are new to teaching.

Problem Statement 2: Special populations of students were not performing on grade level in all grades throughout the building. **Root Cause 2:** Special education and general education teachers are working together to plan lessons for students with identified needs. However, the teachers continue to have a need to learn about effective ways to support all learners in the general education classroom.

Perceptions

Problem Statement 1: Not all stakeholders understand the importance of a growth mindset in regard to student achievement. **Root Cause 1:** There is a misconception about the importance of student academic progress, student attendance rates, and discipline.

Goal 1: Maximize student learning for ALL.

Performance Objective 6: Writing STAAR (grade 4)

By June 2019, the student achievement score for all students taking the STAAR Writing (grade 4) will increase from 48 to 57.







The percentage of students at Approaches will increase from 40% to 55%.

The percentage of students at Meets will increase from 21% to 30%.

The percentage of students at Masters will increase from 3% to 10%.

Evaluation Data Source(s) 6: STAAR Scores

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Utilize a writing collection timeline for grades 1-4 to submit and review writing samples from students. September 2018-May 2019</p>		Campus administrators Instructional coach	55% of students will meet approaches level, 30% will meet meets level, and 15% will meet masters level on STAAR Writing.				
<p>Problem Statements: Student Academic Achievement 3 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: 211-Title I - 500.00</p>							
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Hold collaborative planning sessions to ensure that writing activities are aligned with district and state expectations. August 2018-May 2019</p>		Campus administrators Instructional coach Special Ed Specialist	Increased performance on district and state assessments.				
<p>Problem Statements: Student Academic Achievement 3 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: 199-General funds - 0.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Provide weekly interventions for students below approaches level on writing compositions. January-March 2019</p>		4th grade writing teachers Instructional coach Campus administration	55% of students will meet approaches level, 30% will meet meets level, and 15% will meet masters level on Writing STAAR				
<p>Problem Statements: Student Academic Achievement 3 - Perceptions 1</p> <p>Funding Sources: 199-General funds - 0.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 6 Problem Statements:

Student Academic Achievement
Problem Statement 3: Writing scores dropped for all students. Root Cause 3: Teachers need training on teaching effective writing strategies in the general education classrooms.
School Processes & Programs
Problem Statement 1: 2 brand new teachers and 7 2nd year teachers will continue to need support in areas including lesson planning, classroom management, and developing critical thinking skills in students. Root Cause 1: 9 staff members resigned at the end of the school year. 3 resigned in lieu of termination, 2 moved out of the Houston area, 2 teachers decided to go into a different field, and 1 transferred to the middle school to work in a different area of special education. Three of the positions were cut from the campus, so we had to hire 6 teachers. 2 of the 6 staff hired are new to teaching.
Perceptions
Problem Statement 1: Not all stakeholders understand the importance of a growth mindset in regard to student achievement. Root Cause 1: There is a misconception about the importance of student academic progress, student attendance rates, and discipline.

Goal 1: Maximize student learning for ALL.

Performance Objective 7: Math Grade 1-2

By June 2019, the percentage of students taking the Math Istation assessment (grade 1 and 2) in Tier 1 will be 80%.

Evaluation Data Source(s) 7: Istation Math EOY Assessment

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Provide weekly collaborative planning sessions focusing on all components of the TEKS. September 2018 - April 2019	2.4, 2.5, 2.6	Principal Math Coachs	Increased percent of students on Tier 1 on Istation Math Assessment				
Problem Statements: Demographics 3 - Student Academic Achievement 1, 4 - School Processes & Programs 1, 2 Funding Sources: 199-General funds - 0.00							

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 3: Staff require training and support in working with students in special populations. Root Cause 3: There is over 10% of the students identified for services in special education.
Student Academic Achievement
Problem Statement 1: Special populations of students were not performing on grade level in all grades throughout the building. Root Cause 1: Staff require training and support in working with students in special populations.
Problem Statement 4: Student achievement dropped in all content areas, with little gains in reading. Root Cause 4: Teacher need support with aligning the classroom activities with state assessments during planning.
School Processes & Programs
Problem Statement 1: 2 brand new teachers and 7 2nd year teachers will continue to need support in areas including lesson planning, classroom management, and developing critical thinking skills in students. Root Cause 1: 9 staff members resigned at the end of the school year. 3 resigned in lieu of termination, 2 moved out of the Houston area, 2 teachers decided to go into a different field, and 1 transferred to the middle school to work in a different area of special education. Three of the positions were cut from the campus, so we had to hire 6 teachers. 2 of the 6 staff hired are new to teaching.

