

Canton Independent School District
Canton Elementary School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Our mission at Canton Elementary School is to provide a safe and compassionate learning environment that encourages all students to reach their full potential.

Vision

Canton ISD... Reaching for Excellence, Leading to Great Accomplishment

Value Statement

I WILL SOAR LIKE AN EAGLE TODAY!

Comprehensive Needs Assessment

Revised/Approved: July 17, 2018

Needs Assessment Overview

Overall, Canton Elementary has an awesome group of students and staff with a support of volunteers and parents. Our climate, culture, attendance, academics are above average. Our main goals this year are to increase the rigor in ELA (Writing) and Math (Motivation Math). Also, to provide more SD training to our new staff members through Professional Deveopment, Mentorship and time.

In addition, we plan to dive further into our sub groups and really search for ways to help students at all levels. CES students have grown tremendously in reading and math this past year. We want to steadily continue the upward growth while adding supports in key areas.

Demographics

Demographics Summary

Canton Elementary is a rural PK-2nd TITLE 1 campus located in Van Zandt County with approximately 545 students. CES has approximately 55 staff members. About 35 of our staff members are certified teachers and the remaining are highly qualified paraprofessionals.

Demographics are listed below.

(CAMPUS %/DISTRICT %/STATE %) 2015-2016

Attendance Rate 96.4% 96.3% 95.8%

Enrollment by Race/Ethnicity:

African American 1.3% 2.1% 12.6%

Hispanic 14.8% 12.0% 52.4%

White 77.2% 80.8% 28.1%

American Indian 1.7% 1.2% 0.4%

Asian 0.6% 0.9% 4.2%

Pacific Islander 0.0% 0.0% 0.1%

Two or More Races 4.4% 3.1% 2.2%

Enrollment by Student Group:

Economically Disadvantaged 50.4% 39.1% 59.0%

English Language Learners 5.9% 3.3% 18.9%

Special Education 5.7% 7.0% 8.8%

Mobility Rate 11.1% 11.6% 16.2%

CES has the following school sections

1 PPCD (EARLY CHILDHOOD CLASS)

2 HALF DAY PK CLASSROOMS

8 KINDERGARTEN CLASSROOMS

8 FIRST GRADE CLASSROOMS

8 SECOND GRADE CLASSROOMS

CES is located on South Buffalo Street in Canton, Texas. Canton is a small rural community between Dallas and Tyler. Our community is made up of a close-knit group of hard working citizens. CES has a strong network of volunteers and community members that make education a priority.

Demographics Strengths

CERTIFICATIONS OF TEACHERS

RTI PROGRAM
QUARTER TEST/ANALYSIS
ATTENDANCE RATES

DATA MEETINGS

ISTATION GRAPHING/EDUPHORIA RANKING in R and M
ATTENDANCE INCENTIVE/MEETINGS
SERVING LEP POPULATIONS
WRITING ACROSS AREAS
TRANSITIONS FROM 2-3rd MEETINGS
TRANSITIONS FROM HOME TO SCHOOL

SUBGROUP DATA ANALYSIS on ISTATION

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our low socio-economic grew at a lower rate than the non low socio-economic in reading using the istation assessment. **Root Cause:** Our low-socio-economic % is over 50%. It is an increasing number in our school with an increasing mobility rate.

Problem Statement 2: Our new staff members have more discipline issues than our seasoned staff members. **Root Cause:** Our new staff members need increased mentoring support and increased staff development tools in classroom management.

Student Academic Achievement

Student Academic Achievement Summary

Canton Elementary School is a paired campus with Canton Intermediate School. We work together to support our students academically. CES has many programs in place to support students as they reach the state testing age.

CES uses teacher made tests, quarter assessments, running records, Istation, Star Reading and Star Math Assessments, Accelerated Reader, Education Galaxy and more to help our students reach their full potential.

This past year results is listed below:

Our students in PK-2 grew overall in istation reading and in STAR Reading and STAR Math. This year, we had more students meet goals in reading.

CES met its TITLE 1 goals by increasing more students to TIER 1 using the PK-2 grade reading istation ISIP. Also, noted, students in first and second grade are assessed using the STAR MATH and STAR READING, Our goal was to grow in those areas and we increased significantly.

Since we are paired with CIS it is relevant for CES to study 3rd grade results and patterns across the district/state and campuses. Some plans for achievement are listed below.

This years goal is to incorporate Motivation Math for all 1st and 2nd Grade students to aide in the rigor of STAAR in 3rd grade.

In addition, add increased writing samples in ELA in K-2nd to build better skills to prepare students for the rigor of each grade.

Also, note that our goal is to dive deeper into sub populations such as ECO DISADVANTAGES/ELL/Other such as on the STAAR assessment.

In preparation for 3rd grade, we viewed the CIS scores to help build our strengths and weaknesses at CES with an emphasis in 2nd grade.

3rd Grade Reading approaches 89% (State 76%)

3rd Grade Math approaches 83% (State 77%)

4th Grade Writing 68% (State 61%)

Student Academic Achievement Strengths

Strengths:

Taco TUESdays

Data Thursdays- Istation review

Vertical and horizontal Meetings for transitions

Istation Growth Report for Pre-K-2nd grade teams

Pacing Charts in special subjects/themes

Mentoring Math Implementation

Mentoring Reading support

STAR Reading and Math Growth in 1st and 2nd Grade

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Writing scores were at 68% in 4th grade. (APPROACHES AREA). The writing is an area that has dropped over the last few years. K-2 can add more rigor to their program to support. **Root Cause:** More emphasis is given to reading and math with little Staff Development in writing.

Problem Statement 2: Teachers need more required training in ELA with the writing emphasis. **Root Cause:** Lack of required training in ELA and WRITING and a growing number of students who struggle in reading and writing.

Problem Statement 3: Math scores in 3rd grade are close to the state level. In 4th grade the scores are below the state level by 2 % points. (APPROACHES AREA) **Root Cause:** Rigor has increase, therefore, our campus rigor must increase.

School Processes & Programs

School Processes & Programs Summary

Canton Elementary School has a student staff ratio from 1:22 ratio or below for most classrooms. Our teacher retention rate is high. Personnel and climate are a real strength at CES.

Safety is a high priority for all staff and students and attendance rates are high.

Our programs consist of G/T, ESL, SPED, DYSLEXIA, READING and MATH SUPPORT, READING INTERVENTION, SPED SUPPORT and more.

We have a student council each month that helps students achieve leadership skills. Technology is an ongoing area of improvement. Each year we have implemented/added

technology tools to our campus.

For the 2018-2019 school year, we will have a full-time assistant principal, counselor and principal. Our staff members are highly qualified and teach in their areas of certification.

