

**Floresville Independent School District**  
**North Elementary School**  
**2017-2018 Campus Improvement Plan**



## **Mission Statement**

At Floresville ISD, we strive to develop confident leaders and productive citizens with character and knowledge in preparation for a prosperous life.

## **Vision**

**Set Sail on Your Learning Adventure**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Floresville North Elementary is comprised of the following ethnicities, 65% Hispanic, 31% White, and 1% African American. FNE is a dual language campus in Prekinder thru 4th grade and will continue to move into each grade level into fifth grade. Floresville North strives to meet the academic and attendance needs of all students, especially focusing on LEP identified students and at risk population, to include homeless and foster students. FNE teacher years of experience is as follows: 3.5% beginning teachers, 27.8% with 1-5 years experience, 33% with 6-10 years experience, 19.1% with 11-20 years experience, and 16.7% with over 20 years of experience.

### Demographics Strengths

We have implemented an attendance committee which will meet monthly as well as a Dual Language, Crisis Team and Special Education Committee, comprised of one member per grade level. This will ensure all grade levels will be represented as committees make decisions based on the greater good of FNES students.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Due to an overall attendance rate of 96.4%, Floresville North will identify and address the needs of students that are chronically absent, identified homeless students and foster students.

## **Student Achievement**

### **Student Achievement Summary**

As a campus, we will strive to increase the performance of all students by focusing the critical success factors. By utilizing a teacher action plan, teachers and staff will analyze student data and develop targeted instructional plans to ensure student success. By putting into practice, the backward design model suggested TEKS Resource, teachers will begin to plan with the end in mind to align what is being assessed, with what is taught and what is learned.

### **Student Achievement Strengths**

For the 2017-2018 school year, Floresville North Elementary met standards on Student Achievement, Student Progress, Closing Performance gaps and postsecondary readiness. With 53.7% economically disadvantaged, 11.3 % English Language Learners, and an 18.1% mobility rate, FNES received a distinction in student progress. The campus has placed measures in place to increase learning time on a daily basis. PLCs will continue to take place during rotation times. FNE has reviewed and set expectations and non-negotiables for daily small group instruction blocks.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Continue tracking student progress of our at risk population. FNE committee members will develop rubrics for K-5th grade and create writing expectations by grade level. Professional development and curriculum planning will need to occur to develop and refine the literacy block to ensure all students from Kinder thru 2nd grade end the year reading on grade level.(SCE, Title 1)

**Problem Statement 2:** Meet the needs of all students by providing a coteach classroom setting.

## **School Culture and Climate**

### **School Culture and Climate Summary**

Numerous before and after events such as Trunk Or Treat, Pastries with Parents, End of Year Jamboree, Talent Show, PTA Performances, Dual Language Showcase

College Going Culture - Senior graduation walk, Classrooms adopting a college, Committee

Large number of students involved in extracurricular activities - UIL, Robotics Club, Little Sprouts, Student Council, Art Club, Choir

Staff recognition at faculty meetings, teacher appreciation week, Santa hat decorating contest, Friday Shout-outs

Rachel's Challenge initiative to prevent bullying

Open door policy throughout campus

Large PTA and parent volunteer involvement

### **School Culture and Climate Strengths**

Student award assemblies every quarter to recognize student performance in attendance, academics and attitude

StayAlert and Blackboard in English and Spanish to increase parent communication

Continuous updates of school happenings to Wilson County News and social media

Breakfast in the classroom

Encourage welcoming and warm environment among faculty to greet community and students

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** More student work displayed around the school. Utilize the new parking area for staff. Provide more opportunities for staff

recognition. Implement teacher incentives for teacher attendance.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Low teacher turnover

### **Staff Quality, Recruitment, and Retention Strengths**

Provide many professional development opportunities

Good support system in place at Floresville North Elementary for new teachers

Implement the use of the mentoring program as presented by Region 20.

All teachers are highly qualified

Continue to attract and retain certified bilingual teachers

Increased opportunities to add ESL certifications

Staff at all levels involved in hiring process

Promote the bilingual stipend

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Increase staff surveys. Continue to recruit qualified bilingual teachers. Reimburse teachers for necessary certifications.



## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

TEKS Resource System Reboot

Data driven decisions

6 day PLC rotation

Universal Screener TPRI/TJL

Added resources to support curriculum such as Learning A - Z(Reading A - Z, Raz Kids Headsprouts), Imagine Learning, Think Through Math, iStation)

### **Curriculum, Instruction, and Assessment Strengths**

Alignment walks

Continue to add resources for dual language and bilingual programs

Continue data analysis practice

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Committee member to align the TPRI/TJI schedule with F&P. Improve Tier I writing instruction(SCE, Title 1), Increase guided math support (SCE, Title 1, Title 2), Provide staff development in meeting the needs of GT students (SCE, Title 1, Title 2)

**Problem Statement 2:** Strengthen Guided reading by creating a Guided Reading binder, accessible to all teachers.

**Problem Statement 3:** Unwrap the TEKS by utilizing TEKS cards in conjunction with I will, We will statements.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Dual Language Fall Curriculum Night

Dual Language Showcase

Curriculum nights focused specifically on content areas

Find ways to get more teachers and parents involved in PTA - We would like 100% staff participation

Continue to disseminate information in spanish

On-campus translator

Weekly parent newsletter

Pastries with parents once a semester

Trunk or Treat

Grandparent's Day Luncheon

Parent Volunteer Program

### **Family and Community Involvement Strengths**

Senior walk

Grandparent's Day

Curriculum nights

Parent Volunteer Program

Semester parent conferences

**Problem Statements Identifying Family and Community Involvement Needs**

**Problem Statement 1:** Meet with the district social worker once a month (Title 1). Work with truancy office, parents, social worker, and attendance committee to improve student attendance(SCE, Title 1)

## **School Context and Organization**

### **School Context and Organization Summary**

Teachers have a voice in making campus decisions

Programs such as RtI, dyslexia, GT, and 504 help to ensure student success

Staff surveys

Tiger bucks

Weekly attendance challenge

FNES newsletter

### **School Context and Organization Strengths**

Open door policy and staff is encouraged to share their ideas and express their concerns

FNE special committees and content committees

Weekly staff newsletter

PLCs are used on campus to review data and make quality decisions for our students

### **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** Teachers make positive parent contacts (Local, Title 1). Continue to use paperless enrollment- 100%. Science lab to support hands on activities (Local, Title 1).

## **Technology**

### **Technology Summary**

Expand ipad carts for classroom use

Phasing out student laptops

All classroom teachers have access to iPad and reflector

Use of Google Apps For Education

Use of new Laptops for teachers and use teacher laptops for student use

### **Technology Strengths**

Dual language ipad carts

Teachers and students both utilizing technology

Dual language teachers adding content to district website to assist students and parents at home

Promethean board, laptops, iPads, and Reflector to enhance instruction and engage students

Imagine Learning for Dual Language teachers and students

Touchscreen Promethean boards utilized in classrooms and RtI

Parent and student portal of HeadSprouts and RazKids utilized at home

Clarity Survey supports our need to provide PD on specific topics as it relates to technology

### **Problem Statements Identifying Technology Needs**

**Problem Statement 1:** iPads for specialty teachers (SCE, Title 1). Implementation of new iPads given by the district.

# 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Discipline records

## Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- PDAS and/or T-TESS

## Parent/Community Data

- Parent surveys and/or other feedback

## Support Systems and Other Data

- Budgets/entitlements and expenditures data

# Goals

## Goal 1: Ensure annual academic and personal growth for each student.









**Performance Objective 1:** State assessment scores in STAAR tested areas will increase.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 2 CSF 7</p> <p>1) Ensure the full integration of the tools in the TEKS Resource System, including the YAG, IFD, VAD, and the TAG tool to focus on instructional effectiveness in all core content areas.</p>	1, 3, 7	Principal Assistan Principals Instructional Coach Teachers	Lesson Plans TCMPC usage logs PLCs Grade level planning				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Provide at-risk students the opportunity to attend after school tutorials to increase student achievement.</p>	1, 9	Classroom teachers	Enrollment in tutorial classes Increase in student achievement and progress				
Funding Sources: State Compensatory Education - 6319.00							
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Support professional development for teachers on peer-reviewed, research based strategies to ensure all teachers continue to grow and become more knowledgeable regarding their TEKS.</p>	3, 4	Classroom teachers IFs Principals	Walk throughs Teacher evaluations Teachers will fill out a professional development form stating the purpose of the PD and implementation of new strategies				
Funding Sources: NCLB Title I - 1000.00, State Compensatory Education - 1000.00							
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) Purchase resources and research-based software that will support and enhance instruction of all content areas and each grade level.</p>	1, 9	Principals Classroom teachers IFs	Campus walk throughs Teacher evaluations Lesson Plans Improved unit assessment and benchmark scores				
Funding Sources: NCLB Title I - 920.00							



<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>5) Support and implement English Language Arts and Reading strategies presented by our campus literacy leader throughout the school year. Support a push in model with FNE support teachers.</p>		<p>Principals Instructional Coach Classroom teachers</p>	<p>Lesson Plans Observations Region 20 consultant feedback Student growth in reading and writing</p>				
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Goal 1:** Ensure annual academic and personal growth for each student.