Problem Statement 2: Special populations of students were not performing on grade level in all grades throughout the building. **Root Cause 2:** Special education and general education teachers are working together to plan lessons for students with identified needs. However, the teachers continue to have a need to learn about effective ways to support all learners in the general education classroom.

Goal 2: Attract, develop, and retain highly effective staff.

Performance Objective 1: Reduce the number of resignations of staff from 10 in the 2017-2018 school year to 7 in the 2018-2019 school year.

Evaluation Data Source(s) 1: Staff retention information

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 CSF 7 1) Provide mentor support for new and 2nd year teachers, including monthly meetings with principal. August 2018-May 2019		Principal Campus mentors	Retention of new hires on campus				
Problem Statements: Demographics 4 - School Processes & Programs 1 Funding Sources: 199-General funds - 0.00							
Critical Success Factors CSF 6 CSF 7 2) Hold two climate building activities per semester for staff. August 2018-May 2019		Principal	Retention of staff on campus				
Problem Statements: School Processes & Programs 1 Funding Sources: 199-General funds - 1000.00							
Critical Success Factors CSF 6 CSF 7 3) Provide coaching support for teachers who need additional support with classroom management or instructional effectiveness. September 2018-May 2019		Principal Assistant Principal Instructional coaches	Retention of staff on campus				
Problem Statements: Demographics 4 - School Processes & Programs 1 Funding Sources: 199-General funds - 0.00							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: Teachers with 1-5 years of experience need training to be able support students. Root Cause 4: Teachers left Monahan due to personal concerns, advancement, retirement, or increased expectations of the job.
School Processes & Programs

Problem Statement 1: 2 brand new teachers and 7 2nd year teachers will continue to need support in areas including lesson planning, classroom management, and developing critical thinking skills in students. **Root Cause 1:** 9 staff members resigned at the end of the school year. 3 resigned in lieu of termination, 2 moved out of the Houston area, 2 teachers decided to go into a different field, and 1 transferred to the middle school to work in a different area of special education. Three of the positions were cut from the campus, so we had to hire 6 teachers. 2 of the 6 staff hired are new to teaching.



Goal 3: Promote parent/community engagement.

Performance Objective 1: Increase opportunities for parental engagement from 2 in the 2017-2018 school year to 5 in the 2018-2019 school year.

Evaluation Data Source(s) 1: Parent engagement session logs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Develop a campus PTO group. August 2018-May 2019		Campus administrators Counselor	Increased parent involvement				
	Problem Statements: Perceptions 1 Funding Sources: 199-General funds - 0.00						
Critical Success Factors CSF 5 2) Provide parent volunteer program. September 2018-May 2019		Counselor	Increased parent involvement				
	Problem Statements: Perceptions 1 Funding Sources: 199-General funds - 50.00						
Critical Success Factors CSF 5 3) Hold a monthly event on campus (in conjunction with PTO) for family participation. August 2018-May 2019		Campus administrators Counselor	Increased parent involvement				
	Problem Statements: Perceptions 1 Funding Sources: 211-Title I - 500.00						
Critical Success Factors CSF 5 4) Hold parent education sessions using resources from Parenting Partners. October 2018-May 2019		Principal Parent Involvement Team Counselor	Increased parent involvement				
	Problem Statements: Perceptions 1 Funding Sources: 211-Title I - 300.00						
Critical Success Factors CSF 5 5) Hold quarterly AVID parent meetings to ensure student success. October 2018-May 2019		AVID Site Team	Increased parent knowledge of program				
	Problem Statements: Perceptions 1 Funding Sources: 211-Title I - 300.00						

<p align="center">Critical Success Factors CSF 5</p>		Principal Counselor	Increased parent understanding of appropriate technology use				
<p>6) Provide quarterly technology training for families throughout the year. September 2018-May 2019</p>	<p>Problem Statements: Perceptions 1 Funding Sources: 211-Title I - 500.00</p>						
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:







<p>Perceptions</p>
<p>Problem Statement 1: Not all stakeholders understand the importance of a growth mindset in regard to student achievement. Root Cause 1: There is a misconception about the importance of student academic progress, student attendance rates, and discipline.</p>

Goal 4: Ensure a safe and positive environment.

Performance Objective 1: Reduce office referrals by 10% (99 to 89) by May 2019.

