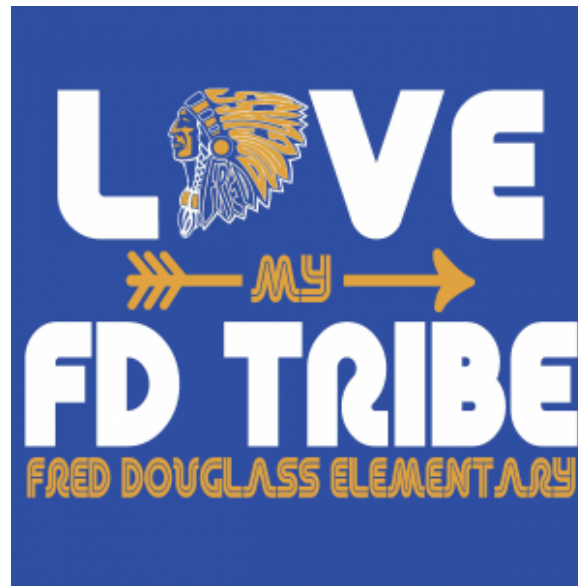


**Jacksonville Independent School District**  
**Fred Douglass Elementary**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

Our mission at Fred Douglass Elementary is to provide an exemplary education to meet the diverse needs of all students, in a loving, respectful, secure environment with the support of parents, school, and community.

Fred Douglass Faculty Contract  
We are committed to :

Inspiring and preparing every student to be college bound

Making sure every student will be successful

Making sure every student will develop emotionally and socially

Making it is our obsession to ensure every student is proficient or advanced in reading, writing and math.

Being on time, prepared and purposeful all day.

Supporting and empowering parents through positive relationships.

Being safe, respectful and responsible every day at Fred Douglass.

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

#### DUAL LANGUAGE PROGRAM

Increased reading levels in L2 (student's second language)

Have Spanish resources ready at the beginning of every school year

Campus wide LOD (Language of the Day; basic phrases for teachers)

### Student Achievement Strengths

#### DUAL LANGUAGE

Spanish resources that coincide with English ones

Spanish Reading and Math coach

Goal for English students on their Spanish Reading levels (more time spent teaching language groups)

## **School Culture and Climate**

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

#### **SCHOOL WIDE DISCIPLINE**

A safe environment for both students and adults

Consistent discipline implementation

Communication to clarify gray areas between parents and teachers

A child's behavior should not interrupt others from learning

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

#### **SCHOOL WIDE DISCIPLINE**

Support for teachers whenever needed

Capturing Kid's Hearts Strategies (social contracts, 4 questions, building relationships)

Safe place

Starting the year with procedures and rules (refresh rules and procedures after long breaks)

Conflict resolution with consistent discipline verbage

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

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

The identified priorities that Fred Douglass has are as follows:

#### **MATHEMATICS**

More engaging activities related to M.A.T.H activities in the hands on and at your station stations in all grade levels.

More technology in classrooms to use during M.A.T.H that already has apps and other peripherals to use.

#### **SPECIAL EDUCATION**

The identified priorities that Fred Douglass has are as follows:

Stronger and more choices for interventions including Spanish (language needs also needed in resource room).

More communication with all teachers

#### **SOCIAL STUDIES**

Promoting a more colorful and participative 5 de mayo festival

Integrating SS with reading and writing

Visual time lines to stress and reinforce dates and names

#### **SCIENCE**

Every grade level should follow Kinder/4th curriculum alignment in Science

Project based learning should take place so students enjoy and show an eagerness for self-learning

Vocabulary should be always taught and reinforced in a formal way

The scientific method has to be modeled and explained and taught through actual experiences by the students

Science Fair

Connecting all core subjects with Science

Scientific field-trips (Pre-K/K-Ecoland), (1st-4th, Planetarium/Ross Perot museum)

## **READING AND WRITING**

Reading should not depend heavily on basal text

The use of mini lessons (teacher table) with read alouds to target specific skills

Advancing and promoting classroom libraries

Accelerated Reading training for all teachers

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

The identified strengths that Fred Douglass has are as follows:

### **MATHEMATICS**

M.A.T.H- This includes engaging activities in some grade levels.

Communication with grade levels, both horizontally and vertically.