**Performance Objective 2:** FISD students will meet or exceed the progress measure in reported STAAR content areas.

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

**Summative Evaluation 2:**









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>Critical Success Factors</b> CSF 1 1) Monitor special education students IEPs and progress to ensure academic success in all core content areas.	1	Classroom teachers Special Education teachers	Progress in special education student growth in the mastery of individual goals				
<b>Critical Success Factors</b> CSF 1 2) Continue to focus on Index I, II, III, and Index IV by identifying student in subgroups to target instruction.	8	Principals Classroom teachers Instructional Coach	Observations Assessment data STAAR results				
<b>Critical Success Factors</b> CSF 1 3) Continue to use the RTI teachers, dyslexia teachers and teacher assistants, to support students that are at risk and students that are in need of enrichment.	2, 9, 10	Classroom teachers RTI teachers Dyslexia teacher Instructional Coach Principals	Increase in student achievement data 3.3 Professional FTEs 2 FTE Paraprofessional				
Funding Sources: NCLB Title I - 15150.00, State Compensatory Education - 60000.00							
<b>Critical Success Factors</b> CSF 7 4) Provide instructional coaching to new, beginning and struggling teachers through the use of mentor teachers.		Instructional Coach Mentor Teachers Principals					
Funding Sources: NCLB Title I - 51000.00							
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 1:** Ensure annual academic and personal growth for each student.

**Performance Objective 3:** State assessment scores in STAAR tested areas will increase in Approaches and Meets levels.

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

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>Critical Success Factors</b> CSF 1  1) Continue to provide training and support focused on the needs of students identified in Index III.	1, 4	Principals Instructional Coach Classroom teachers	Increase in student achievement data STAAR data				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 1:** Ensure annual academic and personal growth for each student.

**Performance Objective 4:** PK-2nd grade students will be reading at an appropriate instructional level by the end of the academic year.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Floresville North will provide a full day, high quality Prekindergarten program to 3 and 4 year old students that supports early literacy development.</p>		PreK teachers Principals Counselor	Student Success 2 1/2 Teachers FTE 2 1/2 Paraprofessionals FTE				
Funding Sources: NCLB Title I - 125000.00							
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Provide opportunities for PreK students to develop age-appropriate social and academic skills by continually working with the PK Headstart Program.</p>	1, 2	PreK teachers Principals Counselor	Student success Student achievement				
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Continue to ensure the literacy framework is implemented with fidelity to include shared reading, word study, guided reading and independent reading.</p>	1	Classroom teachers Principals IFs Instructional Coach	Student success Lesson Plans Walk throughs				
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) Classroom teachers, RTI teachers, and IC will continue to pull relevant student data to analyze and devise a plan for struggling students.</p>	1, 8	Classroom teachers IC RTI teachers Principals	Student achievement Improved student assessment and benchmark scores				
<p><b>Critical Success Factors</b> CSF 1</p> <p>5) RTI teachers and support staff will continue to pull Tier III identified students based on relevant data in order to meet student needs.</p>	1, 9	RTI teachers IC GT teacher dyslexia teacher Classroom teachers Principals					

<b>Critical Success Factors</b> CSF 1  6) Qualified tutors will support teachers during the school day by pulling students based on relevant data in order to meet student needs.	1, 9	Classroom teachers Principals IC RTI teachers					
	Funding Sources: NCLB Title I - 0.00						
= Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue							

**Goal 1:** Ensure annual academic and personal growth for each student.

**Performance Objective 5:** 2nd grade students will demonstrate 75% success on grade appropriate mathematical skills based on an End of Year TEKS based assessment.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Continue to support teachers with Region 20 consultants providing professional development and supporting model teach in the classroom setting.</p>	1, 4	Classroom teachers IFs IC Principals	Student achievement Lesson plans Walk throughs				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Teachers and paraprofessionals will incorporate the use of small group instruction to meet the needs of struggling and enrichment students.</p>		Classroom teachers Principals Paraprofessionals Tutors	Student achievement Lesson plans Walk throughs				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 1:** Ensure annual academic and personal growth for each student.

