

Port Arthur Independent School District

Tyrrell Elementary

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

To produce an environment that will allow the student to realize his/her potential socially, emotionally, physically, and intellectually in order to become a productive member of our multicultural society.

Vision

Traveling the road to success...one milestone at a time.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Each year the demographics of Tyrrell Elementary change slightly. Our population continues to become more Hispanic each year. This is especially true in the lower grades. Our LEP population has increased again this year. The total student enrollment has grown from this time last year with 895 students presently attending Tyrrell.

Demographics Strengths

Our greatest strength is in the diversity that evolves from an environment that lends itself to honoring the different cultures that make up the student body of Tyrrell School. Numerous groups are represented...this can be one of those areas that can encourage individuals to seek friendships and lifestyles that are different from their own.

Student Achievement

Student Achievement Summary

Our Third and Fifth Grade Reading scores increased by 10% and 17% respectively. Our passing rates in those areas exceeded the passing rates for our district. Math scores increased for all grade levels. Third and Fourth Grade Math scores were slightly above the district average, while Fifth Grade was 5% below the district average. Our Fifth Grade Science scores increased by 9%, falling only 3% below the district average. Fourth Grade Reading and Writing scores declined on the campus, district, and state level.

	3rd Grade				4th Grade				5th Grade							
	Reading		Math		Reading		Math		Writing		Reading		Math		Science	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
State	72%	72%	74%	76%	74%	70%	72%	75%	67%	63%	80%	83%	85%	88%	72%	72%
District	57%	59%	63%	67%	62%	52%	51%	61%	59%	53%	66%	71%	71%	74%	59%	64%
Tyrrell	57%	67%	68%	69%	59%	50%	57%	64%	57%	47%	58%	75%	68%	69%	52%	61%

Student Achievement Strengths

We are encouraged by the significant increases in our Third and Fifth Grade Reading scores. Our Math scores increased for all grade levels. Our Science scores increased as well. This is due to continued strategic classroom interventions.

School Culture and Climate

School Culture and Climate Summary

The climate and culture of Tyrrell Elementary is a neighborhood school concept. Parents seem to feel comfortable when coming to Tyrrell for events or for lunch on Fridays with their students. Open House was well received with a large percentage of parents present. The attendance for the Hispanic Heritage Parade was exceptional, Literacy parade, Polar Express Parade...parents came out to support their students in this delightful event. We anticipate another record breaking attendance at Holiday programs and cultural celebrations.

We continue to encourage our students to practice the rules we have adopted from Ron Clark's Essential 55 and to remember to internalize the words from "Don't Laugh at Me" as they take ownership in building character. Each six weeks students are encouraged to focus on one of the six character traits outlined by our school counselor.

PAC meetings have gotten off to a strong start. Parents have been encouraged to participate in these meetings which have focused on attendance and curriculum. Tyrrell is also planning to continue Math, and Science Night. In addition to our Math and Science Night, we have incorporated a Literacy week and Literacy Night.

As we continue to encourage appreciation of diversity, we will encourage all students to participate in various activities, school organizations, sports teams, school clubs, etc. Our population is very diverse...participation in extracurricular activities illustrates the same diverse population.

School Culture and Climate Strengths

The climate of Tyrrell School is warm and friendly. Parents generally say they feel welcomed when they come to visit. We have set Fridays as the day that parents are invited to eat lunch with their students. Parents turn out in large numbers. Attendance has also been excellent on nights when we have special events such as Student Performances, Math Night, Science Night, Literacy Week, and our special ABU Garden in the Courtyard.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Our Tyrrell Team strive yearly to hire and retain high quality teachers. District job fairs are held where administrators and teachers prepare extensively to attract the highest qualified teachers to serve our diverse population. We have an amazing team of teachers who prepare in advance to recruit teachers when they graduate from college programs in December and May of the present school year.

Staff Quality, Recruitment, and Retention Strengths

In order to retain teachers, our administrators strategically provide professional development for our new and veteran teachers. We are continuously providing opportunities for them to develop their skills and provide the best learning environment for each teacher and their classrooms. Every three weeks, we provide a Chat and Chew mini conference with teams of teachers to check on the progress and personal needs. In addition, we have individual teacher conferences to dialog and determine what are the necessary needs and accommodations needed to help teachers and their educational growth.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

We use our district curriculum written by our district teachers. Teachers have adjusted well to the new type of "hands-on" curriculum that encourages higher order thinking. The Texas Treasures reading program continues to provide students with an excellent structure to move struggling readers to a level of proficiency. Teachers were given the opportunity for additional staff development during the summer. Ongoing support and encouragement is given on the campus level by lead teachers and administrators.

Curriculum, Instruction, and Assessment Strengths

One of the strengths on our campus is the position of Instructional Coach. She is able to assist teachers whenever there is a need in the classroom or instructional intervention. Often times teachers ask for assistance, at other times the administrative team refers teachers for assistance by the instructional coach. The area of data collection (which is led by the instructional coach) is essential to plan future instruction for students when the data indicates there is a problem.

Data is presented in various forms by the instructional coach. She has both a wall of data showing each teacher, their subject grades for benchmarks, and a grade level average. Teachers react to the data in various ways, but the data speaks for itself...teachers who are covering the materials, reteaching and retesting, and at all times teaching to mastery, find that their "numbers" are not discouraging but encouraging...those who do not see good scores are encouraged to search for the missing ingredient in their teaching.