## **SPECIAL EDUCATION**

Effective Diagnostician and Speech Resource teachers on campus

Effective collaboration with all teachers and coaches

Effective behavior team on campus

Effective services scheduling

Effective knowledge of strategists

Effective ARD meetings

## **SOCIAL STUDIES**

Social Studies have been incorporated in the way of: Wax Museum (students portraying famous Texans), 5 de mayo (school wide festival with traditional dress and food) and Christmas around the world (how Christmas is celebrated in different countries and cultures)

## **SCIENCE**

Materials readily available in a classroom that has already been set up as a Science Lab

Rotations have a weekly Science Lab station for each class

## READING AND WRITING

Effective and successful DAILY 5 implementation through all grade levels



## **Parent and Community Engagement**

### **Parent and Community Engagement Summary**

The priorities for the campus are as follows:

PTO teachers need to be more knowledgeable regarding meetings and yearly PTO goals

Have parents informed regarding organizations that provide services for the community (Elizabeth Wade, Family First, Father's Love, Autism Support Group, Elijah's Retreat, Catholic Church and Dentistry for Children)

### **Parent and Community Engagement Strengths**

The strengths for the campus are as follows:

A strong and successful Dual Language program

An effective Remind 101

# Comprehensive Needs Assessment Data Documentation

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

## 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
- 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 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
- 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Employee Data

- Teacher/Student Ratio
- 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 Involvement Rate

# Goals

**Goal 1: Fred Douglass Elementary will build a foundation of reading and mathematics through a systematic evaluative process that includes professional development, research based instructional practices and resources resulting in an increase on state and local assessments.**

**Performance Objective 1:** The delivery of instruction will utilize strategies that address the needs of all student groups and ensures all student groups will achieve academic performance projected in the Chart of Expectations.

**Evaluation Data Source(s) 1:** To meet or exceed the highest objective as measured by all STAAR scores and evaluated by TEA and AYP ratings.


## Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
1) Ensure that instructional strategies and materials are researched based and provide all student groups opportunities to use higher level thinking.	Administrators Teachers Instr. Strategist	At least 90% passing benchmark assessments Administrator walk through				
2) Enhance math instruction to meet the needs of all student groups with an emphasis on African American, White, English Learners and Continuously Enrolled students through teacher training, and the use of more hands-on research based materials and manipulatives. Technology programs will also be implemented to enhance math instruction/learning (such as Moby Max and IXL Math). Targeted areas will be addressed with students through a variety of research based materials.	Administrators Teachers Instr. Strategist	Certificates of attendance A 5% increase in all teacher performance of student groups when comparing to the 2017-2018 benchmark Administrator walk through				
Funding Sources: Title I, part A - 5000.00						
3) Encourage Reading through DAILY 5, Renaissance Learning Programs, increase in AR books and rewards for achieving AR goals, increase in availability of guided reading books and chapter books in English and Spanish.	All staff	Increase at Reading Renaissance prize fairs Each 5 weeks- (5% increase each six weeks)				
Funding Sources: Title I, part A - 5846.36						
4) Provide training for teachers on language learning strategies, higher order thinking skills and dual language program practices to meet the needs of the growing dual language program and all students.	Administrators Teachers Instr. Strategist	A 5% increase in the six weeks benchmarks of dual language students when compared to 2017- 2018 results				
Funding Sources: Title I, part A - 1200.00						

5) Provide training with researched based strategies that target African American students and English language learners and acquire more based and hands-on tutorials to increase academic achievement with all learners.	Administrators Instr. Strategist Teachers	A 10% increase in the six weeks benchmarks of ELL and African American students when compared to 2017-2018 results				
	Funding Sources: Title I, part A - 1200.00					
6) Provide ESL strategies through on-campus staff development.	Administrators	Increase of student performance on TELPAS				
	Funding Sources: Title III - 1000.00					
7) Continue use of aligned writing instruction through a variety of materials and workshops, included but not limited to: Writing Academy, Lucy Calkin, 6 Traits of Writing and Empowering Writers	Administrators Teachers	At least 90% passing on benchmark assessments Administrator walk - through				
	Funding Sources: Title I, part A - 2500.00					
8) Continue use of researched based reading instruction through guided reading, Leveled Literacy Intervention, small/whole group instruction that focuses on pre-literacy and literacy skills and the implementation of research based materials, such as BrainPop. Monitor progress utilizing Benchmark Assessment System. Monitor progress of all students with an emphasis on African American, White and Continuously Enrolled students.	Administrators Teachers	At least 90% passing on benchmark assessments Administrator walk- through				
	Funding Sources: Title I, part A - 2139.00					
9) Continue STAT interventions through accelerating learning instruction by identifying students for early intervention programs and monitoring their growth status focusing on all students with an emphasis on Hispanic, Economically Disadvantaged, English Learners and Continuously Enrolled students.	Administrators Teachers	An increase of 10% on benchmark assessments for the individual in the targeted subject.				
10) Implement an instructional acceleration program that includes mentoring, tutoring, small group instruction with research based materials, and use of appropriate technology.	Administrators All staff	Campus rating				
	Funding Sources: Title I, part A - 5000.00					
11) Increase performance on testing indicators for all populations evaluated on state accountability.	Administrators Teachers	State accountability ratings				
	Funding Sources: Title I, part A - 800.00					
12) Ensure all students including those who qualify as "Special Populations", i.e. Gifted/Talented, Special Education, LEP and At Risk shall meet their learning potential and achieve success by having access to a continuum of services.	Administrators Counselor All teachers involved	Campus rating				
13) Review benchmarks and document mastery using Eduphoria for individual students	Teachers Instr. Strategist	At least 20% of students receiving commended performance on the STAAR test				
14) Develop At - Risk checklist so that instruction can be personalized for every student.	Counselor Teachers	90% passing rate in each grade				