Evaluation Data Source(s) 1: Discipline reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) All classrooms will conduct "morning meetings" 4 times per week to support character education development and social/emotional learning for all students. August 2018-May 2019</p>		Campus administrators	Decreased number of office referrals				
<p>Problem Statements: Demographics 1, 2, 4 Funding Sources: 199-General funds - 0.00</p>							
<p>Critical Success Factors CSF 6</p> <p>2) Hold quarterly E in Conduct celebrations for students who earn a 90% or higher in conduct. October 2018-May 2019</p>		PBiS team	Decreased number of office referrals				
<p>Problem Statements: Demographics 1, 2, 4 Funding Sources: 199-General funds - 2000.00</p>							
<p>Critical Success Factors CSF 6</p> <p>3) Focus on college and career readiness with identified AVID classrooms so that students can focus their attention on future planning and organizational tools. August 2018-May 2019</p>		AVID Site Team	Decreased number of office referrals				
<p>Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: 199-General funds - 500.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Campus staff require an understanding of working with a community of diverse cultures. Root Cause 1: Demographics of students does not match the demographics of our school staff.</p>
<p>Problem Statement 2: The ratio of female to male staff members is not aligned to campus ratio. Root Cause 2: More females are applying for positions at Monahan.</p>

Problem Statement 4: Teachers with 1-5 years of experience need training to be able support students. **Root Cause 4:** Teachers left Monahan due to personal concerns, advancement, retirement, or increased expectations of the job.

Perceptions







Problem Statement 1: Not all stakeholders understand the importance of a growth mindset in regard to student achievement. **Root Cause 1:** There is a misconception about the importance of student academic progress, student attendance rates, and discipline.

Goal 4: Ensure a safe and positive environment.

Performance Objective 2: Reduce missed days of instruction due to ISS, OSS, and DAEP placements by 10% (89 to 80 days) by spring of 2019.

Evaluation Data Source(s) 2: Discipline reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 4 CSF 6</p> <p>1) PBIS team meet monthly to analyze referral data. September 2018-May 2019</p>		Principal PBiS team	Reduced number of missed days of instruction due to suspensions				
<p>Problem Statements: Demographics 1, 2, 4 Funding Sources: 199-General funds - 0.00</p>							
<p>Critical Success Factors CSF 4 CSF 6</p> <p>2) Develop and implement behavior incentive plans for students with significant behavior concerns. September 2018-May 2019</p>		Assistant Principal Counselor	Decreased number of days of suspension				
<p>Problem Statements: Demographics 1, 2, 4 Funding Sources: 199-General funds - 100.00</p>							
<p>Critical Success Factors CSF 4 CSF 6</p> <p>3) Hold monthly PLC meetings to focus on attendance, TTESS Domain 3, and professional development related to working with students from diverse populations. September 2018-May 2019</p>		Campus administrators	Reduced office referrals Reduced suspensions				
<p>Problem Statements: Demographics 1 Funding Sources: 199-General funds - 0.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Campus staff require an understanding of working with a community of diverse cultures. Root Cause 1: Demographics of students does not match the demographics of our school staff.
Problem Statement 2: The ratio of female to male staff members is not aligned to campus ratio. Root Cause 2: More females are applying for positions at Monahan.
Problem Statement 4: Teachers with 1-5 years of experience need training to be able support students. Root Cause 4: Teachers left Monahan due to personal concerns, advancement, retirement, or increased expectations of the job.

Goal 4: Ensure a safe and positive environment.

Performance Objective 3: 97% of students on average will attend school daily during the 2018-2019 school year.

Evaluation Data Source(s) 3: ADA reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 CSF 6 1) Monitor student attendance daily. August 2018-May 2019		Attendance clerk Assistant Principal	Increased student attendance				
Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: 199-General funds - 0.00							
Critical Success Factors CSF 1 CSF 4 CSF 6 2) Provide student attendance data to staff weekly. August 2018-May 2019		Assistant Principal	Increased student attendance				
Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: 199-General funds - 0.00							
Critical Success Factors CSF 1 CSF 4 CSF 6 3) Provide incentives and intervention to students based on attendance data. September 2018-May 2019		PBiS team	Increased student attendance				
Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: 211-Title I - 1000.00							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Campus staff require an understanding of working with a community of diverse cultures. Root Cause 1: Demographics of students does not match the demographics of our school staff.
Perceptions
Problem Statement 1: Not all stakeholders understand the importance of a growth mindset in regard to student achievement. Root Cause 1: There is a misconception about the importance of student academic progress, student attendance rates, and discipline.

Goal 4: Ensure a safe and positive environment.

Performance Objective 4: Provide transitional activities for students coming to 1st grade and 6th grade.