Family and Community Involvement

Family and Community Involvement Summary

Success in education is closely related to Parental Involvement. PAC meetings serve as one way for parents to learn additional strategies to help their children become more successful in school. Tyrrell is also continuing with Math Night, Science Night, Literacy Week and Literacy Night to further give parents opportunities to be familiar with the content of instruction their students experience at school. Many cultural and academic celebrations will involve our parents and inform them of the activities at Tyrrell. We also provide parent workshops on Bullying, Cyber bullying, Abuse, academic assistance, and counseling for children and families.

Family and Community Involvement Strengths

The strengths of family and community involvement include strong family units that work well with school personnel. Most of our parents are eager to support our school. We are seeing more parent volunteers this year.

Our school counselor is a trainer of trainers for the Family Framework Program. This program is designed to strengthen parent involvement. We look forward to finding more opportunities for our parents to become involved in Tyrrell School.

In addition to our counselor, we have a district social worker who works closely with identified families with special needs. The district social worker provides counseling to parents and students. In addition, she is a liaison for school administrators as well as parents and students. She works closely with outside agencies who will provide additional support outside of the school system.

Technology

Technology Summary

Tyrrell Elementary School has many forms of technology. We continue to benefit from technology and the replacement of computers that are aging each year. We have received 30 additional computers for our computer lab and 57 computers for teachers. Teachers also have projectors, visualizers, and tablets to enhance their daily instruction. We have mobile labs that will be an additional resource for the Response To Intervention process for our at risk students.

Technology Strengths

Each teacher has from 3 to 5 computers in their classrooms. Students have access to AR, Lexia, Think Through Math, Education Galaxy, and other curriculum based programs. All classrooms have phones with call out capabilities so that teachers can contact parents whenever there is a problem.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment 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: By May 2018, all students in each subgroup taking the STAAR and /or alternative assessments in Reading, Writing, Math, and Science will meet the State passing standards for each test.

Performance Objective 1: By May 2018, 80% of the students taking the STAAR test will meet or surpass the State adopted passing standards.

Evaluation Data Source(s) 1: STAAR 2018 results

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: By May 2018, 80% of the students taking the STAAR test will meet or surpass the State adopted passing standards.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Hold STAAR parent workshops to inform parents about instructional objectives and their child's progress	4.0, 6.0	Principal, Instructional Coach, Teachers, Counselor	Evaluations and sign in sheets				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 2) Hire instructional aides and tutors to work with students who need extra help during the school day.	3.0, 9.0, 10.0	Aides, Tutors, Instructional Coach, Teachers Principal	Increase in benchmark scores and STAAR practice tests				
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 3) Continue to provide software programs including Imagine Math, Imagine Math Facts, Lexia Reading Core 5, Waterford, and BrainPop for students to increase skills in all academic areas.	2.0, 3.0, 9.0	Teachers, Computer Lab Manager	Time Logs and students analysis printouts				

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) Provide vertical observation lessons for core teachers by master teachers/supervisors for grades above and below.</p>	2.0, 3.0, 4.0	Supervisors, Teachers, Instructional Coach	Teacher and Instructional Coach's schedules				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>5) Provide poster maker supplies for teachers to use to create wall charts for all teachers to use to enhance instruction.</p>	1.0, 2.0, 9.0, 10.0	Teachers	Charts in classrooms				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>6) Purchase STAAR workbooks for practice in all STAAR tested subjects.</p>	1.0, 2.0, 3.0, 8.0	Teachers, Principal	Purchase orders, Teacher/student use of books				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>7) Provide "Math Night" for parents and students in Grades 3 - 5 and "Science Night" for Fourth and Fifth Grade Students and their parents to provide interactive opportunities to explore math and science TEKS.</p>	2.0, 3.0, 4.0, 6.0	Teachers, Principal, Instructional Coach, and Committees	Sign-in sheets and increased test scores.				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>8) Administer Practice STAAR tests to obtain data to identify struggle-rs according to sub groups in all tested areas</p>	2.0, 3.0, 4.0, 9.0	Supervisors, Teachers, Instructional Coach	Comparison data analysis sheets				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>9) Employ retired teachers as STAAR tutors for students struggling in reading and math.</p>	2.0, 3.0, 10.0	Principal, Teachers	Increase in benchmarks				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>10) Include Integrated Interventions CIP strategies in classroom teaching.</p>	2.0, 3.0, 4.0	Classroom Teachers, Principal, Instructional Coach	Lesson Plans				

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 1: By May 2018, all students in each subgroup taking the STAAR and /or alternative assessments in Reading, Writing, Math, and Science will meet the State passing standards for each test.
















Performance Objective 2: Students will be identified and targeted instruction will begin for students in special populations and/or those have academic deficiencies by December 2017.