15) Have STAAR awareness Parent night and distribute at-home activities to promote reading and math success. Promote community engagement to develop awareness of technology as well as seek input to promote the success of a technology infused learning environment. Provide and maintain an infrastructure for communications with parents and community members, including online year-round access to school news, educational resources, data and personnel creating a transparent school environment.	Teachers	Sign-in Sheet from Parent Night				
	Funding Sources: Title I, part A - 2251.00					
16) Participate in staff development designed to increase knowledge and understanding of grade level TEKS and student expectations	Administrators Instr. Strategist Inst. Coaches Teachers	Sign in sheets from grade level meetings				
	Funding Sources: Title I, part A - 2500.00					
17) Utilize State Compensatory funds to upgrade the Title 1 School wide Program	Administrators	At least 90% passing benchmark assessments				
	Funding Sources: SCE - 0.00					
18) Schedule staff development which targets best practice strategies for instructing children in poverty	JISD Student Services Team	Decrease of African American Representation in Special Education Administrator walk - through 15 % Reduction in Special Ed. Referrals 15% reduction in ISS referrals At least 90% passing on benchmark assessments				
	Funding Sources: Title I, part A - 1200.00					
19) Enhance science and technology instruction through the use of the computer and science labs	Grade level Teachers Rotation Teacher	At least 90% passing the evaluation instrument				
	Funding Sources: Title I, part A - 1200.00, RLIS - 0.00					
20) Professional Development and PK-12 Curriculum will be tightly aligned district-wide and specific to needs identified in the comprehensive district needs assessment.	Administrators Instructional Strategist Coaches	Based on STAAR results District Scope and Sequence				
	Funding Sources: Title I, part A - 1200.00					
21) 100% of J.I.S.D. students will meet Texas State Standards.	Administrators Instructional Strategist Coaches Teachers	Based on STAAR results				
	Funding Sources: Title I, part A - 2000.00					
22) Individual student needs will be targeted through comprehensive intervention programs.	Administrators Instructional Strategist Coaches Teachers	Based on benchmarks STAAR data				
	Funding Sources: Title I, part A - 2000.00					

<p>23) Utilize Math Coach to monitor classroom Math instruction and model campus Math strategies and programs for new teachers. Provide tutoring to students struggling in Math as a part of the RTI process and to increase student achievement. Develop curriculum based Math assessments used for curriculum planning and student needs assessment. Coordinate a Math night for PK-1st grade parents to facilitate home/school connection in Math content area. Coordinate 2nd-4th grade Math STAAR night to facilitate home/school connection in TAKS Math strategies and concepts.</p>	<p>Math Coach Campus Principal</p>	<p>Based on benchmarks and STAAR results</p>				
		<p>Funding Sources: Title I, part A - 47639.85</p>				
<p>24) Utilize Reading/ELA Coach to monitor classroom Reading instruction and model campus strategies and programs for new teachers. Provide tutoring to students struggling in Reading and Writing as a part of the RTI process and to increase student achievement and increase reading levels. Collaborate with tutors to desegregate student achievement data and develop lessons that will meet the individual needs of At-Risk students. Provide professional development to teachers and paraprofessionals to facilitate the use of research based programs and strategies for Reading and Writing. Create and present information to parents of Kindergarteners to increase home/school connection. Collaborate with 3rd and 4th grade teachers to provide information night for parents to facilitate home/school connection in STAAR Read and Writing Strategies.</p>	<p>Reading Coach Campus Principal</p>	<p>Based on benchmarks and STAAR results</p>				
		<p>Funding Sources: Title I, part A - 53259.85</p>				
<p>25) Utilize Instructional Strategist to disaggregate data, ensure curriculum alignment, ensure the scope and sequence is followed, write district benchmarks, facilitate data-driven and team approach to grade level, campus, and district planning, and summarize all campus testing data to assist in continuous needs assessment. Work with identified students in areas of weakness. Provide instructional resources, materials, and professional development to support teaching and accomplishments of campus goals. Serve as coordinator and mentor to teachers.</p>	<p>Strategist Campus Principal</p>	<p>Based on benchmarks and STAAR results</p>				
		<p>Funding Sources: Title I, part A - 55689.85</p>				
<p>26) Continue to expand, support and monitor educator's use of Eduphoria components, Forethought and Aware, for designing and delivering data-driven instruction</p>	<p>Principals DOIT Inst. Strategists</p>	<p>Forethought lesson plans Aware assessment analysis reports NETS-S</p>				
<p>27) Chart testing data in approaches, meets and masters for reading and math. Determine what raw score required for meets progress to determine if each individual student is showing growth from previous data with additional support being targeted on Hispanic students</p>	<p>Instructional Strategist Administrators Teachers</p>					

28) Provide supplemental programs for ELs to attain English proficiency and acquire content knowledge.	Teachers Instructional Strategist Administrators					
29) Provide supplemental professional development to teachers and school leaders in the area of educational strategies to best meet the academic and language needs of ELs.	Instructional Strategist Bilingual Coaches					
30) Promote EL parent, family and community engagement.	Administrators Teachers Bilingual Coaches					
						




**Goal 1:** Fred Douglass Elementary will build a foundation of reading and mathematics through a systematic evaluative process that includes professional development, research based instructional practices and resources resulting in an increase on state and local assessments.

**Performance Objective 2:** Achieve the following for all students: Attendance Rate 97% or higher

**Evaluation Data Source(s) 2:** Accomplishment of objective as measured by campus records and PEIMS.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
1) Provide access for grades and attendance to parents/guardians of students in PK-4	Principals Superintendent PEIMS/SIS Dir	Number of accounts used. Improved student performance.				
2) Provide extrinsic/intrinsic attendance incentives at the conclusion of each six weeks and having an effective telephone system for increased communication to parents.	Attendance  Funding Sources: Local - 0.00	At least 90% of students having perfect attendance				
3) Contact parent/guardian when a student is absent as required in the Fred Douglass Employee Handbook through a telephone notification system for an increased communication. Expanding communication with stakeholders through Edlio.	Teachers	Teacher contact log of 90% or more successful contacts				
4) Ensure JISD and Fred Douglass attendance policies are understood by parents/guardians and that they have access to grades and attendance for easy monitoring	Administrators Teachers Attendance Clerk	At least 97% or higher attendance rate				
						


**Goal 1:** Fred Douglass Elementary will build a foundation of reading and mathematics through a systematic evaluative process that includes professional development, research based instructional practices and resources resulting in an increase on state and local assessments.

**Performance Objective 3:** Students will improve technology skills through integration of technology and curriculum

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

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
<p>1) Ensure student access to all technology by integrating Inquiry and Easy Tech lessons into the curriculum to improve technology literacy of all students and increase technology integration opportunities for educators. Students will be trained in appropriate online interaction with other individuals and cyber-bullying awareness. Teaching students keyboarding instruction to support the integration of Technology Application TEKS. Provide access to digital instructional tools that meet interoperability standards for instruction.</p> <p>*Use of wireless laptop cart *District approved online applications *Curriculum based software *Student Kindles</p>	Principal Teachers Instructional Technology	100% access				
<p>2) Teachers will support and enhance instruction by integrating technology with the curriculum and formative assessments.</p> <p>*Wireless Laptop cart and Kindles *Projectors, Document Cameras, Computers, Interactive White Boards, Cameras, student response systems *Online resources such as Discovery Education, BrainPop, Office 365, and Flipgrid</p>	Teachers	Increase in student to computer ratio				
	Funding Sources: Title I, part A - 1200.00, RLIS - 0.00					
<p>3) Teachers will receive support in technology integration through on-going campus-wide, PLC, 1:1 and just-in-time training in the use of existing and emerging technologies.</p>	Instructional Technology	Increase in technology used in classroom				
	Funding Sources: Title I, part A - 1200.00					

4) Implement Technology Applications benchmark assessments for grades K-4 in the computer lab.	Assoc. Supt of Curriculum Director Instructional Technology Principals	Increase in student technology proficiency				
5) Utilize distance learning opportunities to expand and vary instructional offerings in support of student-centered learning: surfaces can be used for video conferences and video conference camera in library may also be used.	Technology support Teachers Media specialists	Increase in student technology proficiency Increase in technology used in the classroom Increase communication and collaboration opportunities with other entities				
6) Teachers will register for Region 7 digital learning opportunities: Diverse technology workshops, TTESS components,...	Director of Instructional Technology Teachers Administrators	Purchase orders Staff Development portfolios				
						


**Goal 2: Fred Douglass Elementary will have a systematic evaluative process that ensures that students are aware of post secondary opportunities resulting in each graduating senior developing a post secondary plan.**

**Performance Objective 1:** Increase parent involvement by at least 10% over the previous year.

**Evaluation Data Source(s) 1:** Accomplishment of objective as measured by campus records and surveys.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
1) . Provide opportunities for parent/family involvement:  *Meet the Teacher *Grandparent's Day *Thanksgiving lunch *Grade level programs *PTO meetings *SBDM Meetings *Fall Carnival *Book Fair/Family Night *Tech fair with a parent booth. *Parent/Teacher Conference *Fandango Celebrations *STAAR family night *Parent Volunteer Room *Seasonal classroom parties *Christmas Around the World *Cinco de mayo	Administrators Parental Involv. Committee	Increased parental involvement  At least 95% of parents on a survey agree that they feel welcome at Fred Douglass  At least a 10% increase of parent volunteers as measured by approved criminal history form  Events at campus				
Funding Sources: Title I, part A - 2251.00						
2) Ensure ongoing communication with parents by providing:  *Contacting parents according to our school-wide positive discipline management system *Tuesday folder *Progress Reports *Newsletter/ campus website *Student Handbook *Weekly Classroom Homework Newsletter *Report cards	Teachers Administrators	Increased parental involvement  90% students have weekly parent signatures on their Tuesday folders At least a 5% reduction in required parent contacts as required by our discipline system				
Funding Sources: Title I, part A - 2251.00						


3) Conduct Parent/Teacher conferences at the end of the first six weeks	Teachers	Conference documentation in 100% of student cumulative folders				
4) Utilize the school marquee, website, Facebook and teacher web pages as an effective communication tool	Administrators Secretary	Informal Parent survey will reflect a majority of positive responses to parent communication questions.				
5) Use an interpreter at conferences as needed	Teachers	Parent signature on 100% of conference forms of LEP students				
6) 100% of Jacksonville residents will be informed of the programs that are available in J.I.S.D. and of the accomplishments of our students.	Teachers Administrators	Newletter Social Media				
7) Implement the following to ensure a successful transition from Headstart and PK to Kindergarten: *Classroom Visits *Parent Meetings	Administrators Headstart PK Teachers	95% of kindergarten students are developed on TPRI				
8) Provide Fred Douglass Handbook and JISD Student Code of Conduct to all personnel, parents, and students	Administrators	100% signed acknowledgement receipt forms				
						

**Goal 2:** Fred Douglass Elementary will have a systematic evaluative process that ensures that students are aware of post secondary opportunities resulting in each graduating senior developing a post secondary plan.

**Performance Objective 2:** Promote college readiness and educate students on post-secondary opportunities and pathways.

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

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
1) Counselor and librarian will seek participation in collaborations with representatives from local junior colleges, universities and North East Texas network of higher education to share resources and services, as well as with the use of eBooks.	Principals Counselors Assoc. Supt. of Curriculum	Events on campus Visits to colleges and from college representatives.				
2) Create a culture of universal achievement and college readiness in both academic and social emotional areas through Turn Around Schools-No Excuses University	Teachers Administrators Counselor	Weekly Assessments Benchmark test STAAR Discipline data				
						

**Goal 3: Fred Douglass Elementary will recruit, support and retain teachers and principals through a systemic evaluative process resulting in a decrease in teacher and principal turnover rate.**

**Performance Objective 1:** Promote and maintain a safe, orderly environment which will be measure by a 5% reduction in discipline referrals.