Evaluation Data Source(s) 4: Session log and flyer

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Hold a transition day for students in kindergarten transitioning to 1st grade. May 2019		Counselor Early Childhood staff Campus administrators	Attendance at transition day				
	Problem Statements: Demographics 1 Funding Sources: 199-General funds - 0.00						
Critical Success Factors CSF 6 2) Hold a campus visit at the middle school for students transitioning to middle school. April 2019		Counselor Campus administrator Middle school staff	Attendance at middle school visit				
	Problem Statements: Demographics 1 Funding Sources: 199-General funds - 0.00						

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Campus staff require an understanding of working with a community of diverse cultures. Root Cause 1: Demographics of students does not match the demographics of our school staff.

Goal 4: Ensure a safe and positive environment.

Performance Objective 5: Transition campus to high tech campus.

Evaluation Data Source(s) 5: Technology use reports

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Utilize online programs in computer lab rotation to teach students technology application and digital citizenship. September 2018-May 2019		Campus administrators	Increased understanding of appropriate technology use				
Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: 211-Title I - 2000.00							

Performance Objective 5 Problem Statements:


Demographics
Problem Statement 1: Campus staff require an understanding of working with a community of diverse cultures. Root Cause 1: Demographics of students does not match the demographics of our school staff.
Perceptions
Problem Statement 1: Not all stakeholders understand the importance of a growth mindset in regard to student achievement. Root Cause 1: There is a misconception about the importance of student academic progress, student attendance rates, and discipline.

Goal 5: SISD will maintain and monitor systems to ensure financial accountability across the district.

Performance Objective 1: Follow district guidelines for responsible spending of campus budget.

Evaluation Data Source(s) 1: Campus budget reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 1) Spend campus based budgets according to district guidelines and campus needs. September 2018-June 2019		Principal	Balanced budget				
Problem Statements: Perceptions 1 Funding Sources: 199-General funds - 0.00							
Critical Success Factors CSF 3 2) Hold monthly budget meetings with the campus secretary to review spending. September 2018-June 2019		Principal	Balanced budget				
Problem Statements: Demographics 1 Funding Sources: 199-General funds - 0.00							
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Campus staff require an understanding of working with a community of diverse cultures. Root Cause 1: Demographics of students does not match the demographics of our school staff.
Perceptions
Problem Statement 1: Not all stakeholders understand the importance of a growth mindset in regard to student achievement. Root Cause 1: There is a misconception about the importance of student academic progress, student attendance rates, and discipline.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Monitor student progress on assessments during PLC sessions using an updated protocol. September 2018-April 2019
1	1	2	Hold spring after school tutorials, including after school program students, for students in grades 2-5, who are not meeting standards on district assessments. January 2019-May 2019
1	1	5	Hold monthly support sessions for teachers to ensure instructional activities align to rigor of STAAR assessments. September 2018-April 2019
1	1	6	Utilize AVID WICOR strategies in AVID classrooms with AVID trained teachers. September 2018-May 2019
1	2	1	Hold collaborative planning meetings focused on effective implementation of balanced literacy to meet student needs. August 2018-May 2019
1	2	2	Implement A to Z reading/RAZ kids online program in grades 1-3 and ELL/Special Ed students in grades 1-5. January - May 2019
1	2	3	Plan and utilize HFW program for grades 1-5, focusing on a specific number of words per week/quarter with quarterly assessment. August 2018-May 2019
1	2	4	Revise and implement a campus master schedule and responsibilities of instructional coaches to provided differentiated instructional support for students. August 2018-May 2019
1	3	1	Hold collaborative planning sessions for teachers in grades 1-5, that focuses on TEKS review and effective instructional strategies aligned to the rigor of STAAR assessments. August 2018-May 2019
1	3	3	Provide monthly math support sessions that focus on instructional activities aligned to the curriculum and vertical alignment concerns. September 2018-April 2019
1	3	4	Utilize AVID WICOR strategies in AVID classrooms with AVID trained teachers. August 2018-May 2019
1	3	5	Revise and implement a campus master schedule and responsibilities of instructional coaches to provided differentiated instructional support for students. August 2018-May 2019
1	3	6	Provide technology support to students to access online math programs. August 2018-May 2019
1	3	7	Hold afterschool tutorials for students in grades 2-5 that are below passing assessments in 2nd semester. January -May 2019
1	4	1	Assist teachers in planning science instruction that focuses on knowledge of the TEKS, effective instructional strategies, and alignment to the STAAR rigor and expectations. August 2018-May 2019
1	4	2	Hold Science Fair and Science Extravaganza to prepare and showcase students science projects aligned to science TEKS. October-December 2018

