

# **Bryan Independent School District**

## **Sul Ross Elementary**

**2019-2020**

# Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

## Vision

Children First. Always.

## Core Beliefs

Core Beliefs:

Children first – always;  
An educated person has unlimited potential for success;  
Every employee of the district must have the support and tools to succeed;  
Diversity is an asset;  
Every child deserves respect and a quality education;  
No excuse is acceptable—the district must succeed;  
Public education is the foundation of our community;  
All students must be post high school ready, preparing them for the workforce and/or higher education;  
Schools should be a safe place to learn;  
In educating the whole child by developing their talents, curiosity, and imagination.

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# Goals

Revised/Approved: September 17, 2019

## Goal 1: Support a culture and climate that encourages a shared responsibility for a positive learning environment.

**Performance Objective 1:** By the end of the 2020 school year, our student attendance will increase by at least 1 percentage point from 94.92 percent.

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

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The PBIS student attendance committee will seek input for attendance incentives and celebrations.		AP PBIS Attendance Committee	Increased attendance percentage				
	<b>Problem Statements:</b> Demographics 1						
2) We will have an attendance each 6 weeks to encourage good attendance.		AP PBIS Attendance Committee	Increased attendance percentage				
	<b>Problem Statements:</b> Demographics 1						
3) For classes who earn perfect attendance spelled on the board for every day their class has perfect attendance they can choose either a popcorn or pizza party.		Teachers	Increased attendance percentage				
	<b>Problem Statements:</b> Demographics 1						
4) Attendance will be monitored and discussed at campus leadership team meetings.		Admin.	Increased attendance percentage				
	<b>Problem Statements:</b> Demographics 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Each 6 weeks students will be recognized and earn a certificate for perfect attendance.		Admin.	Increased attendance percentage				
<b>Problem Statements:</b> Demographics 1							

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> The attendance rate at Ross has continued to drop this school year despite increased efforts to monitor attendance... <b>Root Cause 1:</b> Many parents of our students with low attendance have a range of struggles to contend with daily, causing school to be a lower priority


**Goal 1:** Support a culture and climate that encourages a shared responsibility for a positive learning environment.

**Performance Objective 2:** By May 2020, we will reduce the number of referrals by 10% as a result of continuing the implementation of PBIS.

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

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 1) Our PBIS team will analyze student discipline data and gather staff input and brainstorm strategies to improve student discipline monthly.		PBIS team	Decreased number of student discipline referrals				
	<b>Problem Statements:</b> Perceptions 1, 2						
<b>ESF Levers</b> Lever 3: Positive School Culture 2) Implement Ross Raccoon Recognition Rallies where students are recognized for exhibiting essential 8 skills and skills on the REAL matrix		Teachers Admin. Team	Decreased number of student discipline referrals				
	<b>Problem Statements:</b> Perceptions 2						
<b>TEA Priorities</b> Improve low-performing schools 3) Campus staff will implement student behavior intervention plans with fidelity.		Campus staff	Decreased number of student discipline referrals				
	<b>Problem Statements:</b> Perceptions 1						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 3: Positive School Culture 4) Campus staff will participate in training targeted in helping staff meet student behavioral needs.		Campus staff Admin.	Decreased number of student discipline referrals				
	<b>Problem Statements:</b> School Processes & Programs 1						
<b>ESF Levers</b> Lever 3: Positive School Culture 5) Implement a school store (REAL Mart) for students to spend their PBIS app points		PBIS Team Teachers Admin. Team	Decreased number of student discipline referrals				
	<b>Problem Statements:</b> Perceptions 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>ESF Levers</b> Lever 3: Positive School Culture 6) Implement the REAL matrix as a tool to communicate expectations		Campus staff Admin. Team	Decreased number of student discipline referrals				
	<b>Problem Statements:</b> Perceptions 2						
<b>ESF Levers</b> Lever 3: Positive School Culture 7) Campus staff will use the PBIS app as a positive behavior intervention, awarding students for meeting behavioral expectations		Campus Staff PBIS Team Admin. Team	Decreased number of student discipline referrals				
	<b>Problem Statements:</b> Perceptions 2						
<b>ESF Levers</b> Lever 3: Positive School Culture 8) Teachers will teach Essential Eight lessons once per week and social skills lessons 4 days per week		Teachers	Decreased number of student discipline referrals				
	<b>Problem Statements:</b> Perceptions 1						
							