Our grade level teams meet often and view data and discuss ways to help students achieve goals and success. Each year, we undergo staff development to help aid us in our strengths and weaknesses.

For the 2018-2019 school year, all of our certified teachers completed a dyslexia training as well as some trainings in areas of student needs and interest.

Technology plays a vital role in our district and campus. Every classroom has several IPADs that are monitored and used as a tool for students. In addition, CES has two computer labs and a STEAM LAB that is undergoing some new implementations for this school year.

CES has an RTI (RESPONSE TO INTERVENTION) plan set in place to help track students and assist them in their educational journey.

Committees are in place to assist the campus and district in areas such as health, bullying, drug prevention, and more.

Canton Elementary has tools in place for all levels of learners. The team of staff, parents, students and community work together to benefit the education of our children.

School Processes & Programs Strengths

MATH WRITING/SHARE IDEAS VIA TEAMS

ADD OBSERVATIONS ACROSS CAMPUS

SMART GOAL TRAINING

CURRICULUM IN PRE-K AND K

ADJUSTMENT OF ASSESSMENTS K-2

DATA MEETINGS/DATA THURSDAY/NOTEBOOKS

DOORS/SAFETY IMPLEMENTATIONS ACROSS CAMPUS

ENTRY WAY REMODELING AT CES

ADDITIONAL RESOURCE OFFICER FOR CISD

CELL PHONE SIGNAGE

CONTINUE TO SEEK SAFETY NEEDS

NEW STAFF TRAINING ON SAFETY PROCEDURES

PAINTING CROSSWALKS

SCHEDULES FOR MEETINGS WITH STAFF

PARA MEETINGS AND TEAM MEETINGS/IE-GOOGLE HANGOUT

ADDITION TO CREATE A MATH/STEM LAB TO SCIENCE LAB

ADDITION OF SOUND SYSTEM IN CAFETERIA

AIR SERVER

ADD ADDITIONAL IPADS AND AIR SERVER FOR SCHOOL

CLEVER SHARE WITH STAFF

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students and Staff have been vulnerable as outsiders approach the office. **Root Cause:** The office arrangement is very open allowing vulnerability and access to front office.

Problem Statement 2: Increase rigor of curriculum demands more technology for our online programs **Root Cause:** Not enough working computers to meet the demands of technology.

Perceptions

Perceptions Summary

Family and community engagement, climate and culture are real strong strengths for Canton Elementary. We pride ourselves on great communication to parents and our

community through newsletters, folders, REMIND, Twitter, campus websites, school messenger and more. Also, CES has a strong student body with minimal discipline issues. Our focus is to build

leaders and life-long learners. We do this through a partnership with our parents, community and students. Our attendance is usually between 94-97% each year. In addition, our teacher turnover rate is low.

Our parents/volunteers and older students have many opportunities to lead and to assist our CES team.

Leadership is demonstrated daily and noted through walk-throughs, observations, awards assemblies, student council and more.

CES provides several nightly functions to bring the families and parents in to see the great happenings at CES.

CES builds a team of students, staff, parents and community to assist in our main goal...HELPING KIDS SOAR!

Perceptions Strengths

CONTINUED LEADERSHIP OPPORTUNITIES
ART/FITNESS AND MATH NIGHT AT CES
TEACHERS CONTINUING TO BRAINSTORM WAYS TO INVOLVE PARENTS

PARENT BOOT CAMP

CONTINUE POSITIVE NOTES AND VOLUNTEER MEETINGS

INCORPORATE PTO LEADERS AT ROUND_UP AND B-O-Y EVENTS
COMMUNICATION THROUGH REMIND/WEBSITES/NEWSLETTERS

ADDITION OF ONLINE ENROLLMENT

MOTIVATION MONDAYS
KINDERGARTEN LEADERSHIP

MUSIC NIGHT-KINDERGARTEN
PLAN IN AUGUST FOR K PARENTS
PARENT BOOT CAMP
PERIODIC LETTERS FROM PRINCIPALS REGARDING WAYS TO GET INVOLVED
UPDATED CALENDARS SENT HOME IN FOLDERS
4-5 NEWLETTERS PER YEAR
MATH DAY AND MATH NIGHT
FAMILY PICNIC/D.D. DANCE/MOM VS> MOM

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Most of our office referrals are in first grade. **Root Cause:** We have an increased number of students with behavior issues and several inexperienced staff members that need some tools such as staff development in behavior management.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

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

- T-TESS

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: All student groups taking the STAAR reading, writing, English-language arts, math, social studies, and science tests will meet or exceed state and Region 10 averages on each test section. (Work to close gaps in Mathematics and ELA, Science, and Social Studies across the grade levels and addressing all student groups and subgroups while using high rigor curriculum throughout the school year to promote meets and mastery levels in all grade levels).

Performance Objective 1: All 1st and 2nd student groups will participate in the Motivation Math weekly to support and improve the third grade STAAR Math scores.

All 1st and 2nd grade student groups will participate in READING ISTATION levels to support and improve third grade STAAR Reading scores.

Evaluation Data Source(s) 1: Motivation Math

Istation/Star Reading/Star Math

Mentoring Minds Curriculum



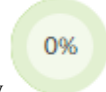

Quarter Tests

Staar Release Assessments

Istation

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Disaggregate STAAR Reading and STAAR Math objectives for all students and focus instruction on weaknesses below state average.</p> <p>All first and second grade students will participate in Motivation Math each week and receive their Istation weekly minutes according to their TIER requirements on ISIP.</p> <p>ELEMENTS include: Critical thinking Vocabulary Overall Reading Math concepts and facts</p> <p>Ensure that grade levels not tested on STAAR participate in vertical planning and curriculum alignment.</p>	2.4, 2.5, 2.6	Principals Teachers Reading Paras	Lesson Plans, Pacing Charts, Scope and Sequence, Evaluations, Walk-Throughs Teacher Observations, Grades, Quarter Test Results, Istation Data, Star Reading Data, STAAR Data, Data Meeting Reports Lesson plans Classroom Assessment Teacher Analysis 9 Weeks Assessments ISIP Reports M.Math Assessments TIA 1, 8, 9				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 1: All student groups taking the STAAR reading, writing, English-language arts, math, social studies, and science tests will meet or exceed state and Region 10 averages on each test section. (Work to close gaps in Mathematics and ELA, Science, and Social Studies across the grade levels and addressing all student groups and subgroups while using high rigor curriculum throughout the school year to promote meets and mastery levels in all grade levels).

Performance Objective 2: Disaggregate STAAR Math scores for Special Population and Special Program students and focus instruction on weaknesses below 85% mastery in third grade.





- White
- Black
- Hispanic
- Economically Disadvantaged
- Title I
- ESL
- Special Education
- Gifted and Talented

Evaluation Data Source(s) 2: STAAR Math TAPR data

- Summary Reports
- Teachers
- Title I Budget

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Disaggregate STAAR Math scores for Special Population and Special Program students and focus instruction on weaknesses below 85% mastery in third grade. 1st and 2nd math growth will be at 0.5 or above by the end of the 3rd nine weeks on Star Math.</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal Asst. Principal Counselor</p>	<p>Lesson Plans, Pacing Charts, Scope and Sequence, Evaluations, Walk-Throughs, Transition Meetings Observations, Grades, Quarter Test Results, ISTATON Data, Star Math Data, STAAR Data, Math Title and Education Lesson plans 9 Weeks Assessments Data Meeting Reports ISTATION/Star R and M Data STAAR Data Support Data</p> <p>TIA 1, 8,9</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 1: All student groups taking the STAAR reading, writing, English-language arts, math, social studies, and science tests will meet or exceed state and Region 10 averages on each test section. (Work to close gaps in Mathematics and ELA, Science, and Social Studies across the grade levels and addressing all student groups and subgroups while using high rigor curriculum throughout the school year to promote meets and mastery levels in all grade levels).

Performance Objective 3: At-risk students will be provided the following supplemental services to ensure student improvement:

- Bilingual/ESL teachers and aides
- PK Aide
- Computer lab
- Class-size reduction
- Instructional facilitators/aides
- STAAR Reading and Math supplies
- Accelerated Instruction
- At-risk counselor/aide
- Tutorials
- Parent conferences
- Test-taking strategies/vocabulary building
- 3-tiered Program/RTI Intervention/Data Meetings





Ensure that grade levels not tested on STAAR participate in vertical planning and curriculum alignment.

Evaluation Data Source(s) 3: PK-2 assessments

- RTI data
- Istation
- TAPR
- Data Meeting Notes
- Star R and M data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) At-risk students will be provided the following supplemental services to ensure student improvement:</p> <p>Bilingual/ESL teachers and aides PK Aide Computer lab Class-size reduction Instructional facilitators/aides STAAR Reading and Math supplies Accelerated Instruction At-risk counselor/aide Tutorials Parent conferences Test-taking strategies/vocabulary building 3-tiered Program/RTI Intervention/Data meetings</p>	<p>2.4, 2.5, 2.6</p>	<p>Principals Program directors Teachers Counselor</p>	<p>Lesson Plans, Pacing Charts, Scope and Sequence, Evaluations, Walk-Throughs, Transition Meetings Test Results, ISTATION Data, Star Math Data, STAAR Data, Math Title Data Lesson plans 9 Week Assessment</p> <p>TIA 1, 8, 9</p>				
<p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 1: All student groups taking the STAAR reading, writing, English-language arts, math, social studies, and science tests will meet or exceed state and Region 10 averages on each test section. (Work to close gaps in Mathematics and ELA, Science, and Social Studies across the grade levels and addressing all student groups and subgroups while using high rigor curriculum throughout the school year to promote meets and mastery levels in all grade levels).

Performance Objective 4: Special Program services will be provided to all eligible students by qualified personnel in an inclusive environment.





Identify Special Program needs based on the Performance-Based Monitoring Analysis System (PBMAS) and improve education in the identified areas:

All 11-12 results meet or fall within 10% of the state accountability standard.

- Evaluation Data Source(s) 4:** PBMAS report
 Needs Assessment
 Special Ed.
 Teachers
 Diagnosticians
 VZ /Rains Co-op (Child Find)
 Local Budget
 Special Ed. Budget
 Title I Budget

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Special Program services will be provided to all eligible students by qualified personnel in an inclusive environment.</p> <p>Identify Special Program needs based on the Performance-Based Monitoring Analysis System (PBMAS) and improve education in the identified areas:</p> <p>All 11-12 results meet or fall within 10% of the state accountability standard.</p>	<p>2.4, 2.5, 2.6</p>	<p>Special Education Director Principal Asst Principal Counselor</p>	<p>Lesson Plans, Pacing Charts, Scope and Sequence, Evaluations, Walk-Throughs, Transition Meetings Grades, Quarter Test Results, ISTATON Data, Star Math Data, STAAR Data, Title Data Attendance roster and agenda Campus plans IEP progress reports ARD minutes Behavior Management Plan Alternative Assessments Data Meetings</p> <p>TIA 8, 9</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 1: All student groups taking the STAAR reading, writing, English-language arts, math, social studies, and science tests will meet or exceed state and Region 10 averages on each test section. (Work to close gaps in Mathematics and ELA, Science, and Social Studies across the grade levels and addressing all student groups and subgroups while using high rigor curriculum throughout the school year to promote meets and mastery levels in all grade levels).

Performance Objective 5: Ensure identification and services for 504 and dyslexia students through the following:





- Update training in 504 for all faculty and staff
- Referral procedures
- Modifications/Accommodations
- Tutoring
- Counseling
- Parent conferences
- 3-Tier Intervention folders/RTI

Evaluation Data Source(s) 5: District 504 Committee

- Counseling Logs
- Dyslexia facilitator
- Dyslexia screeners (TPRI) and (ISTATION)
- Faculty Meeting Training Sessions

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Ensure identification and services for 504 and dyslexia students through the following:</p> <p>Update training in 504 for all certified faculty and staff Referral procedures Modifications/Accommodations Tutoring Counseling Parent conferences 3-Tier ISIP Intervention folders/RTI Dyslexia Teacher Leader training</p>	<p>2.4, 2.5, 2.6</p>	<p>504 Coordinator Dyslexia Teacher Principals Counselor SPED DIAG</p>	<p>Lesson Plans, Pacing Charts, Scope and Sequence, Evaluations, Walk-Throughs, Transition Meetings Grades, Quarter Test Results, ISTATON Data, Star Math Data, STAAR Data, Math Title Data. 504 DATA, Spelling City, Dyslexia Data Dyslexia Screenings TPRI Staff development calendar, agendas, sign-in sheets, minutes Referral log 504 Committee log Progress reports</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 1: All student groups taking the STAAR reading, writing, English-language arts, math, social studies, and science tests will meet or exceed state and Region 10 averages on each test section. (Work to close gaps in Mathematics and ELA, Science, and Social Studies across the grade levels and addressing all student groups and subgroups while using high rigor curriculum throughout the school year to promote meets and mastery levels in all grade levels).

Performance Objective 6: Improve identification, placement, and services for ESL students:





- Conduct LPAC training meetings
- Maintain accurate records
- Home Language Surveys
- LPAC Annual Reviews
- LPAC Exit
- Updated documents
- Entry letters
- Exit letters
- Updated procedures
- LPAC Meetings
- Exit criteria
- Pass TAKS Reading (and Writing, if available) or
- Score 40th percentile or higher on language arts section of norm-referenced test and
- Score FEP on OLPT

Emphasize instructional methodology that focuses on improvement of student achievement for bilingual/ESL students.

Evaluation Data Source(s) 6: Grades, Quarter Test Results, ISTATION Data, Star Data, STAAR Data, Math Title Data. 504 DATA, Dyslexia Data, TELPAS Data, LPAC Findings

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Improve identification, placement, and services for ESL students:</p> <p>Conduct LPAC training meetings Maintain accurate records Home Language Surveys LPAC Annual Reviews LPAC Exit Updated documents Entry letters Exit letters Updated procedures LPAC Meetings Exit criteria Pass STAAAR Reading (and Writing, if available) or Score 40th percentile or higher on language arts section of norm-referenced test and Score FEP on OLPT</p> <p>Emphasize instructional methodology that focuses on improvement of student achievement for bilingual/ESL students.</p>	<p>2.4, 2.5, 2.6, 3.2</p>	<p>Principals ESL Coordinator Counselor</p>	<p>Lesson Plans, Pacing Charts, Scope and Sequence, Evaluations, Walk-Throughs, Transition Meetings Grades, Quarter Test Results, ISTATON Data, Star Math Data, STAAR Data, Galaxy Math, Math Title Data. 504 DATA, Dyslexia Data, TELPAS Data, LPAC Findings LPAC documentation Student schedules Report Card</p> <p>TIA 4,8,9,10</p>				
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Goal 1: All student groups taking the STAAR reading, writing, English-language arts, math, social studies, and science tests will meet or exceed state and Region 10 averages on each test section. (Work to close gaps in Mathematics and ELA, Science, and Social Studies across the grade levels and addressing all student groups and subgroups while using high rigor curriculum throughout the school year to promote meets and mastery levels in all grade levels).

Performance Objective 7: Libraries will provide the support for all PK-2 students by providing a wide-range of materials and support such as,

- research materials
- living materials
- technology
- literature
- instruction
- update materials to improve quality of media collection.





The faculty and staff will use the facilities to enhance instruction with computer-assisted lessons
 information
 research projects

Evaluation Data Source(s) 7: ISTATION

- Star Reading
- AR Reports
- Book-It
- Book Fairs
- Accelerated Reader Pgm
- Star Reading
- Book lists

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>1) Libraries will provide the support for all PK-2 students through mediums such as but not limited to the following...</p> <p>research materials living materials technology literature instruction update materials to improve quality of media collection.</p> <p>The faculty and staff will use the facilities to enhance instruction with computer-assisted lessons information research projects</p>	2.4, 2.5, 2.6, 3.1	Principal Librarian Technology Coordinator	Walk-through, AR reports, book collections, Star usage, Increased percentages in AR ISTATION, Star Reading, AR Reports Purchase orders/invoices Book circulation lists				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 1: All student groups taking the STAAR reading, writing, English-language arts, math, social studies, and science tests will meet or exceed state and Region 10 averages on each test section. (Work to close gaps in Mathematics and ELA, Science, and Social Studies across the grade levels and addressing all student groups and subgroups while using high rigor curriculum throughout the school year to promote meets and mastery levels in all grade levels).

Performance Objective 8: Ensure quality G/T services for all K-2 students.

Including:

G/T scope and sequence

Accessibility to all population groups

Identification/matrix/selection committee

Four core areas

All G/T teachers will receive 30-hour/6-hour training

G/T curriculum (differentiated with depth and complexity)

Parent participation

Evaluation Data Source(s) 8: Staff development calendar

Master Schedule

G/T Handbook

Staff meetings

Lesson plans

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 7</p> <p>1) Ensure quality G/T services for all K-2 Students: Including: G/T scope and sequence Accessibility to all population groups Identification/matrix/selection committee Four core areas All G/T teachers will receive 30-hour/6-hour training (TIA 16) G/T curriculum (differentiated with depth</p>	2.4, 2.5, 2.6	G/T Coordinator Counselor G/T Teachers Director of Curriculum and Assessment	Lesson Plans, Walk-Throughs, Scope and Sequence, Data Meetings Staff development calendar Master Schedule Staff meetings Lesson plans Staff development calendar Master Schedule Staff meetings Lesson plans TIA 2,3,4,6,10, 16				

 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

Goal 1: All student groups taking the STAAR reading, writing, English-language arts, math, social studies, and science tests will meet or exceed state and Region 10 averages on each test section. (Work to close gaps in Mathematics and ELA, Science, and Social Studies across the grade levels and addressing all student groups and subgroups while using high rigor curriculum throughout the school year to promote meets and mastery levels in all grade levels).

Performance Objective 9: Continue to involve teachers in assessment decisions and the use of assessment data at a minimum of 4 times per year.

Eduphoria

Disaggregation and use of test data

Training in the interpretation of test data

Training in 3-Tier Intervention/RTI

Data Binders

Evaluation Data Source(s) 9: Minutes from Meetings, Transition Meetings, ISTATON, STAR Reading and Math, AR Reports,

Data Binders

Data Meeting Notes

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Continue to involve teachers in assessment decisions and the use of assessment data at a minimum of 4 times per year. Include the following:</p> <p>Eduphoria Disaggregation and use of test data Training in the interpretation of test data Training in 3-Tier Intervention/RTI Data Binders</p>	2.4, 2.5, 2.6	Principals Asst. Principal Counselor	Data Meetings, Lesson Plans, Agenda from Staff Development, Faculty Minutes from Meetings, Transition Meetings, ISTATON, STAR Reading and Math, AR Reports Faculty meetings Staff development calendar/agendas/ Minutes Data Binders Departmental/Grade Level Mtg. Agendas Data Meetings				

Goal 1: All student groups taking the STAAR reading, writing, English-language arts, math, social studies, and science tests will meet or exceed state and Region 10 averages on each test section. (Work to close gaps in Mathematics and ELA, Science, and Social Studies across the grade levels and addressing all student groups and subgroups while using high rigor curriculum throughout the school year to promote meets and mastery levels in all grade levels).