Goal	Objective	Strategy	Description
1	5	1	Hold staff development and support sessions for special ed and general ed teachers on accommodations/modifications/test supports for students in special education. August 2018-May 2019
1	5	2	Observe instruction in special ed classrooms to monitor use of effective strategies and drive instructional practices. September 2018-May 2019
1	5	3	Monitor student progress on all content area assessments throughout the year for all student sub-groups. September 2018-May 2019
1	5	4	Review ELL student progress on all students from TELPAS, STAAR, and district assessments to plan instruction based on student needs. August 2018-May 2019
1	5	5	Hold SIOP training for ELL teachers to build an understanding for the need of classroom and testing supports for ELL students. September 2018-December 2018
1	5	6	Monitor performance of African American students in grades 1-5, during PLC data review sessions, on all district assessments throughout the year. September 2018-April 2019
1	6	1	Utilize a writing collection timeline for grades 1-4 to submit and review writing samples from students. September 2018-May 2019
1	6	2	Hold collaborative planning sessions to ensure that writing activities are aligned with district and state expectations. August 2018-May 2019

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Charlotte Eggert	Interventionist	Title I	1
Laura Hensley	Interventionist	Title I	1
Open - TBD	Paraprofessional	Title I	1

Campus Funding Summary

199-General funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Time, training on reviewing data by principal, PLC data charts/paper		\$100.00
1	2	1	Curriculum documents, Planning templates, Leveled readers, Guided reading materials, teacher training		\$0.00
1	2	3	Curriculum documents, HFW lists, assessments, guided reading materials, teacher training		\$0.00
1	2	4	Campus master schedule schedule, student assessment schedule, intervention resources		\$0.00
1	3	1	Curriculum documents, lesson plan templates, math materials and resources, TEKS review documents		\$0.00
1	3	2	Fast on Facts documents, student incentives		\$250.00
1	3	5	Intervention math materials, campus master schedule		\$0.00
1	4	3	Time, materials		\$0.00
1	5	1	training, time, materials, student IEPs		\$500.00
1	5	2	time		\$0.00
1	5	3	assessment data		\$0.00
1	5	4	Student assessment and classroom progress data		\$0.00
1	5	5	SIOP materials, training schedule		\$200.00
1	5	6	Assessment data, teacher reflection documents		\$0.00
1	5	7	Curriculum documents and resources in English and Spanish, leveled readers in Spanish		\$500.00
1	6	2	Curriculum documents		\$0.00
1	6	3	schedule, intervention materials		\$0.00
1	7	1	planning documents		\$0.00
2	1	1	Mentors, meeting materials		\$0.00
2	1	2	Materials for activities		\$1,000.00

2	1	3	Time, coaching materials		\$0.00
3	1	1	Materials for start up		\$0.00
3	1	2	Flyers		\$50.00
4	1	1	Morning meeting training, character education documents		\$0.00
4	1	2	Conduct data and student folders, celebration materials		\$2,000.00
4	1	3	field trip cost		\$500.00
4	2	1	discipline reports, meeting schedule		\$0.00
4	2	2	plans, time, incentives		\$100.00
4	2	3	time		\$0.00
4	3	1	Daily attendance report		\$0.00
4	3	2	weekly report		\$0.00
4	4	1	none		\$0.00
4	4	2	none		\$0.00
5	1	1	campus budgets		\$0.00
5	1	2	budget		\$0.00

Sub-Total \$5,200.00

199-State Comp. Ed.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	supplemental pay		\$3,500.00
1	1	3	academic support services		\$2,500.00
1	1	8	10 chrome books		\$1,500.00
1	3	6	chromebooks, robotics, coding materials		\$5,000.00
1	3	7	supplemental pay		\$3,500.00
1	3	8	Coding software, time, supplemental pay		\$1,000.00