Evaluation Data Source(s) 2: Before school intervention tutorials and daily computer and group tutorials will be implemented.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: By May 2018, all students in each sub group taking the STAAR and/or alternative assessments in Reading, Writing, Mat, and Science will meet the State passing standards for each test.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Utilize STAAR tutors to provide small group instruction for struggling students in reading and math.</p>	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	STAAR Tutors, Principal, Teachers, Instructional Coach	Enrollment logs and benchmark scores				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Continue the Bilingual Early Exit Model for PreK, Kindergarten, First Grade, Second Grade, and Third Grade Hispanic students to encourage students to be prepared for academic success.</p>	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	Teachers, Multilingual Department	LPAC Reports				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) Utilize the Instructional Coach to work with classroom teachers to improve instruction for all students.</p>	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	Instructional Coach and Teachers	Coaches Logs				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) Provide GT training and oversight for teachers to address the needs of our Gifted and Talented population.</p>	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	GT Teachers	Teacher's Lesson Plans				

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) Provide teacher surveys to determine staff development needs for teachers. Use results to provide proper training opportunities that will enable teacher to meet the needs of students with special needs.</p>	<p>1.0, 2.0, 3.0, 4.0, 8.0, 9.0, 10.0</p>	<p>Principal, Instructional Coach</p>	<p>Survey results and in-service agendas</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>6) Provide Extended Day opportunities for students who are struggling in all core areas.</p>	<p>1.0, 2.0, 5.0, 8.0, 9.0, 10.0</p>	<p>Teachers, Principal, Instructional Coach</p>	<p>Attendance Logs</p>				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>7) Utilize the strategies and activities listed in the Integrated Interventions CIP for assistance in regular classroom and in special instructional settings.</p>	<p>1.0, 2.0, 3.0, 8.0, 9.0, 10.0</p>	<p>Teachers, Principal, Instructional Coach</p>	<p>Lesson Plans</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: By May 2018, all students in each subgroup taking the STAAR and /or alternative assessments in Reading, Writing, Math, and Science will meet the State passing standards for each test.

Performance Objective 3: Provide LEP students with sheltered instruction and other age appropriate instruction programs to prepare for Transition (Early Exit) to English classes by Third Grade.

Evaluation Data Source(s) 3: Sheltered Instruction documentation and assessments.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Provide LEP students with sheltered instruction and other age appropriate instruction programs to prepare for Transition (Early Exit) to English classes by Third Grade.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Use a variety of activities and learning opportunities for students (e.g. visuals, physical activities, non verbal cues)	2.0, 3.0, 8.0, 9.0, 10.0	Teachers and Instructional Coach	Lesson Plans, TELPAS Reports				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 2) Meet each six weeks with the Bilingual teachers to review progress and address concerns with the bilingual education program.	2.0, 3.0, 8.0, 9.0, 10.0	Principal, Instructional Coach, Teachers	Agenda and sign-in sheets				
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 3) Provide ELPS training for all classroom teachers to better prepare them for teaching ESL students.	2.0, 3.0, 4.0, 8.0, 9.0, 10.0	Principal, Instructional Coach, Bilingual Supervisor	Sign in sheets				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: By May 2018, all students in each subgroup taking the STAAR and /or alternative assessments in Reading, Writing, Math, and Science will meet the State passing standards for each test.

Performance Objective 4: Decrease the number of students in Special Education classes by 10%.

Evaluation Data Source(s) 4: Special Education documentation

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Next Year's Recommendation 4: Decrease the number of students in Special Education classes by 10%.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Provide extensive tutorials and Extended Day for student who are struggling in the academic core areas.	2.0, 3.0, 8.0, 9.0, 10.0	Teachers	Tutoring and Extended Day Logs				
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 2) Use diagnostic tools including Star Early Literacy and Star Math to identify student needing intervention in all core subjects.	2.0, 3.0, 8.0, 9.0, 10.0	Principal, Teachers, Instructional Coach, Counselor, RTI Committee	RTI documentation				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 3) Provide small group tutoring opportunities for struggling students with teachers, tutors, foster grandmother, and Community in Schools.	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	Tutors, Principal, CIS, Instructional Coach	Tutoring Logs				
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 4) Provide Tier 2 and Tier 3 reading instruction for struggling readers in the regular classrooms.	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	Teachers, Instructional Coach	Lesson Plans				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: By May 2018, all students in each subgroup taking the STAAR and /or alternative assessments in Reading, Writing, Math, and Science will meet the State passing standards for each test.

Performance Objective 5: Provide teachers and students with updated technology and software to assist with lesson delivery and student progress.

Evaluation Data Source(s) 5: Teacher usage survey and logs outlining actual student time spent on various programs.

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 5: Provide teachers and students with updated technology and software to assist with lesson delivery and student progress.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Train teachers in use of software management programs and software purchased to enhance delivery of instruction in core subjects.</p>	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	Technology Specialist and District Technology Department	Sign-in logs and agendas				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Fully equip classrooms with the equipment needed to implement technology-enhanced instruction.</p>	1.0, 2.0, 8.0, 9.0, 10.0	Technology Department	Teacher usage and availability of equipment				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) Purchase additional computers to replace those that are no longer working in the computer lab.</p>	1.0, 2.0, 10.0	Computer Lab Manager	All computers working to meet student needs				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) Provide each classroom with additional classroom computers for students to utilize for remediation and acceleration programs. Each classroom shall have at least 3 student computers.</p>	1.0, 2.0, 10.0	Technology Department	Inventory Sheets and program usage data				

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 1: By May 2018, all students in each subgroup taking the STAAR and /or alternative assessments in Reading, Writing, Math, and Science will meet the State passing standards for each test.

Performance Objective 6: Provide Professional Development opportunities to faculty in the form of in-service days, PLC meetings, and workshops throughout the year.

Evaluation Data Source(s) 6: Sign-in sheets and PLC logs.

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 6: Provide Professional Development opportunities to faculty in the form of in-service days, PLC meetings, and workshops throughout the year.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Conduct workshops to enable teachers to use technology equipment effectively and to utilize software programs (i.e., Accelerated Reader, Waterford, Lexia Reading Core 5, Imagine Math, Imagine Math Facts, Education Galaxy, BrainPop) to enhance instruction in all subjects.	1.0, 2.0, 3.0, 4.0, 10.0	Technology Specialist	Sign-in Sheets and teacher lesson plans				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 2) Provide specific training (PLCs) for teachers to understand the SE and other STAAR4Ward/Lead4Ward components.	1.0, 2.0, 3.0, 4.0, 10.0	Instructional Coach	PLC Minutes				
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 3) Provide additional training opportunities for teachers and administrators through staff development meetings and conferences such as CAMT, TEPSA, Summer Conference, etc.	1.0, 2.0, 3.0, 4.0, 10.0	Principal, Secretary	Certificates of Training hours				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Create a positive, safe, orderly, and respectful learning environment by May, 2018.
















Performance Objective 1: Create a positive, safe, and respectful school climate by May 2018.

Evaluation Data Source(s) 1: Program Agendas and PEIMS data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Create a positive, safe, and respectful school climate by May 2018.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Improve student conduct through conflict resolution, character education programs, CIS, and Counseling.</p>	1.0, 2.0, 3.0, 6.0, 10.0	Counselor, teachers, Community in Schools member	Sign-in Sheets and program logs				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Provide documentation that all chaperones and volunteers have passed a criminal background check.</p>	1.0, 2.0, 10.0	Administrative Services	Approval List from HR Department				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Continue with Red Ribbon Week Celebration during the last week in October to spotlight the dangers of using drugs.</p>	1.0, 2.0, 3.0, 6.0, 10.0	Counselor, PTA, Community in Schools Member	Agenda for the Week of Activities				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) Train appropriate staff to use portable radios, phones, PA system, security cameras, and other equipment for emergency situations.</p>	1.0, 2.0, 3.0, 4.0, 10.0	Teachers and Administrative Staff	Safety and Crisis management reports turned in monthly.				

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) Conduct a Kid's Day as a reward for making Right Choices. Use the Class Dojo System to monitor and reinforce behavior expectations.</p>	<p>1.0, 2.0, 3.0, 6.0, 10.0</p>	<p>Staff, PTA, Parents</p>	<p>Sign-in Sheets for parents and schedule for classroom activities.</p>				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>6) Implement character education traits each six weeks by announcements and teacher mini lessons.</p>	<p>1.0, 2.0, 3.0, 8.0, 9.0, 10.0</p>	<p>Counselor, Teachers</p>	<p>Lesson Plans and bulletin board</p>				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>7) Provide all students with Anti-Bullying programs. Utilize whole group (through P.E.) and small group counseling sessions. Both current curriculum and inclusion of guest speakers will be used to accomplish student awareness.</p>	<p>1.0, 2.0, 3.0, 6.0, 9.0, 10.0</p>	<p>Counselor and Community in Schools Member</p>	<p>Program Agendas and Logs</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Create a positive, safe, orderly, and respectful learning environment by May, 2018.




Performance Objective 2: Decrease discipline referrals to the office by 5% by May 2018.

Evaluation Data Source(s) 2: PEIMS report will indicate 5% fewer discipline referrals.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Decrease discipline referrals to the office by 5% by May 2018.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Conduct workshops to inform parents of classroom expectations, procedures, and routines.</p>	1.0, 2.0, 3.0, 4.0, 6.0, 9.0, 10.0	Principal, AP, Counselor	Open House and PAC Meeting sign-in Sheets, PEIMS Discipline Count				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Conduct staff development on Student Code of Conduct, Conflict Resolution, Violence Prevention, and Discipline Management.</p>	1.0, 2.0, 3.0, 6.0, 9.0, 10.0	Principal, Assistant Principals, Counselor	Sign-in Sheets				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5</p> <p>3) Provide educational field trips for students to enhance their knowledge of the curriculum and community</p>	1.0, 2.0, 3.0, 6.0, 8.0, 9.0, 10.0	Teachers	Parent letters, Curriculum/Lesson Plans				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) Communicate rules and procedures to students, parents, and community through agenda books, newsletters, and notes.</p>	1.0, 2.0, 3.0, 4.0, 6.0, 8.0, 9.0, 10.0	Teachers, Principal	Sign-off of Student Code of Conduct, Open House sign-in sheets, agenda books				

<p>System Safeguard Strategy</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) Crisis intervention techniques (headed by the crisis intervention team) will be utilized throughout the school.</p>	<p>1.0, 2.0, 3.0, 4.0, 6.0, 8.0, 9.0, 10.0</p>	<p>Principal, Crisis Intervention Team</p>	<p>Logs of usage</p>				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue










Goal 3: Support the District goal to maintain financial stability.