**Performance Objective 2 Problem Statements:**

<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> There is a lack of change of mindset from the staff. <b>Root Cause 1:</b> There is a need for increased professional development for staff in regards to culture and climate to meet the needs of our diverse population.
<b>Perceptions</b>
<b>Problem Statement 1:</b> The daily social skills instruction scheduled for the 2018-2019 school year did not positively impact the behavior of our students or decrease the number of discipline referrals. <b>Root Cause 1:</b> Students would benefit from increased time for social skills lessons due to the trauma many with discipline concerns have experienced
<b>Problem Statement 2:</b> There is a negative perception of the campus in the community. <b>Root Cause 2:</b> Campus staff need to work toward building positive relationships with students and parents.

**Goal 1:** Support a culture and climate that encourages a shared responsibility for a positive learning environment.

**Performance Objective 3:** By May 2020, communication with parents will happen at least twice monthly.

**Evaluation Data Source(s) 3:** Newsletters

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>ESF Levers</b> Lever 3: Positive School Culture 1) A parent newsletter will be created and sent to parents each month.		Principal	Increased communication with parents				
<b>Problem Statements:</b> Perceptions 2							
<b>ESF Levers</b> Lever 3: Positive School Culture 2) Remind messages will be sent to parents to remind them of upcoming events each month.		Principal	Increased communication with parents				
<b>Problem Statements:</b> Perceptions 2							
<b>ESF Levers</b> Lever 3: Positive School Culture 3) Grade level newsletters will be sent to parents each month.		Teachers	Increased communication with parents				
<b>Problem Statements:</b> Perceptions 2							
<b>ESF Levers</b> Lever 3: Positive School Culture 4) Facebook posts will be made to inform parents of events each month.		Principal	Increased communication with parents				
<b>Problem Statements:</b> Perceptions 2							
<b>ESF Levers</b> Lever 3: Positive School Culture 5) The campus website will be updated monthly with newsletter events.		Principal	Increased communication with parents				
<b>Problem Statements:</b> Perceptions 2							

**Performance Objective 3 Problem Statements:**



## Perceptions

**Problem Statement 2:** There is a negative perception of the campus in the community. **Root Cause 2:** Campus staff need to work toward building positive relationships with students and parents.

## Goal 2: Engage students, families, staff, and the community to maximize every student's potential.

**Performance Objective 1:** By May 2020, the campus will ensure that 100% of parents are informed about what is going on in the classrooms, what positive things their child is a part of, what their child is struggling with and what events are upcoming at the school.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Classroom teachers will follow the district grading guidelines as monitored by the DVT team.	3.1	Ross Data Validation Team	Parents are informed about how their child is doing academically				
<b>Problem Statements:</b> School Processes & Programs 2							
<b>ESF Levers</b> Lever 3: Positive School Culture 2) Teachers will hold parent conferences at least once during the school year in which school- parent compacts which outline how parents, the school staff and students will share responsibility for improved academic achievement are reviewed and signed		Teachers principal AP	Increase the involvement of parents in the education of their children.				
<b>Problem Statements:</b> Perceptions 2							
<b>ESF Levers</b> Lever 3: Positive School Culture 3) The school will jointly develop a Parent and Family Engagement policy with parents and distribute the policy to families/parents at the Title I Annual meeting in an understandable and uniform format. It will also be available to the local community through publication on social media such as Facebook and our Ross web page.	3.1	Admin. Team	Increase in the involvement of our parents in the education of their children.				
<b>Problem Statements:</b> Perceptions 2							
<b>ESF Levers</b> Lever 3: Positive School Culture 4) The Campus improvement plan will be made available to parents in their native language at Open House event where the CIP activities and funding are reviewed and approved		Admin. Team	Increase in the involvement of our parents in the education of their children.				
<b>Problem Statements:</b> Perceptions 2							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>ESF Levers</b> Lever 3: Positive School Culture 5) The campus jointly developed with and distributed to parents and family members of participating children a written parent and family engagement policy and addresses all items required at annual Title I meeting	3.1	Admin. Team	Increase in the involvement of our parents in the education of their children.				
<b>Problem Statements:</b> Perceptions 2							

**Performance Objective 1 Problem Statements:**

<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> There is a performance gap between our at risk students and our non at risk students. <b>Root Cause 2:</b> There is a need to increase academic expectations for all populations.
<b>Perceptions</b>
<b>Problem Statement 2:</b> There is a negative perception of the campus in the community. <b>Root Cause 2:</b> Campus staff need to work toward building positive relationships with students and parents.