Sub-Total \$17,000.00

211-Title I

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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1	1	5	planning time, instructional materials (district curriculum, STAAR resources, STAAR4ward materials), guided reading/small group materials, intervention materials		\$1,000.00
1	1	6	AVID resources, teacher collaboration time, lesson plans		\$500.00
1	1	7	Stipend for intervention support, master schedule		\$5,000.00
1	2	2	online access		\$2,000.00
1	3	3	Curriculum documents, math materials and resources, schedule for meetings, make and take materials		\$1,000.00
1	3	4	AVID organization materials		\$500.00
1	3	6	robotics, coding materials		\$1,000.00
1	3	8	coding club materials		\$500.00
1	4	1	Planning and instructional materials including STEMScopes, technology materials for science lab		\$500.00
1	4	2	Project boards, awards, schedule		\$1,000.00
1	6	1	Writing sample schedule, curriculum documents, training for teachers on scoring writing samples		\$500.00
3	1	3	Decorations, materials, refreshments, awards, additional staff		\$500.00
3	1	4	Refreshments		\$300.00
3	1	5	Parent meeting supplies		\$300.00
3	1	6	Training materials		\$500.00
4	3	3	Attendance data, incentives		\$1,000.00
4	5	1	Learning.com program, online resources		\$2,000.00
Sub-Total					\$18,100.00
289- Partnership After-School Program					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplies and materials		\$10,000.00
1	1	3	Contracted experts for enrichment activities		\$1,500.00
Sub-Total					\$11,500.00
410-Technology Lending Grant					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Devices and cases		\$50,000.00
Sub-Total					\$50,000.00
185 Partnership After-School Program Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Professional Development		\$1,500.00
Sub-Total					\$1,500.00
Grand Total					\$103,300.00

Addendums

Sheldon Independent School District
Campus Self-Evaluation of Campus Improvement Planning Process
for
2018 - 2019

Monahan Elementary

Date: 9/17/18

STATEMENT OF ASSURANCE: The Campus Self-Evaluation was completed collaboratively by the campus decision-making and planning committee and campus leadership staff.

Cheri Dixon
(Print)
Principal

Ruth Foster
Teacher (Print)
Campus Committee Chair

Cheri Dixon
(Signature)
Principal

[Signature]
Teacher (Signature)
Campus Committee Chair

Campus Self-Evaluation of Campus Improvement Plan

Purpose

The purpose of the Campus Self-Evaluation of the campus Improvement Plan (CIP) is to assist the campus and district staff in analyzing the effectiveness of campus decision-making and planning efforts that address the condition of performance for the campus. Additionally, district policies and administrative procedures for campus decision making and planning will be reviewed.

This document also provides the district the opportunity to review the quality and effectiveness of its decision-making and planning process. This campus self-evaluation allows the district to evaluate its decision-making policy and administrative procedures for ensuring improvement efforts through collaboration in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. It also focuses on campus improvement planning and evaluates the campus' progress in developing and implementing an effective campus improvement plan that includes the components of a campus improvement plan described in law.

The campus will also analyze the level of implementation and impact of improvement initiatives (what is being done) and strategies (how it is being done) that are aimed at improving the condition of performance for the student population. The campus will also have the opportunity to note any significant factors at the campus level that may impact performance of students. The factors may be either positive or negative.

Procedure for Completing the Self-Evaluation Document

The campus site-based team is to complete the self-evaluation document, prior to the development of the next CIP. The self-evaluation form should be included as an addendum to the current CIP. These documents should be maintained in the office of each campus for audit purposes.

Responses to the campus self-evaluation document are to be completed collaboratively by the campus leadership staff, the campus-level decision-making and planning committee, and other staff members designated by the principal. Responses should be succinct.

Campus-Level Decision Making and Planning

Campus Decision-Making Process

In accordance with Texas Education Code (TEC) §11.251, each school district is required to have a district-and campus-level decision-making and planning process. That process will involve the professional staff of the district and campus, parents, and community members in establishing and reviewing the district and campus educational plans, goals, performance objectives, and major classroom instructional programs.

On the self-evaluation document, indicate "yes," "no," or "not applicable" for each question; and add any comments relevant to the decision-making and planning process.

1) [TEC §11.253(b) and §11.251(b), (c), and (e)] The campus-level decision-making and planning committee has been elected/selected in accordance with board policy and includes representatives of (1) professional staff members (*two-thirds of the elected professional staff members must be classroom teachers*); (2) parents (*may not be an employee of the district*); (3) community members (*must reside in the district, be at least 18 years of age, and not be a parent of a student in the district*); and (4) business representatives (*need not live in the district; business need not be located in the district*).

YES (✓) NO () N/A ()

Comments:

2) [TEC §11.253(e)] In accordance with the administrative procedures established by the board, the campus-level committee is involved in decisions in the areas of (1) planning, (2) budgeting, (3) curriculum, (4) staffing patterns, (5) staff development, and (6) school organization.

YES (✓) NO () N/A ()

Comments:

3) [TEC §11.253(e)] The campus-level committee has approved the portions of the campus improvement plan addressing campus staff development needs.