Performance Objective 10: Provide timely assistance in identifying student individual needs:





- 504 identification and services
- Title I identification
- SCE identification
- Tutorials
- Counseling
- Parent/conferences
- Pre-referral (special education)
- Early intervention strategies for Dyslexia
- Dyslexia services
- Reading Intervention screening
- Math Tutoring
- Literacy groups

Evaluation Data Source(s) 10: Counselor's log

- Tutorial attendance
- Report cards
- Conference records
- Campus schedules
- RTI Data
- Istation Reading
- Quarter Tests
- Prerequisite Tests

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 7</p> <p>1) Provide timely assistance in identifying students individual needs:</p> <p>504 identification and services Title I identification SCE identification Tutorials Counseling Parent/conferences Pre-referral (special education) Early intervention strategies for Dyslexia Dyslexia services Reading Intervention screening Math Tutoring Literacy groups</p>	<p>2.4, 2.5, 2.6, 3.2</p>	<p>Principal Asst. Principal Counselor Dyslexia Teachers Teachers Math Tutoring Asst.</p>	<p>Lesson Plans, Pacing Charts, Scope and Sequence, Evaluations, Walk-Throughs, Transition Meetings, IOSTATION, RTI Data, Data Meetings Notes Referrals Counselor notes Report Cards Parent Meeting Notes Reading and Math Assessments Tutorial Attendance Conference records Campus schedules Istation Reading Quarter Tests Prerequisite Tests</p>				
<p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 1: All student groups taking the STAAR reading, writing, English-language arts, math, social studies, and science tests will meet or exceed state and Region 10 averages on each test section. (Work to close gaps in Mathematics and ELA, Science, and Social Studies across the grade levels and addressing all student groups and subgroups while using high rigor curriculum throughout the school year to promote meets and mastery levels in all grade levels).

Performance Objective 11: To increase STAAR participation rates for SPED students at the Intermediate, Junior High and High School campuses.

Evaluation Data Source(s) 11: RTI NOTES/ARD/LPAC/WALK-THORUGHS/RTI NOTES

Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Conduct the necessary procedures to prepare SPED students to transition to a high level of rigor included in the STAAR assessment.</p>	2.4, 2.5, 2.6	Principal General Ed Teachers Special Ed Teachers Counselors Inclusion Aides Diagnostician	ARD, LPAC, Walk-Throughs, Evals, Data Meeting Notes, RTI notes STAAR results PBMAS ARD/IEP IPR Report Card Audits TIA 4,8,9				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue





Goal 1: All student groups taking the STAAR reading, writing, English-language arts, math, social studies, and science tests will meet or exceed state and Region 10 averages on each test section. (Work to close gaps in Mathematics and ELA, Science, and Social Studies across the grade levels and addressing all student groups and subgroups while using high rigor curriculum throughout the school year to promote meets and mastery levels in all grade levels).

Performance Objective 12: To transition SPED students to a Least Restrictive Environment and to prepare students to a higher level of rigor and conduct required ARD meetings to make changes

Evaluation Data Source(s) 12: STAAR results

- PBMAS
- ARD/IEP
- ISTATION
- IPR
- Report Card
- Audits

Summative Evaluation 12:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>1) Teacher participation in assessment decisions AIP Reports Professional development for inclusion Student schedules/master schedule PLAAFP/IEP/FIE modifications and audits Co-teaching classrooms to transition to LRE Increase 40/41 instructional environments IPR and Nine Week Assessments</p>	2.4, 2.5, 2.6	Principal General Ed Teachers Special Ed Teachers Counselors Inclusion Aides Diagnostician	ARD, LPAC, Walk-Throughs, Evals, Data Meeting Notes, RTI notes, Master Schedule Master Schedule, ARD, LPAC PBMAS Report				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 2: Provide a safe and orderly school environment which promotes a climate conducive to learning while promoting highly qualified teachers, staff, and administration and all students.





Performance Objective 1: Monitor attendance on a daily and strive to meet above a 95% rate each quarter.

Evaluation Data Source(s) 1: Attendance reports

- ADA reports
- Attendance Committee Meetings (Notes)
- Attendance Certificates
- Awards/Incentives
- Certificates issued
- Contact Logs
- Chronic Absentee Lists

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>1) Monitor attendance on a daily and strive to meet above a 95% rate each quarter. Attendance efforts will be made by the following: Parent notification Telephone calls Letters Computerized attendance report calls Counseling Home visits Attendance Committee Meetings Parent Portal Incentives will be provided to students in all grades for perfect attendance Student recognition Classroom drawings/prizes Perfect attendance certificates/trophies</p>	<p>2.4, 2.5, 2.6, 3.1, 3.2</p>	<p>Principal Asst. Principal Counselor PEIMS Clerk Attendance Committee School Resource Officer</p>	<p>Attendance Logs, Home Visits, School Messenger, Mid-Year Attendance Meetings Attendance Awards, Committee Findings, Attendance Reports ADA Reports PEIMS Weekly monitoring will be made to determine attendance percentages. Letters will go home for 5, 10, 15 ect... days of absences.</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 2: Provide a safe and orderly school environment which promotes a climate conducive to learning while promoting highly qualified teachers, staff, and administration and all students.

Performance Objective 2: Recruit, retain, and train fully certified and highly qualified principals, teachers, and staff

All teachers will be certified in assigned areas (or meet the criteria as outlined in the District Innovation Plan)

All Title I paraprofessionals will be highly qualified during the 2018-2019 school year (NCLB Indicator 3.3)

All teachers will participate in high quality staff development (NCLB Indicator 3.2)

All classes in high poverty schools will be taught by highly qualified teachers(NCLB Indicator 3.1)

Evaluation Data Source(s) 2: TAPR

Enrollment verification

Staff development calendar

Agendas, sign-in sheets

Lesson plans

Certificates

Grade Level Meetings

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) High quality staff development will be provided to facilitate the implementation of instructional strategies that focus on improving the achievement of all students, including special program students. Topics: Campus planning Motivation Information sessions/conferences GT certification/updates Content specific workshops Technology Conflict Management</p>	2.4, 2.5, 2.6, 3.2	Superintendent Curriculum Directors Principals Asst. Principals Counselors	<p>All teachers have documentation of certification</p> <p>Teachers will be using ideas and information gained at staff development.</p> <p>All teachers have documentation of certification</p> <p>Based on information from SDevelopment, students will show mastery of skills through improved scores, higher grades, and higher performance on assessments.</p> <p>Enrollment verification Staff development calendar Agendas, sign-in sheets Lesson plans Certificates Grade Level Meetings</p> <p>TIA 4</p>				

 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

Goal 2: Provide a safe and orderly school environment which promotes a climate conducive to learning while promoting highly qualified teachers, staff, and administration and all students.





Performance Objective 3: High quality staff development for teachers to maintain 100% of classes taught by highly qualified teachers in core academic subject areas.

Evaluation Data Source(s) 3: Staff development calendar

Agendas/sign-in sheets

Lesson plans

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) High quality staff development for teachers to maintain 100% of classes taught by highly qualified teachers in core academic subject areas.</p> <p>Needs of minority students Diverse populations Gender and racial bias Instructional strategies for special needs students STAAR Objectives Integration of technology into curriculum Curriculum alignment Curriculum scope and sequence GT/AP Certification training Dyslexia Motivational speakers/workshops STAAR/TEKS Training for Instructional Aides Discipline</p>	2.4, 2.5, 2.6	Principal Asst. Principal Director of Curriculum and Assessment	<p>Teachers will implement strategies and instruction gleaned from Staff Development.</p> <p>Improved assessment and higher student achievement based on implementations.</p> <p>Number of highly qualified applicants will continue to increase.</p> <p>Staff development calendar Agendas/sign-in sheets Lesson plans Vacancy notices Newspaper publications Interview schedules Highly Qualified Report</p> <p>TIA 3, 4, 5</p>				
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 2: Provide a safe and orderly school environment which promotes a climate conducive to learning while promoting highly qualified teachers, staff, and administration and all students.

Performance Objective 4: Recruit and retain 100% highly qualified staff for instruction.

Incentives

Motivational speakers/workshops

Competitive Salaries

Supportive work environment

Certification fee reimbursement (special programs)

Post vacancies with various organizations

Maintain active web site

Induction/mentoring program for new teachers

Teacher Job Network (TJN)

Recruit and retain 100% highly qualified staff for instruction.

Incentives

Motivational speakers/workshops

Competitive Salaries

Supportive work environment

Certification fee reimbursement (special programs)

Post vacancies with various organizations

Maintain active web site

Induction/mentoring program for new teachers

Teacher Job Network (TJN)

Ensure that low-income and minority students are not taught at higher rates than other students groups by teachers who are not highly qualified.

Provide assistance with ESL certification fees to increase the number of fully certified and highly qualified ESL teachers

Evaluation Data Source(s) 4: Vacancy notices

Newspaper publications





Interview schedules

Highly Qualified Report

Student schedules

Certification Records

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Recruit and retain 100% highly qualified staff for instruction.</p> <p>Incentives Motivational speakers/workshops Competitive Salaries Supportive work environment Certification fee reimbursement (special programs) Post vacancies with various organizations Maintain active web site Induction/mentoring program for new teachers Teacher Job Network (TJN)</p> <p>Ensure that low-income and minority students are not taught at higher rates than other students groups by teachers who are not highly qualified.</p> <p>Provide assistance with ESL certification fees to increase the number of fully certified and highly qualified ESL teachers .</p>	2.4, 2.5, 2.6	<p>Superintendent</p> <p>Director of Curriculum and Assessment Principals Asst. Principal</p> <p>Counselors</p>	<p>Number of qualified applicants will continue to increase. Number of teachers with ESL certification</p> <p>Number of highly qualified applicants will continue to increase.</p> <p>Vacancy notices</p> <p>Newspaper publications</p> <p>Interview schedules</p> <p>Highly Qualified Report Student schedules Certification Records</p> <p>TIA 3,5</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 2: Provide a safe and orderly school environment which promotes a climate conducive to learning while promoting highly qualified teachers, staff, and administration and all students.





Performance Objective 5: Insure that all students will be educated in learning environments that are safe, drug free and conducive to learning.

Evaluation Data Source(s) 5: Crisis Campus Plans

- Code of Conduct
- SHAC notes
- District mgmt plan including drug, alcohol and violence prevention and health plan
- Energray Conservation Plan

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Implement a discipline management plan that provides for prevention and education concerning unwanted physical and verbal aggression, sexual harassment, and other forms of bullying.</p> <p>CISD Student Code of Conduct Service Solutions Eagle Vision Leadership Implement the district and campus Emergency Plans (Crisis Management Plan). Suicide prevention Violence prevention Conflict resolution Develop plan of action for emergencies on the playground Communication Plan Lockdown Procedures Prevention Safety Audits through Region 10 Alternative assignments will serve students who are assigned due to disciplinary infractions.</p> <p>OCS AEP</p>	<p>2.6, 3.1, 3.2</p>	<p>Superintendent Principal Asst. Principal Counselor Nurse Principals Asst. Principal Teachers</p> <p>Counselor</p> <p>Nurse/SHAC committee</p>	<p>Guidance Lessons, Staff Development, Discipline Logs, Drill Logs Guidance Lesson Logs, Participation programs, Discipline logs Discipline and Attendance Records Guidance Lesson Logs Revision meetings Crisis drills and debriefings Campus Safety Committee PBMAS Discipline and Attendance Records Guidance Lesson Logs Revision meetings</p> <p>Crisis drills and debriefings Campus Safety Committee</p> <p>Discipline Referrals Counselor Logs Health Survey AEP Accountability Report</p>				
<p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 2: Provide a safe and orderly school environment which promotes a climate conducive to learning while promoting highly qualified teachers, staff, and administration and all students.

Performance Objective 6: Provide and implement a Comprehensive Guidance Plan aligned with the State plan.

- Character education
- Decision making
- Self-esteem
- Private and group counseling
- Testing
- Career Emphasis
- Suicide/Violence Prevention
- Conflict Resolution
- Special Program Referrals and Placement

Evaluation Data Source(s) 6: Lesson Plans

- Counselors' logs
- Referral logs

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS Critical Success Factors CSF 3 CSF 4 CSF 5 CSF 6</p> <p>1) Provide and implement a Comprehensive Guidance Plan aligned with the State plan.</p> <p>Character education Decision making Self-esteem Private and group counseling Testing Career Week Suicide/Violence Prevention Conflict Resolution Special Program Referrals and Placement</p>	2.6, 3.1	Principals Counselor	Reduced Number of Referrals to office, Higher Participation in events. Lesson Plans Counselors Logs				

 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

Goal 2: Provide a safe and orderly school environment which promotes a climate conducive to learning while promoting highly qualified teachers, staff, and administration and all students.





Performance Objective 7: Provide Drug Education program:

- Red Ribbon Week
- Tobacco Awareness
- Law Enforcement Guest Speakers
- Dennis Lee Productions
- Guidance Lessons

Evaluation Data Source(s) 7: Office Referral Counts

- Behavior Notes/Logs
- Lesson plans
- Newspaper articles
- School calendar
- Website

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS Critical Success Factors CSF 5 CSF 6 CSF 7</p> <p>1) Provide Drug Education program: Red Ribbon Week Tobacco Awareness Law Enforcement Guest Speakers Dennis Lee Productions Guidance Lessons</p>	2.6, 3.1, 3.2	Principal Counselor	Reduced Number of Referrals to office, Higher Participation in events Lesson plans Newspaper articles Website Calendar of events				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 2: Provide a safe and orderly school environment which promotes a climate conducive to learning while promoting highly qualified teachers, staff, and administration and all students.

Performance Objective 8: Implement visitor identification/sex offender search on each campus.

Evaluation Data Source(s) 8: Raptor System
Sign In

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS Critical Success Factors CSF 6 CSF 7 1) Implement visitor identification/sex offender search on each campus.	3.1	Principals Technology Coordinator Receptionisst/Secretaries	Raptor Records and Logs Hardware purchased and installed (RAPTOR) TIA 10				

Goal 2: Provide a safe and orderly school environment which promotes a climate conducive to learning while promoting highly qualified teachers, staff, and administration and all students.

Performance Objective 9: Implement coordinated school health activities
Required minutes per week of physical education

Evaluation Data Source(s) 9: Student Schedules
Campus Schedules

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS Critical Success Factors CSF 1 CSF 6 1) Implement coordinated school health activities Required minutes per week of physical education	2.4, 2.5, 2.6	Principals	Student Schedules Campus Schedules TIA 10				

Goal 3: Increase parent and community involvement in all areas throughout the district in order to promote an open environment that promotes student achievement through collaboration of all stakeholders.

Performance Objective 1: Provide early school transition to the elementary school:





- PK and K Round-ups
- PK Notification (English and Spanish)
- Flyers
- Transition from elementary to intermediate
- Orientation
- Individual conferences
- Special Education planning across campuses
- Addition of online enrollment

Evaluation Data Source(s) 1: School calendar

- Notifications sent
- Orientation Sign ins
- Round-ups enrollment
- Three tiered folders
- Transition Notebook from 2nd to 3rd

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>1) Provide early school transition to the elementary school:</p> <p>PK and K Round-ups PK Notification (English and Spanish) Flyers Transition from elementary to intermediate Orientation Individual conferences Special Education planning across campuses Addition of online enrollment</p>	<p>2.4, 2.5, 2.6, 3.1, 3.2</p>	<p>Principal Counselor PEIMS Secretary</p>	<p>Round Up Percentages, SPED Transition Meeting, Transition Notebook, Staff Development Orientation, Parent Meetings, Student and Parent Attendance to Orientation, RTI and Transition Meetings School calendar Notification Orientation Round-ups Three tiered folders Transition Notebook from 2nd to 3rd</p> <p>TIA 2, 7</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 3: Increase parent and community involvement in all areas throughout the district in order to promote an open environment that promotes student achievement through collaboration of all stakeholders.

Performance Objective 2: Conduct parent and community awareness and outreach activities

Evaluation Data Source(s) 2: Rosters, Attendance Rosters, Sign In Sheets
Increased participation in involvement, rosters, meeting and agenda notes

Summative Evaluation 2:

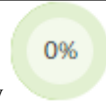
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Provide opportunities to increase parental involvement SBDM members Parent conferences Parent newsletters Volunteer Activities Student Performances District website, newspaper articles, mailouts Informational Events (i.e., student registration, Title I planning.) Meet Teacher Night Teacher Appreciation Week Guest speakers PTO committees Music Programs Reading Tutors Fundraisers Pumpkin Patch Jingle Bell Run Box Top Celebrations Career Day Field Day and Math Day Parties Reading Lab</p>	2.6, 3.1, 3.2	Principal Website Coordinator Counselor Asst. Principals Teachers	<p>Rosters, Attendance Rosters, Sign In Sheets Increased participation in involvement, rosters, meeting and agenda notes Parent sign-in sheets</p> <p>Newsletter publications</p> <p>Meeting agendas</p> <p>Website Publications</p>				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: Increase parent and community involvement in all areas throughout the district in order to promote an open environment that promotes student achievement through collaboration of all stakeholders.





Performance Objective 3: Promote business/community involvement through the following:

- District and campus committee membership
- Campus newsletters
- District/Campus Web site
- Guest speakers
- Agriculture Programs (4-H Extension Agency)
- Art Contests/VZ Fair
- Career Day/Fire Station Visit
- Dental Health
- Pumpkin Patch
- Field Day
- Memorial/Veterans Day Celebrations
- C.E.F. Foundation
- Conduct parent meetings for all federal Title programs. Bullet agenda items to be discussed at these meetings
- Program requirements
- Parental rights
- Input in parental involvement activities

Evaluation Data Source(s) 3: Committee Participation Sign in
Meeting Agendas
Surveys

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

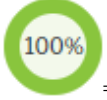



<p align="center">PBMAS Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Promote business/community involvement through the following:</p> <p>District and campus committee membership Campus newsletters District/Campus Website Social media Guest speakers Agriculture Programs (4-H Extension Agency) Art Contests Career Days Fire Station Visit Dental Health Pumpkin Patch Field Day Memorial/Veterans Day Celebrations C.E.F. Foundation Conduct parent meetings for all federal Title programs. Bullet agenda items to be discussed at these meetings Program requirements Parental rights Input in parental involvement activities</p>	<p>2.6, 3.1, 3.2</p>	<p>PTO Teachers Decision-Making Committees Website Coordinator Counselor Extension Agency Counselor Teachers</p>	<p>Committee Participation Meeting Agendas, Participation Notes and Agendas Business/community participation records Newsletter publications Surveys Student Products TIA 1, 6</p>				
<p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 3: Increase parent and community involvement in all areas throughout the district in order to promote an open environment that promotes student achievement through collaboration of all stakeholders.

Performance Objective 4: All students and parents will participate in a school/parent compact.

Evaluation Data Source(s) 4: PARENT FAMILY SCHOOL COMPACT

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 CSF 5 CSF 6 1) All students and parents will participate in a school/parent compact.	2.6, 3.1, 3.2	Principal	Signature Page Signature Page School Compacts for every student TIA 6				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 4: Increase the amount of technology and curriculum support and usage to improve academic performance in reading and math for all students PK-2.

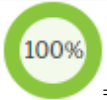

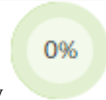

Performance Objective 1:

Integrate technology throughout the instructional program at all grade levels and in all subject areas.

- Technology workshops
- Technology applications courses
- Internet usage
- Staff proficiency skills

Evaluation Data Source(s) 1: Transition Meetings, ISTATON, RTI Data, Data Meetings Notes

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Integrate technology throughout the instructional program at all grade levels and in all subject areas.</p>	2.4, 2.5, 2.6	Principal Technology Coordinator	<p>Lesson Plans, Pacing Charts, Scope and Sequence, Evaluations, Walk-Throughs, Transition Meetings, ISTATON, RTI Data, Data Meetings Notes</p> <p>Data Meeting Reports, ISTATON, AR, Star Reading and Star Math, IPAD usage Lesson plans</p> <p>Staff development calendar/agendas/ sign-in sheets</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Disaggregate STAAR Reading and STAAR Math objectives for all students and focus instruction on weaknesses below state average. All first and second grade students will participate in Motivation Math each week and receive their Istation weekly minutes according to their TIER requirements on ISIP. ELEMENTS include: Critical thinking Vocabulary Overall Reading Math concepts and facts Ensure that grade levels not tested on STAAR participate in vertical planning and curriculum alignment.
1	2	1	Disaggregate STAAR Math scores for Special Population and Special Program students and focus instruction on weaknesses below 85% mastery in third grade. 1st and 2nd math growth will be at 0.5 or above by the end of the 3rd nine weeks on Star Math.
1	3	1	At-risk students will be provided the following supplemental services to ensure student improvement: Bilingual/ESL teachers and aides PK Aide Computer lab Class-size reduction Instructional facilitators/aides STAAR Reading and Math supplies Accelerated Instruction At-risk counselor/aide Tutorials Parent conferences Test-taking strategies/vocabulary building 3-tiered Program/RTI Intervention/Data meetings
1	4	1	Special Program services will be provided to all eligible students by qualified personnel in an inclusive environment. Identify Special Program needs based on the Performance-Based Monitoring Analysis System (PBMAS) and improve education in the identified areas: All 11-12 results meet or fall within 10% of the state accountability standard.
1	5	1	Ensure identification and services for 504 and dyslexia students through the following: Update training in 504 for all certified faculty and staff Referral procedures Modifications/Accommodations Tutoring Counseling Parent conferences 3-Tier ISIP Intervention folders/RTI Dyslexia Teacher Leader training
1	6	1	Improve identification, placement, and services for ESL students: Conduct LPAC training meetings Maintain accurate records Home Language Surveys LPAC Annual Reviews LPAC Exit Updated documents Entry letters Exit letters Updated procedures LPAC Meetings Exit criteria Pass STAAR Reading (and Writing, if available) or Score 40th percentile or higher on language arts section of norm-referenced test and Score FEP on OLPT Emphasize instructional methodology that focuses on improvement of student achievement for bilingual/ESL students.
1	7	1	Libraries will provide the support for all PK-2 students through mediums such as but not limited to the following... research materials living materials technology literature instruction update materials to improve quality of media collection. The faculty and staff will use the facilities to enhance instruction with computer-assisted lessons information research projects
1	8	1	Ensure quality G/T services for all K-2 Students: Including: G/T scope and sequence Accessibility to all population groups Identification/matrix/selection committee Four core areas All G/T teachers will receive 30-hour/6-hour training (TIA 16) G/T curriculum (differentiated with depth)

Goal	Objective	Strategy	Description
1	9	1	Continue to involve teachers in assessment decisions and the use of assessment data at a minimum of 4 times per year. Include the following: Eduphoria Disaggregation and use of test data Training in the interpretation of test data Training in 3-Tier Intervention/RTI Data Binders
1	10	1	Provide timely assistance in identifying students individual needs: 504 identification and services Title I identification SCE identification Tutorials Counseling Parent/conferences Pre-referral (special education) Early intervention strategies for Dyslexia Dyslexia services Reading Intervention screening Math Tutoring Literacy groups
1	11	1	Conduct the necessary procedures to prepare SPED students to transition to a high level of rigor included in the STAAR assessment.
1	12	1	Teacher participation in assessment decisions AIP Reports Professional development for inclusion Student schedules/master schedule PLAAFP/IEP/FIE modifications and audits Co-teaching classrooms to transition to LRE Increase 40/41 instructional environments IPR and Nine Week Assessments
2	1	1	Monitor attendance on a daily and strive to meet above a 95% rate each quarter. Attendance efforts will be made by the following: Parent notification Telephone calls Letters Computerized attendance report calls Counseling Home visits Attendance Committee Meetings Parent Portal Incentives will be provided to students in all grades for perfect attendance Student recognition Classroom drawings/prizes Perfect attendance certificates/trophies
2	2	1	High quality staff development will be provided to facilitate the implementation of instructional strategies that focus on improving the achievement of all students, including special program students. Topics: Campus planning Motivation Information sessions/conferences GT certification/updates Content specific workshops Technology Conflict Management
2	3	1	High quality staff development for teachers to maintain 100% of classes taught by highly qualified teachers in core academic subject areas. Needs of minority students Diverse populations Gender and racial bias Instructional strategies for special needs students STAAR Objectives Integration of technology into curriculum Curriculum alignment Curriculum scope and sequence GT/AP Certification training Dyslexia Motivational speakers/workshops STAAR/TEKS Training for Instructional Aides Discipline
2	4	1	Recruit and retain 100% highly qualified staff for instruction. Incentives Motivational speakers/workshops Competitive Salaries Supportive work environment Certification fee reimbursement (special programs) Post vacancies with various organizations Maintain active web site Induction/mentoring program for new teachers Teacher Job Network (TJN) Ensure that low-income and minority students are not taught at higher rates than other students groups by teachers who are not highly qualified. Provide assistance with ESL certification fees to increase the number of fully certified and highly qualified ESL teachers .

Goal	Objective	Strategy	Description
2	5	1	Implement a discipline management plan that provides for prevention and education concerning unwanted physical and verbal aggression, sexual harassment, and other forms of bullying. CISD Student Code of Conduct Service Solutions Eagle Vision Leadership Implement the district and campus Emergency Plans (Crisis Management Plan). Suicide prevention Violence prevention Conflict resolution Develop plan of action for emergencies on the playground Communication Plan Lockdown Procedures Prevention Safety Audits through Region 10 Alternative assignments will serve students who are assigned due to disciplinary infractions. OCS AEP
2	9	1	Implement coordinated school health activities Required minutes per week of physical education
3	1	1	Provide early school transition to the elementary school: PK and K Round-ups PK Notification (English and Spanish) Flyers Transition from elementary to intermediate Orientation Individual conferences Special Education planning across campuses Addition of online enrollment
3	4	1	All students and parents will participate in a school/parent compact.
4	1	1	Integrate technology throughout the instructional program at all grade levels and in all subject areas.

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Kelly Lamar	Principal
Administrator	Meredith Wiley	Assistant Principal
Administrator	Cristy Guy	Counselor
District-level Professional	Jenny Moore	Nurse
Classroom Teacher	Heather Pierce	Special Education Teacher
Classroom Teacher	Lana Abbott	Teacher
Classroom Teacher	Brandy Gomez	Teacher
Classroom Teacher	Elaine Walling	Teacher
Parent	Christie Martin	Parent
Business Representative	Holly Barker	Business Partner
Paraprofessional	Chelsea Deibert	Library paraprofessional
Paraprofessional	Shelly Chamblee	Reading Support Para