Performance Objective 1: Create budgets that follow District guidelines and meet the items listed in the Needs Assessment in the Campus Plan.

Evaluation Data Source(s) 1: Yearly budgets and evidenced of expenditures through MUNIS.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Create budgets that follow District guidelines and meet the items listed in the Needs Assessment in the Campus Plan.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Work through the Site Base Team to establish a school budget that follows the Needs Assessment of Tyrrell Elementary.	1.0, 2.0, 3.0, 5.0, 8.0, 10.0	Site Base Team	Campus Plan and Tyrrell's Budget				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: Strengthen parental and community involvement by May 2018 as evidenced by volunteer logs and sign-in sheets during parent activities.

Performance Objective 1: Increase parent participation in school functions by 10% by May 2018.

Evaluation Data Source(s) 1: Sign-in sheets from meetings, conferences, and events.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Increase parent participation in school functions by 10% by May 2018.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Educate parents and community at Parent Advisory Council (PAC) meetings regarding drug and violence prevention.	1.0, 2.0, 3.0, 4.0, 6.0, 8.0, 9.0, 10.0	Title I counselor, Social Worker, Community in Schools Member	Sign-in Sheets				
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 2) Conduct parent/teacher conferences (at 100% participation) in October to inform parents of student achievement.	1.0, 2.0, 3.0, 4.0, 6.0, 8.0, 9.0, 10.0	Teachers	Parent / Conference Sign-in Report				
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 3) Increase the number of parents participating in committees, School Parent Compacts, Campus Improvement Plan, and Parent Involvement Policies.	1.0, 2.0, 3.0, 4.0, 6.0, 8.0, 9.0, 10.0	Title I Counselor, Principal	Signature Sheets				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Strengthen parental and community involvement by May 2018 as evidenced by volunteer logs and sign-in sheets during parent activities.

Performance Objective 2: Increase parental communication by 10% by May 2018.

Evaluation Data Source(s) 2: Copies of newsletters and parent memos.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Increase parental communication by 10% by May 2018.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Provide communication to parents and community members in their native language when possible (PTA meetings, parent newsletters, community bulletin boards, etc.)	1.0, 2.0, 3.0, 4.0, 6.0, 8.0, 9.0, 10.0	Principal, secretary, Bilingual aide	Parent sign-in logs and copies of communication sent home.				
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 2) Provide office personnel who are bilingual to speak with Hispanic parents who need an interpreter.	1.0, 2.0, 3.0, 4.0, 6.0, 8.0, 9.0, 10.0	Secretary, Bilingual Aide	Parent sign-in log				
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 3) Use social media tools (i.e, Remind, Facebook) to communicate with parents and community members regarding campus activities.	1.0, 2.0, 3.0, 4.0, 6.0, 8.0, 9.0, 10.0	Principal, Secretary, Technology Specialist	Usage statistics, activity log				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Strengthen parental and community involvement by May 2018 as evidenced by volunteer logs and sign-in sheets during parent activities.

Performance Objective 3: Increase participation of business partners by 20% by May 2018.

Evaluation Data Source(s) 3: Agenda from initial meeting and sign-in sheets for events and visits.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Increase participation of business partners by 20% by May 2018.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 1) Work with the Chamber of Commerce Education committee to recruit business partners.	1.0, 2.0, 3.0, 4.0, 6.0, 8.0, 9.0, 10.0	Principal and Assistant Principal	Sign-in sheets				
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 2) Create a list of potential business partners and assign teachers to assist in the recruitment of business partners for Tyrrell	1.0, 2.0, 3.0, 4.0, 6.0, 8.0, 9.0, 10.0	Faculty and Staff	Letters of interest				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							










Goal 5: Our team will build positive perceptions and relationships among staff and community.

Performance Objective 1: Increase staff attendance by 3% for the 2017-2018 school year.

Evaluation Data Source(s) 1: Attendance totals (E Schools) from August to June.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Increase staff attendance by 3% for the 2017-2019 school year.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Recognize staff at faculty meetings with perfect attendance awards.	1.0, 2.0, 3.0, 4.0, 8.0, 9.0, 10.0	Principal and Secretary	Krona's print out of attendance				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Our team will build positive perceptions and relationships among staff and community.

Performance Objective 2: Provide staff incentives and rewards throughout the school year.

Evaluation Data Source(s) 2: Announcements and faculty meeting agendas.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Provide staff incentives and rewards throughout the school year.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Recognize staff at faculty meetings every six weeks for outstanding performance in the classroom and extracurricular activities.</p>	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	Principal	Agendas and memos				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Feature teachers who excel in teaching performance areas during faculty meetings. Have teachers share their expertise in the featured areas.</p>	1.0, 2.0, 3.0, 4.0, 6.0, 8.0, 9.0, 10.0	Instructional Coach, Principal	Agendas from Faculty Meetings				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) Provide socials at Christmas and at the end of the school year for faculty and staff.</p>	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	Office Staff and PTA	Sign up sheets				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 5: Our team will build positive perceptions and relationships among staff and community.

Performance Objective 3: Recognize and reward outstanding job performance monthly.

Evaluation Data Source(s) 3: Newsletters that spotlight teacher achievements.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Recognize and reward outstanding job performance monthly.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Recognize staff at faculty meetings every six weeks for outstanding performance	2.0, 3.0, 9.0, 10.0	Principal and Instructional Coach	Agendas				
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 2) Recognize "Teacher of the Year" and "Rookie of the Year" with a reception in his/her honor.	1.0, 2.0, 3.0, 5.0	Social Committee	Breakfast Social				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Hold STAAR parent workshops to inform parents about instructional objectives and their child's progress
1	1	3	Continue to provide software programs including Imagine Math, Imagine Math Facts, Lexia Reading Core 5, Waterford, and BrainPop for students to increase skills in all academic areas.
1	1	4	Provide vertical observation lessons for core teachers by master teachers/supervisors for grades above and below.
1	1	5	Provide poster maker supplies for teachers to use to create wall charts for all teachers to use to enhance instruction.
1	1	6	Purchase STAAR workbooks for practice in all STAAR tested subjects.
1	1	7	Provide "Math Night" for parents and students in Grades 3 - 5 and "Science Night" for Fourth and Fifth Grade Students and their parents to provide interactive opportunities to explore math and science TEKS.
1	1	8	Administer Practice STAAR tests to obtain data to identify struggle-rs according to sub groups in all tested areas
1	1	9	Employ retired teachers as STAAR tutors for students struggling in reading and math.
1	2	1	Utilize STAAR tutors to provide small group instruction for struggling students in reading and math.
1	2	2	Continue the Bilingual Early Exit Model for PreK, Kindergarten, First Grade, Second Grade, and Third Grade Hispanic students to encourage students to be prepared for academic success.
1	2	3	Utilize the Instructional Coach to work with classroom teachers to improve instruction for all students.
1	2	5	Provide teacher surveys to determine staff development needs for teachers. Use results to provide proper training opportunities that will enable teacher to meet the needs of students with special needs.
1	2	7	Utilize the strategies and activities listed in the Integrated Interventions CIP for assistance in regular classroom and in special instructional settings.
1	3	1	Use a variety of activities and learning opportunities for students (e.g. visuals, physical activities, non verbal cues)
1	3	3	Provide ELPS training for all classroom teachers to better prepare them for teaching ESL students.
1	4	1	Provide extensive tutorials and Extended Day for student who are struggling in the academic core areas.
1	4	2	Use diagnostic tools including Star Early Literacy and Star Math to identify student needing intervention in all core subjects.
1	4	4	Provide Tier 2 and Tier 3 reading instruction for struggling readers in the regular classrooms.
1	5	1	Train teachers in use of software management programs and software purchased to enhance delivery of instruction in core subjects.
1	5	2	Fully equip classrooms with the equipment needed to implement technology-enhanced instruction.

Goal	Objective	Strategy	Description
1	5	3	Purchase additional computers to replace those that are no longer working in the computer lab.
1	5	4	Provide each classroom with additional classroom computers for students to utilize for remediation and acceleration programs. Each classroom shall have at least 3 student computers.
1	6	1	Conduct workshops to enable teachers to use technology equipment effectively and to utilize software programs (i.e., Accelerated Reader, Waterford, Lexia Reading Core 5, Imagine Math, Imagine Math Facts, Education Galaxy, BrainPop) to enhance instruction in all subjects.
1	6	3	Provide additional training opportunities for teachers and administrators through staff development meetings and conferences such as CAMT, TEPSA, Summer Conference, etc.
2	1	2	Provide documentation that all chaperones and volunteers have passed a criminal background check.
2	1	3	Continue with Red Ribbon Week Celebration during the last week in October to spotlight the dangers of using drugs.
2	1	4	Train appropriate staff to use portable radios, phones, PA system, security cameras, and other equipment for emergency situations.
2	1	5	Conduct a Kid's Day as a reward for making Right Choices. Use the Class Dojo System to monitor and reinforce behavior expectations.
2	1	6	Implement character education traits each six weeks by announcements and teacher mini lessons.
2	1	7	Provide all students with Anti-Bullying programs. Utilize whole group (through P.E.) and small group counseling sessions. Both current curriculum and inclusion of guest speakers will be used to accomplish student awareness.
2	2	2	Conduct staff development on Student Code of Conduct, Conflict Resolution, Violence Prevention, and Discipline Management.
2	2	3	Provide educational field trips for students to enhance their knowledge of the curriculum and community
2	2	4	Communicate rules and procedures to students, parents, and community through agenda books, newsletters, and notes.
2	2	5	Crisis intervention techniques (headed by the crisis intervention team) will be utilized throughout the school.
3	1	1	Work through the Site Base Team to establish a school budget that follows the Needs Assessment of Tyrrell Elementary.
4	1	1	Educate parents and community at Parent Advisory Council (PAC) meetings regarding drug and violence prevention.
4	1	2	Conduct parent/teacher conferences (at 100% participation) in October to inform parents of student achievement.
4	1	3	Increase the number of parents participating in committees, School Parent Compacts, Campus Improvement Plan, and Parent Involvement Policies.
4	2	1	Provide communication to parents and community members in their native language when possible (PTA meetings, parent newsletters, community bulletin boards, etc.)