**Goal 2:** Engage students, families, staff, and the community to maximize every student's potential.

**Performance Objective 2:** By May 2020, the staff will create a more positive perception of the campus by providing a variety of opportunities for parents and families to become connected to the school.

**Evaluation Data Source(s) 2:** Agenda's, artifacts from family events offered at a variety of different times and locations, survey data

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>ESF Levers</b> Lever 3: Positive School Culture</p> <p>1) Ross will provide a flexible number of meetings and activities for parents and families during the day and in the evening. Flexible dates/times offered include an evening reading event at a neighborhood park and a daytime family event held on campus. Nutritious snacks will be provided to encourage attendance.</p>	3.2, 3.2	Admin. Team	Increase in the involvement of our parents in the education of their children.				
<p><b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> Title I, A - 649.00</p>							
<p><b>ESF Levers</b> Lever 3: Positive School Culture</p> <p>2) The campus will have Meet the Teacher to give parents the opportunity to greet their teacher for the new year before school begins.</p>	3.1	Campus Staff	Provide more opportunities for parents to engage with campus staff				
<p><b>Problem Statements:</b> Perceptions 2</p>							
<p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning</p> <p>3) PBIS team will obtain and monitor parent perceptions of the campus monthly.</p>		PBIS Team	Improved perception and more collaboration between our families and the school				
<p><b>Problem Statements:</b> Perceptions 2</p>							

**Performance Objective 2 Problem Statements:**

## Perceptions

**Problem Statement 2:** There is a negative perception of the campus in the community. **Root Cause 2:** Campus staff need to work toward building positive relationships with students and parents.


**Goal 2:** Engage students, families, staff, and the community to maximize every student's potential.

**Performance Objective 3:** By June 2020, the campus teacher retention rate will be at least 80%

**Evaluation Data Source(s) 3:** Teacher retention rate

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 3: Positive School Culture 1) Teachers will be recognized each 6 weeks at Ross Raccoon Recognition Rallies and teacher and staff member of the month will be monthly		Admin. Team	Increased teacher retention rate				
	<b>Problem Statements:</b> Perceptions 2						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers 2) Bi-monthly learning sessions help embed professional development teachers need		Admin. Team	Increased teacher retention rate				
	<b>Problem Statements:</b> School Processes & Programs 1						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 3: Positive School Culture 3) At least once monthly teacher appreciation/ staff morale/ team building activities: Sonic drinks, sweet treats etc.		Admin. Team PBIS Team	Increased teacher retention rate				
	<b>Problem Statements:</b> Perceptions 2						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers 4) Teacher Leadership Team meets monthly to develop and support teacher leaders and provide a platform to problem solve and voice concerns and Implement book study - Everybody Matters		Admin. Team	Increased teacher retention rate				
	<b>Problem Statements:</b> School Processes & Programs 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers 5) PBIS Team meets monthly to problem solve teachers' student discipline concerns		PBIS Team	Increased teacher retention rate				
<b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1 - Perceptions 1, 2							
							

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> The attendance rate at Ross has continued to drop this school year despite increased efforts to monitor attendance... <b>Root Cause 1:</b> Many parents of our students with low attendance have a range of struggles to contend with daily, causing school to be a lower priority
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> There is a lack of change of mindset from the staff. <b>Root Cause 1:</b> There is a need for increased professional development for staff in regards to culture and climate to meet the needs of our diverse population.
<b>Perceptions</b>
<b>Problem Statement 1:</b> The daily social skills instruction scheduled for the 2018-2019 school year did not positively impact the behavior of our students or decrease the number of discipline referrals. <b>Root Cause 1:</b> Students would benefit from increased time for social skills lessons due to the trauma many with discipline concerns have experienced
<b>Problem Statement 2:</b> There is a negative perception of the campus in the community. <b>Root Cause 2:</b> Campus staff need to work toward building positive relationships with students and parents.