**Evaluation Data Source(s) 1:** Accomplishment of objective as measured by campus records and PEIMS 425 report.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
1) Continue school wide discipline plan and implementation of Conscious Discipline program	All Staff Cons. Dis./Getting better Committee	At least 10% reduction in office referrals				
2) Continue positive reinforcement through the use of celebrations and star student awards	All staff	At least 10% reduction in office referrals Celebrations daily Star student to help on announcements daily and in hallways as student "helpers"				
Funding Sources: Local - 0.00						
3) Integrate character education instruction	Counselor Administrators Teachers	At least 10% reduction in office referrals				
4) Ensure that all visitors check in at the office	All staff	A 5% increase in visitors o the visitor log				
5) Require all visitors to enter building through the front doors and check in at the front office	All staff	Office documentation				
6) Require all students being picked up by parents to follow sign out procedures	All staff	Daily sign out report and afternoon checklist				
7) Develop and distribute maps detailing escape routes from all areas of the building. Review disaster drill and fire drill procedures listed in the Crisis Management Plan.	Administrators All staff	Date and time of drills will be documented on form.				
8) Utilize Licensed Specialists in School Psychology (LSSP's) to address, support, serve, or consult in regards to students at risk due to behavioral concerns.	Special Education Director Behavior Support Team Campus Administrators Teachers	Documentation of LSSP participation in ARD's, RTI, STAT, 504 Meetings, Campus Consultation				
Funding Sources: SCE - 0.00						



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue




**Goal 3:** Fred Douglass Elementary will recruit, support and retain teachers and principals through a systemic evaluative process resulting in a decrease in teacher and principal turnover rate.

**Performance Objective 2:** Provide ongoing professional development and coaching for staff to increase their knowledge, expertise and repertoire of skills.

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

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
1) Conduct weekly collaboration meetings between teachers, Instructional Strategist and Instructional Coaches	Administrators Instr. Strategist Teachers	Notes from meeting				
2) Recruit and maintain highly effective, high-quality, and certified teachers through staff development	Central Office Administrators	100% teachers highly qualified Certificates of attendance - staff development				
Funding Sources: Title I, part A - 1500.00						
3) Engage in recruiting opportunities to increase our Bilingual teacher staff for growing dual language program	Campus Administrators	No class waivers for the school year				
Funding Sources: Title III - 0.00						
4) Recruit and retain a diverse, high performing team committed to increasing student achievement.	Administrators	Based on TTESS				
Funding Sources: Title II, part A - 38500.00						
						

## 2018-2019 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Rachel Sherman	Principal
Administrator	Carlos Franz	Asst. Principal
Administrator	Patricia Tarrant	Asst. Principal
Non-classroom Professional	Linzee Campbell	Math Coach
Classroom Teacher	Amanda Cox	Teacher
Classroom Teacher	Erica Graeter	Teacher
Non-classroom Professional	Jennifer Brashear	Instructional Strategist
Community Representative	Jill Wallace	Law Office Asst.
Community Representative	Meredith Tarrant	Community Member
Parent	Julianna Peacock	Parent
Non-classroom Professional	Teresa Pollard	Dyslexia Teacher
Paraprofessional	Melissa Hardy	Campus Secretary
Business Representative	Mandy Thomas	ISR Systems Inc.
Parent	Karen Chavez	Parent
Business Representative	Makayla Hamman	Tax Services Inc.
District-level Professional	Amber Penn	Director of Special Languages
Non-classroom Professional	Erick Alvarez	Counselor

# District Funding Summary

<b>Local</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	2			\$0.00
3	1	2			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Title I, part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2			\$5,000.00
1	1	3			\$5,846.36
1	1	4			\$1,200.00
1	1	5			\$1,200.00
1	1	7			\$2,500.00
1	1	8			\$2,139.00
1	1	10			\$5,000.00
1	1	11			\$800.00
1	1	15			\$2,251.00
1	1	16			\$2,500.00
1	1	18			\$1,200.00
1	1	19			\$1,200.00
1	1	20			\$1,200.00
1	1	22			\$2,000.00
1	1	23			\$47,639.85
1	1	24			\$53,259.85
1	1	25			\$55,689.85
1	3	2			\$1,200.00
1	3	3			\$1,200.00

2	1	1			\$2,251.00
2	1	2			\$2,251.00
3	2	2			\$1,500.00
<b>Sub-Total</b>					\$199,027.91
<b>Title II, part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	2	4			\$38,500.00
<b>Sub-Total</b>					\$38,500.00
<b>Title III</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	6			\$1,000.00
3	2	3			\$0.00
<b>Sub-Total</b>					\$1,000.00
<b>RLIS</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	19			\$0.00
1	3	2			\$0.00
<b>Sub-Total</b>					\$0.00
<b>SCE</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	17			\$0.00
3	1	8			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$238,527.91