Goal	Objective	Strategy	Description
4	2	2	Provide office personnel who are bilingual to speak with Hispanic parents who need an interpreter.
4	2	3	Use social media tools (i.e, Remind, Facebook) to communicate with parents and community members regarding campus activities.
4	3	1	Work with the Chamber of Commerce Education committee to recruit business partners.
4	3	2	Create a list of potential business partners and assign teachers to assist in the recruitment of business partners for Tyrrell
5	1	1	Recognize staff at faculty meetings with perfect attendance awards.
5	2	2	Feature teachers who excel in teaching performance areas during faculty meetings. Have teachers share their expertise in the featured areas.
5	2	3	Provide socials at Christmas and at the end of the school year for faculty and staff.
5	3	1	Recognize staff at faculty meetings every six weeks for outstanding performance
5	3	2	Recognize "Teacher of the Year" and "Rookie of the Year" with a reception in his/her honor.

State Compensatory

Personnel for Tyrrell Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alfredo Jimenez-Sanchez	Teacher		
Amber Trahan	Aide		
Amy Johnstone	Teacher		
Amy Murphy	Teacher		
Angela Posey	Aide		
Anh Nguyen	Teacher		
Beth Dardis	Teacher		
Britini Holmes	Teacher		
Cara McNeil	Teacher		
Carl Woodall	Teacher		
Christopher Castille	Teacher		
Clara Galvan	Teacher		
Dana Mays-Kimble	Counselor		
Danna Cormier	Teacher		
Dr. Lisa Chambers	Principal		
Erica Gauthier	Assistant Principal		
Erin Bowman	Teacher		
Erin Bowman	Teacher		
Fanta Mosely	Teacher		
Francis Northcutt	Aide		

Gay Thul	Teacher		
Heather Washington	Aide		
Hillary Brown	Teacher		
Hillary Erwin	Teacher		
Jaelyn Pellegrin	Teacher		
Jamie Becker	Teacher		
Janet Mitchell	Attendance Clerk		
Jennifer Dixon	Teacher		
Jennifer Lewis	Teacher		
Juana Collida	Teacher		
Judy Gonzles	Aide		
Kassandra Riley	Teacher		
Katie Colvin	Teacher		
Kay Walker	Nurse		
Kerry Turner	Teacher		
Kim Bordenaro	Librarian		
Lakiesha Paul	Aide		
LaShawn	Senegaur		
Leanne Webb	Aide		
Leatice Gudino	Secretary		
Leslie Sanches	Teacher		
Liz Cardenas	Teacher		
Maria Ferrera	Teacher		
Maria Zavala	Teacher		
Maricela Perez	Aide		
Mary Alfaro	Teacher		
Mary Harris	Teacher		
Maureen Dodson	Teacher		

Maurine LeBoeuf	Teacher		
Melissa Stansbury	Teacher		
Michelle Vincent	Teacher		
Misty Ziegler	Teacher		
Morgan Jones	Teacher		
Nicole Gary	Teacher		
Paula Boyd	Teacher		
Rhonda Ford	Aide		
Ryan Bringham	Teacher		
Sabrina Schwertner	Teacher		
Sandra Lopez	Teacher		
Savannah Cessac	Teacher		
Susan Wood	Teacher		
Tamela	Hebert		
Tonya Caldwell	Teacher		
Wiona Alford	Teacher		
Yesenia Torres	Teacher		

Title I Components

Schoolwide Program Plan

Ten Schoolwide Components

- 1: Comprehensive Needs Assessment**
- 2: Schoolwide Reform Strategies**
- 3: Instruction by highly qualified professional teachers**
- 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**
- 5: Strategies to attract highly qualified teachers**
- 6: Strategies to increase parental involvement**
- 7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**
- 8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**
- 9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**
- 10: Coordination and integration of federal, state and local services and programs**

2017-2018 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Erica Gauthier	Assistant Principal
Administrator	Lisa Chambers	Principal
Classroom Teacher	Jennifer Dixon	5th Grade Teacher, Technology Specialist
Classroom Teacher	Melissa Stansbury	3rd Grade Teacher
Classroom Teacher	Katie Colvin	4th Grade Teacher
Classroom Teacher	Maureen Dodson	1st Grade Teacher
Classroom Teacher	Jennifer Turner	Kindergarten Teacher
Classroom Teacher	Maria Zavala	2nd Grade Teacher
Classroom Teacher	Clara Galvan	Pre-K Teacher
Classroom Teacher	Sandra Lopez	Bilingual Teacher
Classroom Teacher	Juana Countryman	Special Education Teacher
Administrator	Karen Kennedy-Moore	Instructional Coach
Administrator	Dana Mays-Kimble	Counselor
Administrator	Tamela Hebert	Assistant Principal
Paraprofessional	Judy Gonzales	Parent
Paraprofessional	Marciala Perez	Parent
Paraprofessional	Gay Thul	Technology

Addendums

TAIS PROCESS SUMMARY SHEET (Addendum to CIP) **CAMPUS: Tyrrell EL** Use 2017 System Safeguards Report