### Goal 3: Ensure all students are positioned for postsecondary success.


**Performance Objective 1:** By May 2020, we will increase the number of students who attain meets grade level from 37% to 40% and masters grade level from 22% to 25% on STAAR reading and math as a result of focused intervention.

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

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p><b>ESF Levers</b> Lever 5: Effective Instruction</p> <p>1) Sul Ross will utilize the RtI framework to provide evidence based interventions to students at risk of not meeting the challenging state academic standards by May 2020 which will provide opportunities for all children to be academically successful by filling skill gaps</p>	2.4, 2.6	Admin. Team Teachers	Increase in approaches, meets and masters level performance for students. Closing the gap for student groups performance				
<b>Problem Statements:</b> School Processes & Programs 2							
<p><b>TEA Priorities</b> Improve low-performing schools</p> <p>2) Meet at least once a month to look at data on student progress toward their RTI goals and make adjustments to their plan/goals as needed in order to improve performance of at-risk learners and reduce or eliminate drop out rates.</p>	2.4, 2.5, 2.6, 2.6	Classroom teachers, counselor, assistant principal and principal	Increase in approaches, meets and masters level performance for students & closing the gap for student groups performance				
<b>Problem Statements:</b> School Processes & Programs 2							
<p><b>TEA Priorities</b> Improve low-performing schools</p> <p>3) Implement extended day school in the spring for students at risk of not meeting state standards</p>	2.4, 2.5, 2.5, 2.6	Admin. Team Teachers	Increase in approaches, meets and masters level performance for students & closing the gap for student groups performance				
<b>Problem Statements:</b> School Processes & Programs 2							
<b>Funding Sources:</b> Title I, A - 4000.00							



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Improve low-performing schools 4) Implement small group instruction to fill skill gaps	2.4, 2.4, 2.5, 2.6	Hired Tutors Teachers	Increase in approaches, meets and masters level performance for students & closing the gap for student groups performance				
	<b>Problem Statements:</b> School Processes & Programs 2 <b>Funding Sources:</b> Title I, A - 25000.00						
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools 5) Provide after school tutoring beginning in January to target student expectations that benchmark data showed were not mastered by specific students in 3rd Math/Reading and 4th Math/Reading/Writing.	2.4, 2.4, 2.5, 2.6	Teachers Admin. Team Instructional Coaches	Increase in approaches, meets and masters level performance for students & closing the gap for student groups performance				
	<b>Problem Statements:</b> School Processes & Programs 2 <b>Funding Sources:</b> Title I, A - 8900.00, State Comp - 3000.00						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 5: Effective Instruction 6) Give teacher feedback on daily lesson plans	2.5	Admin. Team	Increase in approaches, meets and masters level performance for students & closing the gap for student groups performance				
	<b>Problem Statements:</b> School Processes & Programs 2						
<b>TEA Priorities</b> Improve low-performing schools 7) Implement display of student tracking artifacts: Ross Raccoon University etc.	2.5	Teachers Admin. Team	Increase in approaches, meets and masters level performance for students & closing the gap for student groups performance				
	<b>Problem Statements:</b> School Processes & Programs 2						
8) Instructional Coaches, the Principal, and Assistant Principal will provide support for all teachers through classroom observations and feedback, differentiation strategies, technology integration strategies, ongoing PLC's that include professional development/training and other best practice strategies.		IC, Principal, AP	Increased perception of teacher support				
	<b>Funding Sources:</b> State Comp - 68867.00, Title I, A - 103751.00						
							

**Performance Objective 1 Problem Statements:**

## School Processes & Programs

**Problem Statement 2:** There is a performance gap between our at risk students and our non at risk students. **Root Cause 2:** There is a need to increase academic expectations for all populations.

**Goal 3:** Ensure all students are positioned for postsecondary success.

**Performance Objective 2:** Increase the number of students reading on grade level by three percentage points in grades K - 4 based on DRA by May 2020.

**Evaluation Data Source(s) 2:** BOY, MOY and EOY DRA, running records, ISIP data

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college</p> <p><b>ESF Levers</b> Lever 3: Positive School Culture</p> <p>1) Create and sustain a school wide Reading Incentive Campaign to support a love of reading in all students: Ross Raccoon University</p>	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Teachers/ Admin.	Increase the number of students who show one year of growth in their independent reading level as determined by EOY DRA				
<p><b>Problem Statements:</b> School Processes &amp; Programs 2 <b>Funding Sources:</b> Title I, A - 800.00</p>							
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p>2) Implement daily intervention hour to provide focused reading intervention</p>	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Teachers Admin. Team	Increase the number of students who show one year of growth in their independent reading level as determined by EOY DRA				
<p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>							
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 3: Positive School Culture</p> <p>3) Implement Ross Raccoon recognition Rallies each 6 weeks to recognize students for reading</p>	2.4, 2.4, 2.5, 2.5, 2.6	Admin. Team	Increase the number of students who show one year of growth in their independent reading level as determined by EOY DRA				
<p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>							
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>4) We will have a school-wide Word of the Day to develop academic vocabulary through meaningful application and have author visits.</p>	2.4, 2.6	Teachers Admin. Team	Increase the number of students who show one year of growth in their independent reading level as determined by EOY DRA				
<p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 4: High-Quality Curriculum 5) LLI groups will be implemented to help students who are not meeting reading level requirements for their grade	2.4, 2.5, 2.6	Admin. Team Teachers Tutors	Increase the number of students who show one year of growth in their independent reading level as determined by EOY DRA				
<b>Problem Statements:</b> School Processes & Programs 2 <b>Funding Sources:</b> Title I, A - 23900.00, State Comp - 9923.00							

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 2:</b> There is a performance gap between our at risk students and our non at risk students. <b>Root Cause 2:</b> There is a need to increase academic expectations for all populations.


**Goal 3:** Ensure all students are positioned for postsecondary success.

**Performance Objective 3:** Academic achievement status for all students in reading will move from 36% to 44% and in math from 42% to 46%. Academic achievement for African American students will increase from 15% in reading to 32% and 15% in math to 31%.

**Evaluation Data Source(s) 3:** Benchmark data  
STAAR data

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning 1) Focused intervention will be implemented during intervention hour each day to strengthen the academic program, meet the needs of students at risk of not meeting state academic standards and provide an enriched and accelerated curriculum based on student need.	2.4, 2.6	Admin. Team Teachers	Increased student achievement				
	<b>Problem Statements:</b> School Processes & Programs 2						
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning 2) The 3rd and 4th grade schedule is designed in a block schedule format for a math/science block and ELAR/SS block. This minimizes the transitions and increases the time for instruction.		Teachers Admin. Team	Increased student achievement				
	<b>Problem Statements:</b> Student Academic Achievement 1						
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning 3) RTI Team will meet monthly about student interventions and progress	2.4	Admin. Team Teachers	Increased student achievement				
	<b>Problem Statements:</b> School Processes & Programs 2						
<b>ESF Levers</b> Lever 3: Positive School Culture 4) Students' behavior intervention plans will be followed with fidelity	2.4, 2.6	Teachers Admin. Team	Increased student achievement				
	<b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers 5) Implement data focused PLCs after assessments to create plans for reteach, analyze student academic data and update data wall	2.4, 2.5	Teachers Admin. Team	Increased student achievement				
<b>Problem Statements:</b> School Processes & Programs 2							
							

**Performance Objective 3 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> The instructional time in 2nd-4th grades was not maximized and much time was wasted in transitions. <b>Root Cause 1:</b> The master schedule in 2nd-4th grades has impacted the instructional time negatively.
School Processes & Programs
<b>Problem Statement 2:</b> There is a performance gap between our at risk students and our non at risk students. <b>Root Cause 2:</b> There is a need to increase academic expectations for all populations.
Perceptions
<b>Problem Statement 1:</b> The daily social skills instruction scheduled for the 2018-2019 school year did not positively impact the behavior of our students or decrease the number of discipline referrals. <b>Root Cause 1:</b> Students would benefit from increased time for social skills lessons due to the trauma many with discipline concerns have experienced

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
3	1	5	Provide after school tutoring beginning in January to target student expectations that benchmark data showed were not mastered by specific students in 3rd Math/Reading and 4th Math/Reading/Writing.
3	3	1	Focused intervention will be implemented during intervention hour each day to strengthen the academic program, meet the needs of students at risk of not meeting state academic standards and provide an enriched and accelerated curriculum based on student need.