**Performance Objective 6:** Increase the number of students meeting Post Secondary Readiness.

**Evaluation Data Source(s) 6:**

**Summative Evaluation 6:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) FNES will participate in opportunities that allow students to investigate Post-Secondary options including workforce, college/university and vocational/technical training.</p>	7	Classroom teachers Principals Counselor Computer lab teacher	Lesson Plans Student engagement				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) FNE senior student helpers, along with FNE 5th grade students, will do a Senior walk and promote their college/career of choice.</p>	7	Classroom teachers Senior employees Principals Counselors	Student participation				
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Participate in College Week and district Career Day.</p>	6	Classroom teachers Counselor	Student participation Parent participation				
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Create a college and career readiness committee to share/support opportunities for students to meet post-secondary readiness.</p>		Classroom teachers Computer lab teacher Counselor	Student participation				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 2: Provide an innovative learning environment that is safe and secure.**







**Performance Objective 1:** Decrease the number of incidents resulting in out of classroom disciplinary placements for students.

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

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Utilize discipline strategies that proactively support positive behaviors and reduce incidents and disruptions, such as: Restorative discipline - with guidance from Chief Brooks and Fisd Police Character development Anti-bullying Positive behavior support through the use of tiger bucks Shout outs to students Shout out board for teachers Kindness promotion (1st Wednesday of the month) Redirect classroom guidance Flexible Seating in the classroom for students</p>		Classroom teachers Principals Counselor	Decrease in student referrals				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Continue to seek out Professional development opportunities for teachers struggling with classroom management.</p>	2	Principals Classroom teachers Counselor	Decrease in student referrals				
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Send positive post cards to one-three students every nine weeks to maintain and build relationships with students and families.</p>	2, 6	Classroom teachers Counselor Principals	Increase in student / teacher relationship				



<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>4) Incorporate the use of Coordinated school health strategies to assess student fitness and provide appropriate physical activities for students in Pk-5th grade.</p>	4	PE coach principals teachers					
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Goal 2:** Provide an innovative learning environment that is safe and secure.

**Performance Objective 2:** Increase staff awareness regarding matters of safety and security on all campuses.

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

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 3 CSF 6</p> <p>1) Require Safe schools online systems training for: Child abuse prevention Bullying Violence prevention/intervention Conflict resolution Sexual Harassment Blood Bourne pathogens Suicide prevention/intervention</p>	2, 6	Principals Teachers Counselor	Decrease in incidents				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Ensure the crisis team is established and all staff is trained in proper procedures and protocols as outlined in the Emergency Operations Plan.</p>	1	Principals Teachers Counselor	Documented emergency drills				
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Complete district/campus safety audit to determine areas of strength and opportunities for growth.</p>	1	Principals Teachers	Safety audit				
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Continue to use the Raptor system to ensure all visitors check in at the front office.</p>		Front office staff Principals Counselor Teachers	Check in/out logs				
<p> = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue</p>							

**Goal 2:** Provide an innovative learning environment that is safe and secure.

**Performance Objective 3:** Increase the use of instructional technology and research based instructional practices.

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

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>Critical Success Factors</b> CSF 1 CSF 7 1) Replace computers that are considered obsolete.	1	Principals Technology Committee	Integration of technology in classrooms and the computer lab				
Funding Sources: State/Local - 0.00							
<b>Critical Success Factors</b> CSF 7 2) Establish and support the Technology Committee to meet the technology needs of the campus.	1	Technology Committee members Principals	Integration of technology in the classroom				
3) Support the use of iPads, Smartboards in every classroom.	1, 5	Classroom teachers IC Computer lab teacher Principals	Classroom observations Lesson Plans				
<b>Critical Success Factors</b> CSF 1 4) Ongoing integration of technology in the hands of the teacher and students to improve student performance, motivate students, and promote productive citizens in the 21st century	9	Campus technology coordinator Instructional coach Classroom teachers Principals	Innovative teaching methods Students proficient in the use of technology 1 Paraprofessional FTE 6,300 for computer equipment				
Funding Sources: NCLB Title I - 15150.00, State/Local - 6300.00							
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

### Goal 3: Attract, develop and retain highly qualified employees.

**Performance Objective 1:** Increase the retention rate of staff by 3%.

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

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>Critical Success Factors</b> CSF 7 1) Provide instructional coaching to new, beginning, and struggling teachers.	3, 5	Principals Mentor IC Counselor	Retention of new teachers Teacher surveys Teacher success as through TTESS 1 FTE				
Funding Sources: NCLB Title I - 51000.00							
<b>Critical Success Factors</b> CSF 7 2) Attend job fairs and coordinate with FUSD Human Resources department.	3	Principals FUSD HR	Recruit new highly qualified teachers				
<b>Critical Success Factors</b> CSF 7 3) Reimburse teachers for obtaining appropriate certifications.	5	Principals Central Office	Certifications				
= Accomplished                        = Continue/Modify                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue							