YES (✓) NO () N/A ()

Comments:

<p>4) [TEC §11.253(g)] District policy and campus procedures are established to ensure that systematic communication measures are in place (1) to periodically obtain broad-based community, parent, and staff input and (2) to provide information to those persons regarding the recommendations of the campus-level committee.</p> <p style="text-align: center;"> <input checked="" type="checkbox"/> YES (✓) <input type="checkbox"/> NO () <input type="checkbox"/> N/A () </p> <p>Comments:</p>
<p>5) [TEC §11.253(g)] The campus-level committee has held or will hold at least one public meeting each year after receipt of the annual campus rating to discuss the performance of the campus and the campus performance objectives.</p> <p style="text-align: center;"> <input checked="" type="checkbox"/> YES (✓) <input type="checkbox"/> NO () <input type="checkbox"/> N/A () </p> <p>Comments:</p>
<p>6) [TEC §11.253(h)] The principal regularly consults with the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program.</p> <p style="text-align: center;"> <input checked="" type="checkbox"/> YES (✓) <input type="checkbox"/> NO () <input type="checkbox"/> N/A () </p> <p>Comments:</p>

Campus Planning Process

In accordance with TEC §11.253, each campus is required to have a campus improvement plan that is developed, evaluated, and revised annually. The purpose of the campus improvement plan is to guide campus staff members in the improvement of student performance for all student groups in order to attain state standards in respect to the academic excellence indicators adopted under TEC §39.051.

On the self-evaluation document, indicate "yes," "no," or "not applicable" for each question; and add any comments relevant to the decision-making and planning process.

1) [TEC §11.253(c)] The campus improvement plan has been developed, reviewed, and revised annually by the principal with the assistance of the campus-level committee for the purpose of improving student performance for all student populations, including students with special needs and at-risk students, with respect to the Texas Academic Performance Report (TAPR) and any other appropriate performance measures for special needs populations.

YES (✓) NO () N/A ()

Comments:

2) [TEC §11.253(d)(1) and §39.131(b)(5)] The campus improvement plan (1) assesses the academic achievement for each student in the school using the TAPR as described by TEC §39.051 and (2) addresses each academic indicator for which the campus's performance does not meet standards.

YES (✓) NO () N/A ()

Comments:

3) [TEC §11.253(d)(2)] The campus improvement plan sets campus performance objectives based on the TAPR with objectives for special needs populations, including students in special education programs.

YES (✓) NO () N/A ()

Comments:

4) [TEC §11.253(p)(3)] The campus improvement plan identifies how the campus goals will be met for each student.

YES (✓) NO () N/A ()

Comments:

5) [TEC §11.253(p)(4)] The campus improvement plan determines (identifies) the resources needed to implement the plan.

YES (✓) NO () N/A ()

Comments:

6) The campus improvement plan identifies each program serving students with special learning needs (lists of (1) programs and student populations served and (2) coordination of service efforts must accompany the campus improvement plan).

YES (✓) NO ()

Comments:

7) [TEC §11.253(d)(5)] The campus improvement plan identifies staff needed to implement the plan (by position only).

YES (✓) NO () N/A ()

Comments:

8) [TEC §11.253(d)(6)] The campus improvement plan sets timelines for reaching the goals and performance objectives.

YES (✓) NO () N/A ()

Comments:

9) [TEC §11.253(d)(7)] The campus improvement plan measures progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.

YES (✓) NO () N/A ()

_____ Date(s) of formative review(s)

Comments:

10) [TEC §11.253(d)(8)] The campus improvement plan includes goals and objectives for violence prevention and intervention on campus.

YES (✓) NO () N/A ()

Comments:

11) [TEC §11.253(d)(9)] The campus improvement plan provides for a program to encourage parental/community engagement at the campus. (The Parent Engagement Plan is embedded in this plan.)

YES (x) NO () N/A ()

Comments:

Campus Improvement Plan Requirements

1) [TEC §11.251(b),(c), and (e)] The campus-level decision-making and planning committee has been elected/selected in accordance with board policy and includes representatives of (1) professional staff members (*two-thirds of the elected professional staff members must be classroom teachers*); (2) parents (*may not be an employee of the district*); (3) community members (*must reside in the district, be at least 18 years of age, and not be a parent of a student in the district*); and (4) business representatives (*need not live in the district; business need not be located in the district*).

YES (✓) NO () N/A ()

Comments:

2) This self-evaluation document contains a membership roster for the current school year's campus improvement team.

YES (✓) NO ()

Comments:

3) [TEC §11.253] The CIP includes a comprehensive needs assessment addressing the needs and strengths of students, staff, and facilities.

YES (✓) NO () N/A ()

Comments:

4) [TEC §11.253(e)] In accordance with the administrative procedures established by the board, the campus-level committee is involved in decisions or provides advice in the areas of (1) planning, (2) budgeting, (3) curriculum, (4) staffing patterns, (5) staff development, and (6) school organization.