<u>Develop Problem Statements (The Gaps)</u> ✓ Substantiated by facts/data around CSFs ✓ Written objectively w/concise language ✓ Specific Details (Who, What, When, Where) ✓ Focuses on a single manageable issue ✓ Has relevance to our district/schools ✓ Avoids causation or assigning solutions	<u>Identify the Root Cause</u> Drill down w/the "5 Whys" Technique. (<i>Peel the onion until the truths are identified</i>). Validate w/Data Sources. Record the possible root causes -the deepest underlying causes Does it explain why gap is occurring?	<u>Develop Annual SMART Goals</u> ✓ Specific ✓ Measurable ✓ Attainable ✓ Results-based ✓ Time-bound Does the goal resolve the problem?	<u>System Safeguard Strategies</u> Broad, Addressing the Root Cause State a high-leverage strategy included in the CIP. Note:	Quarterly Goals- outcome-based, focused on achieving annual goal, measure of implementation and impact. Formative Review Dates for CIP: Q2: November/January, Q3: March, Q4: June Progress Monitoring	<u>Interventions</u> Small steps to accomplish Quarterly Goals State an intervention, included in the CIP, aligned to this strategy.	<u>Data Sources Collected/Reviewed to See if Quarterly Goal Was Met</u> Monitor/Adjust as needed. Plans are working documents. STAAR/EOC Outcomes will be used for EOY or Summative Evaluations.
Reading (Grps < 60%) Safeguard data indicates STAAR passing rates below 60% for AA (53%) and SpEd (20%).	Basic reading skills are not developed in the primary grades. Reading is not reinforced outside of the educational environment.	All subgroups will score at a plus 10% on the 2018 STAAR Reading.	Strengthen teachers' capacity to differentiate instruction to meet the diverse needs of students. In addition, provide parent preview/curriculum nights three times per year to support student learning at home.		(1) Train teachers to use research-based instructional strategies and interventions including software. (2) Conduct weekly fluency sweeps to identify struggling readers. (3) Incorporate strategies in lesson plans. (4) Conduct daily walk-throughs, provide immediate feedback, and support continued teacher and student growth.	Lesson plans, CBA data, teacher-made assessment data, student journals, reading logs, portfolios, walk-throughs, data from software programs (Lexia Reading Core5, Waterford, Education Galaxy)
Math (Grps < 60%) Safeguard data indicates STAAR passing rates below 60% for AA (52%) and SpEd (44%).	Some teachers do not clearly understand the depth and complexity at which TEKS are assessed, resulting in instruction that is not fully aligned to the content standards.	All subgroups will score at a plus 10% on the 2018 STAAR Math.	Strengthen teachers' understanding of the curriculum and capacity to differentiate instruction to meet the diverse needs of students. In addition, provide parent preview/curriculum nights three times per year to support student learning at home.		(1) Train teachers to use research-based instructional strategies and interventions including software. (2) Conduct weekly math journal checks to identify struggling students. (3) Students will track their own progress toward mastery of learning standards. (4) Incorporate strategies in lesson plans. (5) Conduct daily walk-throughs, provide immediate feedback, and support continued teacher and student growth.	Lesson plans, CBA data, teacher-made assessment data, student journals, portfolios, walk-throughs, data from software programs (Imagine Math, Imagine Math Facts)
Writing (Grps < 60%) Safeguard data indicates STAAR passing rates below 60% for AA (38%), H (50%), EcD (46%), and ELL (58%).	Basic grammar and writing skills are not developed in the primary grades. Writing techniques were not reinforced outside of the educational environment.	All subgroups will score at a plus 10% on the 2018 STAAR Writing.	Strengthen teachers' capacity to differentiate instruction to meet the diverse needs of students. In addition, provide parent preview/curriculum nights three times per year to		(1) Train teachers to use research-based instructional strategies and interventions including software. (2) Conduct weekly writing portfolio checks to identify struggling writers.	Lesson plans, CBA data, teacher-made assessment data, student journals, writing portfolios, walk-throughs, data from software

Signatures of Principal/SBDM/CLT Representatives

M. Decker
 Dana Mark Simble
 Charles Q. Gilbert
 Erica Sauthier
 Karen Kennedy-Moore

Marigela Perez
 Dr. Lisa Chamblew
 Kater Colvin
 Jennifer Turner
 Melissa Stanbury

Amis Dixon
 Barry Mubela
 Juana Counteyma
 Malinda Semali
 Sandra Lopez

			support student learning at home.	(3) Incorporate strategies in lesson plans. (4) Conduct daily walk-throughs, provide immediate feedback, and support continued teacher and student growth.	programs (Education Galaxy)
Science (Grps < 60%) Safeguard data indicates STAAR passing rates below 60% for AA (44%), LEP (50%), and SpEd (43%).	Academic vocabulary instruction is not vertically aligned. Some concepts are too abstract for at-risk students due to lack of exposure to other environments.	All subgroups will score at a plus 10% on the 2018 STAAR Science.	Provide professional development opportunities to strengthen vocabulary instruction and ensure vertical alignment.	(1) Train teachers to use research-based instructional strategies and interventions including software. (2) Students will participate in the creation of anchor charts, foldables, and other instructional supports. (3) Conduct weekly science journal checks to identify struggling students. (4) Students will track their own progress toward mastery of learning standards. (5) Incorporate strategies in lesson plans. (6) Conduct daily walk-throughs, provide immediate feedback, and support continued teacher and student growth.	Lesson plans, CBA data, teacher-made assessment data, student journals, anchor charts, portfolios, walk-throughs, data from software programs (Education Galaxy)

Signatures of Principal/SBDM/CLT Representatives

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____