**Goal 3:** Attract, develop and retain highly qualified employees.

**Performance Objective 2:** Ensure opportunities are available for ongoing professional development.

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

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>Critical Success Factors</b> CSF 1 CSF 7 1) Seek staff input related to instructional needs and provide ongoing support using research-based staff development and resources for professional growth.	3, 4	Classroom teachers Principals IC	Surveys Student and staff growth				
<b>Critical Success Factors</b> CSF 7 2) Support RTI teachers in professional development to ensure they are campus specialists in math and ELAR.	4	RTI teachers Principals IC	Completion of professional development				
<b>Critical Success Factors</b> CSF 3 3) Foster assistant principal leadership skills by attending appropriate professional development opportunities. PREP program, Trinity principal program	4	Principals	Staff growth				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 4: FNE will continue to offer the Dual Language Program to students in PreKinder thru fourth grade and will continue to 5th grade for the 18-19 school year.**

**Performance Objective 1:** Ensure we continue to implement, monitor, adjust and evaluate the dual language program at FNES

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

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>Critical Success Factors</b> CSF 1 1) Continue to support program software to meet the needs dual language students.	9	Classroom teachers Principals	Increase in student achievement Lesson plans Walk throughs				
<b>Critical Success Factors</b> CSF 7 2) Continue to partner with Region 20 to provide professional development opportunities for dual language teachers	4, 5	Principals Dual language teachers	Classroom observations Lesson plans student achievement				
<b>Critical Success Factors</b> CSF 1 3) Utilize ESL strategies to modify and accommodate ELL students in all content areas.	9	Principals IC Dual language teachers	Lesson plans Classroom observations				
4) Purchase Spanish reading books for the FNE library for student check-out.		District Librarian Campus Librarian Principals	Increase in circulation				
= Accomplished                        = Continue/Modify                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue							









## Goal 5: Staff, students, parents, and community members will build a positive partnership.

**Performance Objective 1:** Promote parent involvement by engaging parents and guardians in their child's education

**Evaluation Data Source(s) 1:** Parent involvement logs and parent events on campus

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Promote parent involvement by engaging parents and guardians in their child's education.</p>	6	Principals Counselor Classroom teachers	Calendar of events at FNE Emergency Operations Plan Discipline referrals documented in PEIMS				
Funding Sources: State/Local - 25000.00, NCLB Title I - 2230.00							
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Continue to utilize social media to inform the community of activities, events, and news relevant to FNE (Blackboard, marquee, webpage, PTA facebook)</p>	2	Principals Technology Coordinator	Parent feedback Parent participation				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Provide opportunities for parents/guardians to volunteer and participate in various school activities (PTA, Curriculum Nights, celebrations, classroom/campus volunteers, Dual Language nights)</p>		Principals Counselor Social Worker Classroom teachers	Sign-in sheets Volunteer logs/contracts Calendar of events				
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>4) Continue to provide parents with the opportunity to participate and advocate for students during ARD/504 meetings.</p>	6	Principals LSSP Counselor Special Education teachers Classroom teachers Special Education director	Consensus at ARD meetings Parent feedback and participation				
<p><b>Critical Success Factors</b> CSF 4 CSF 5</p> <p>5) Continue summer library hours and activities during the school year and summer to encourage Family Literacy in the FISSD community.</p>	2, 6	District Librarian Campus Librarian Principals	Parent and student participation				

<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>6) Continue to support families identified as homeless and foster. Provide support to those in need of Early Mental Health Interventions.</p>	<p>Principals Teachers Counselor District Social Worker</p>					
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						



# Campus Funding Summary

<b>State/Local</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$0.00
2	3	4			\$6,300.00
5	1	1			\$25,000.00
<b>Sub-Total</b>					<b>\$31,300.00</b>
<b>NCLB Title I</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$1,000.00
1	1	4			\$920.00
1	2	3			\$15,150.00
1	2	4			\$51,000.00
1	4	1			\$125,000.00
1	4	6			\$0.00
2	3	4			\$15,150.00
3	1	1			\$51,000.00
5	1	1			\$2,230.00
<b>Sub-Total</b>					<b>\$261,450.00</b>
<b>State Compensatory Education</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$6,319.00
1	1	3			\$1,000.00
1	2	3			\$60,000.00
<b>Sub-Total</b>					<b>\$67,319.00</b>
<b>Grand Total</b>					<b>\$360,069.00</b>