YES (✓) NO () N/A ()

Comments:

5) [TEC §11.253(g)] District policy and campus procedures are established to ensure that systematic communication measures are in place to periodically obtain broad-based community, parent, and staff input and to provide information to those persons regarding the recommendations of the campus-level committee.

YES () NO () N/A ()

Comments:

6) [TEC §11.253(d)(1)] Each campus improvement plan assesses the academic achievement of each student in the school and all student groups, using the Texas Academic Performance Report (TAPR). (see Accountability Manual)

YES () NO () N/A ()

Comments:

7) [TEC §11.253(d)(2)] Each campus improvement plan includes campus performance objectives based on the TAPR, including objectives for special needs populations, as well as for students in special education programs.

YES () NO () N/A ()

Comments:

8) [TEC §11.253] The CIP includes strategies to address integration of technology in instructional and administrative programs.

YES () NO () N/A ()

Comments:

9) [TEC §11.253] The CIP includes strategies for accelerating instruction for those students determined to be at-risk of not meeting state-mandated testing requirements.

YES (✓) NO () N/A ()

Comments:

10) [TEC §11.253] The CIP includes strategies for implementing career education activities to assist students in developing the knowledge, skills, and competencies necessary for success for a broad range of career opportunities.

YES (✓) NO () N/A ()

Comments:

11) [TEC §11.253] The CIP includes strategies for improving student attendance.

YES (✓) NO () N/A ()

Comments:

12) [TEC §11.253(d)(4)] Each campus improvement plan determines (identifies) the resources needed to implement the plan.

YES (✓) NO () N/A ()

Comments:

<p>13) [TEC §11.253(d)(7)] Each campus improvement plan periodically measures formative and summative progress toward the performance objectives to ensure the plan is resulting in academic improvement.</p> <p>YES (<input checked="" type="checkbox"/>) NO (<input type="checkbox"/>) N/A (<input type="checkbox"/>)</p> <p>Comments:</p>
<p>14) [FASRG; 9.2.7; Nov. 2003] FOR GRADES 7-12: Each campus improvement plan addresses specific educational interventions designed to prevent students from dropping out of school ("at risk" population).</p> <p>YES (<input checked="" type="checkbox"/>) NO (<input type="checkbox"/>) N/A (<input type="checkbox"/>)</p> <p>Comments:</p>
<p>15) [TEC §11.253] The CIP includes resources to implement identified strategies for these programs: Title I (low performing) Title II (Teacher and Principal Training and Recruitment; Class Size Reduction – C. E. King High School only); and Title III (LEP). pay); Other competitive grant sources (Pre-K grant; After School Program Grants; PLTW, etc.)</p> <p>YES (<input checked="" type="checkbox"/>) NO (<input type="checkbox"/>) N/A (<input type="checkbox"/>)</p> <p>Comments:</p>
<p>16) [TEC §11.253(d)(8)] Each campus improvement plan includes goals and objectives for violence prevention and intervention on campus.</p> <p>YES (<input checked="" type="checkbox"/>) NO (<input type="checkbox"/>) N/A (<input type="checkbox"/>)</p> <p>Comments:</p>

17) [19 TAC 97.1021] Each campus improvement plan provides for a review yearly and comparison of disciplinary referrals, including suspensions on and off campus (ISS and (OSS), disciplinary alternative education program placements, and expulsion to JJAEP.

YES (✓) NO () N/A ()

Comments:

18) [TEC §11.253(d)(9)] Each campus improvement plan provides for a program to encourage parental/community engagement at the campus.

YES (x) NO () N/A ()

Comments:

19) [TEC §11.253] (For the Middle and High Schools) The CIP includes strategies for providing information to students, teachers, counselors, and parents about higher education admissions and financial aid opportunities, the TEXAS grant program and the Teach for Texas grant program, and the need for student to make informed curriculum choices to be prepared for success beyond high school.

YES () NO () N/A (✓)

Comments:

20) [TEC §11.253] The CIP identifies the staff position responsible for ensuring the accomplishment of each strategy.

YES (✓) NO () N/A ()

Comments:

21) [TEC §11.251] The CIP identifies the strategies to ensure the campus level committee approves the portion of the plan addressing campus staff development needs.

YES (✓) NO () N/A ()

Comments:

22) [TEC §11.253] The CIP identifies strategies to ensure each staff member is "highly effective."

YES (✓) NO () N/A ()

Comments: