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 Development, 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.
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 year’s goal is to incorporate Motivation Math for all 1st and 2nd Grade students to aid 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 fpr 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 acheive goals and success. Each year, we undergo staff development to help aide 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 (RESONSE 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
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 anre 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

Canton Elementary School
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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:

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### Critical Success Factors

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<th>CSF 1</th>
<th>CSF 2</th>
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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.

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<tr>
<th>2.4, 2.5, 2.6</th>
<th>Principals, Teachers, Reading Paras</th>
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<tr>
<th>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</th>
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**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:**

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<td>Lesson Plans, Pacing Charts, Scope and Sequence, Evaluations, Walk-Throughs, Transition Meetings Observations, Grades, Quarter Test Results, ISTATION 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 TIA 1, 8,9</td>
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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.
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:

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September 13, 2018 9:58 am
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:**

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<th>Strategy Description</th>
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**PBMAS**

**Critical Success Factors**
CSF 1 CSF 2 CSF 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.

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<th>Lesson Plans, Pacing Charts, Scope and Sequence, Evaluations, Walk-Throughs, Transition Meetings Grades, Quarter Test Results, ISTATION 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 TIA 8, 9</th>
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**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:**

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**PBMAS**

**Critical Success Factors**
CSF 1 CSF 2 CSF 3 CSF 4 CSF 7

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

| 2.4, 2.5, 2.6 | 504 Coordinator  
Dyslexia Teacher  
Principals  
Counselor  
SPED DIAG | Lesson Plans, Pacing Charts, Scope and Sequence,  
Evaluations, Walk-Throughs,  
Transition Meetings  
Grades, Quarter Test Results, ISTATION 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 |}

- 0% = Accomplished
- 0% = Continue/Modify
- 0% = No Progress
- 0% = 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 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:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
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<th>Summative</th>
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### PBMAS

**Critical Success Factors**

CSF 1 CSF 2 CSF 3 CSF 4 CSF 7

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.

| 2.4, 2.5, 2.6, 3.2 | Principals
| ESL Coordinator
| Counselor |
| Lesson Plans, Pacing Charts, Scope and Sequence, Evaluations, Walk-Throughs, Transition Meetings
| Grades, Quarter Test Results, ISTATION 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 |
| TIA |
| 4,8,9,10 |

- = 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 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:

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<tr>
<th>Strategy Description</th>
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Canton Elementary School
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September 13, 2018 9:58 am
Critical Success Factors
CSF 1 CSF 2 CSF 4 CSF 5

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

<table>
<thead>
<tr>
<th>2.4, 2.5, 2.6, 3.1</th>
<th>Principal Librarian Technology Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk-through, AR reports, book collections, Star usage, Increased percentages in AR ISTATION, Star Reading, AR Reports Purchase orders/invoices Book circulation lists</td>
<td></td>
</tr>
<tr>
<td>TIA 2,9</td>
<td></td>
</tr>
</tbody>
</table>

100% = Accomplished 0% = No Progress  = Discontinue

= Continue/Modify
**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:**

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
</tr>
</thead>
</table>
| **Critical Success Factors**  
CSF 1 CSF 2 CSF 5 CSF 7 | 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 |
| 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)  
(TIA 16) | | | |
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, ISTATION, STAR Reading and Math, AR Reports, Data Binders

Data Meeting Notes

Summative Evaluation 9:

<table>
<thead>
<tr>
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<tr>
<td>Critical Success Factors</td>
<td>2.4, 2.5, 2.6</td>
<td>Principals Asst. Principal Counselor</td>
<td>Data Meetings, Lesson Plans, Agenda from Staff Development, Faculty Minutes from Meetings, Transition Meetings, ISTATION, STAR Reading and Math, AR Reports Faculty meetings Staff development calendar/agendas/ Minutes Data Binders Departmental/Grade Level Mtg. Agendas Data Meetings</td>
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</table>

<table>
<thead>
<tr>
<th>Reviews</th>
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<tr>
<td>Formative</td>
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<td>Nov</td>
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</tbody>
</table>

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

100% = Accomplished

0% = No Progress

= Continue/Modify

= 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 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:**

<table>
<thead>
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<th>Strategy's Expected Result/Impact</th>
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</table>
| PBMAS Critical Success Factors
<table>
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<th>CSF 1 CSF 2 CSF 7</th>
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<tr>
<td>1) Provide timely assistance in identifying students individual needs:</td>
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<td>504 identification and services</td>
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<td>Title 1 identification</td>
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<td>SCE identification</td>
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<td>Tutorials</td>
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<td>Counseling</td>
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<td>Parent/conferences</td>
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<td>Pre-referral (special education)</td>
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<tr>
<td>Early intervention strategies for Dyslexia</td>
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<td>Dyslexia services</td>
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<tr>
<td>Reading Intervention screening</td>
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<td>Math Tutoring</td>
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<td>Literacy groups</td>
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<thead>
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<th>2.4, 2.5, 2.6, 3.2</th>
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<td>Asst. Principal</td>
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<td>Counselor</td>
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<td>Dyslexia Teachers</td>
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<td>Teachers</td>
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<td>Math Tutoring Asst.</td>
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<table>
<thead>
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<th>Lesson Plans, Pacing Charts, Scope and Sequence, Evaluations, Walk-Throughs, Transition Meetings, ISTATION, RTI Data, Data Meetings Notes</th>
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<tr>
<td>Referrals</td>
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<tr>
<td>Counselor notes</td>
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<td>Report Cards</td>
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<td>Parent Meeting Notes</td>
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<td>Reading and Math Assessments</td>
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<td>Tutorial Attendance</td>
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<tr>
<td>Conference records</td>
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<td>Campus schedules</td>
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<tr>
<td>Istation Reading</td>
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<tr>
<td>Quarter Tests</td>
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<tr>
<td>Prerequisite Tests</td>
</tr>
</tbody>
</table>

| 100% = Accomplished |
| 0% = No Progress |
| ✗ = Discontinue |
| → = Continue/Modify |
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:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Reviews</th>
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<td>Principal, General Ed Teachers, Special Ed Teachers, Counselors, Inclusion Aides, Diagnostician</td>
<td>ARD, LPAC, Walk-Throughs, Evals, Data Meeting Notes, RTI notes, STAAR results, PBMAS, ARD/IEP, IPR, Report Card, Audits, TIA 4,8,9</td>
<td>Nov:</td>
</tr>
</tbody>
</table>

Critical Success Factors

1) Conduct the necessary procedures to prepare SPED students to transition to a high level of rigor included in the STAAR assessment.

Critical Success Factors

CSF 1 CSF 2 CSF 3 CSF 4

1) Conduct the necessary procedures to prepare SPED students to transition to a high level of rigor included in the STAAR assessment.

100% = Accomplished

Discontinue

No Progress

Continue/Modify
**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:**

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<td>Principal General Ed Teachers</td>
<td>ARD, LPAC, Walk-Throughs, Evals, Data Meeting Notes, RTI notes, Master Schedule Master Schedule, ARD, LPAC PBMAS Report</td>
</tr>
<tr>
<td><strong>Critical Success Factors</strong></td>
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<td>General Ed Teachers Special Ed Teachers Counselors Inclusion Aides Diagnostician</td>
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<td>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</td>
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<td>1) Teacher participation in assessment decisions</td>
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<td>Inclusion Aides Diagnostician</td>
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<td>AIP Reports</td>
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<td>Professional development for inclusion</td>
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<td>Student schedules/master schedule</td>
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<td>PLAAFP/IEP/FIE modifications and audits</td>
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<td>Co-teaching classrooms to transition to LRE</td>
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<td>Increase 40/41 instructional environments</td>
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<td>IPR and Nine Week Assessments</td>
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<tr>
<td><strong>Notes</strong></td>
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<td>Inclusion Aides Diagnostician</td>
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100% = Accomplished
0% = No Progress
= Discontinue
= Continue/Modify
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:**

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
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<th>Strategy's Expected Result/Impact</th>
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<td>Nov</td>
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September 13, 2018 9:58 am
**Critical Success Factors**

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

| 2.4, 2.5, 2.6, 3.1, 3.2 | Principal
| Asst. Principal
| Counselor
| PEIMS Clerk
| Attendance Committee
| School Resource Officer |
| 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. |

100% = Accomplished

0% = No Progress

= Discontinue

---

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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:

<table>
<thead>
<tr>
<th>Strategy Description</th>
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<th>Strategy's Expected Result/Impact</th>
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</thead>
<tbody>
<tr>
<td>PBMAS</td>
<td>2.4, 2.5, 2.6, 3.2</td>
<td>Superintendent, Curriculum Directors, Principals, Asst. Principals, Counselors</td>
<td>All teachers have documentation of certification. Teachers will be using ideas and information gained at staff development. All teachers have documentation of certification. Based on information from SDevelopment, students will show mastery of skills through improved scores, higher grades, and higher performance on assessments. Enrollment verification. Staff development calendar. Agendas, sign-in sheets. Lesson plans. Certificates. Grade Level Meetings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>Summative</th>
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Canton Elementary School
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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:

<table>
<thead>
<tr>
<th>Strategy Description</th>
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<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
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</table>
| **Critical Success Factors**  
CSF 1 CSF 2 CSF 3 CSF 6 CSF 7  
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, 2.5, 2.6 | Principal Asst. Principal Director of Curriculum and Assessmen | Teachers will implement strategies and instruction gleaned from Staff Development.  
Improved assessment and higher student achievement based on implementations.  
Number of highly qualified applicants will continue to increase.  
Staff development calendar  
Agendas/sign-in sheets  
Lesson plans  
Vacancy notices  
Newspaper publications  
Interview schedules  
Highly Qualified Report |

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<td>TIA 3, 4, 5</td>
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Canton Elementary School  
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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:
<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
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<td><strong>PBMAS</strong></td>
<td>2.4, 2.5, 2.6</td>
<td>Superintendent, Director of Curriculum and Assessment, Principals, Asst. Principal, Counselors</td>
<td>Number of qualified applicants will continue to increase.</td>
<td>Formative Summative</td>
</tr>
<tr>
<td><strong>Critical Success Factors</strong></td>
<td></td>
<td></td>
<td>Number of teachers with ESL certification continues to increase.</td>
<td>Nov Jan Mar June</td>
</tr>
<tr>
<td>CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</td>
<td></td>
<td></td>
<td>Number of highly qualified applicants will continue to increase.</td>
<td></td>
</tr>
<tr>
<td>1) Recruit and retain 100% highly qualified staff for instruction.</td>
<td></td>
<td></td>
<td>Vacancy notices</td>
<td>Formative Summative</td>
</tr>
<tr>
<td>Incentives</td>
<td></td>
<td></td>
<td>Newspaper publications</td>
<td>Nov Jan Mar June</td>
</tr>
<tr>
<td>Motivational speakers/workshops</td>
<td></td>
<td></td>
<td>Interview schedules</td>
<td></td>
</tr>
<tr>
<td>Competitive Salaries</td>
<td></td>
<td></td>
<td>Highly Qualified Report</td>
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<tr>
<td>Supportive work environment</td>
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<td></td>
<td>Student schedules</td>
<td></td>
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<tr>
<td>Certification fee reimbursement (special programs)</td>
<td></td>
<td></td>
<td>Certification Records</td>
<td></td>
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<tr>
<td>Post vacancies with various organizations</td>
<td></td>
<td></td>
<td>TIA 3,5</td>
<td></td>
</tr>
<tr>
<td>Maintain active web site</td>
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<tr>
<td>Induction/mentoring program for new teachers</td>
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<tr>
<td>Teacher Job Network (TJN)</td>
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<tr>
<td>Ensure that low-income and minority students are not taught at higher rates than other students groups by teachers who are not highly qualified.</td>
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<tr>
<td>Provide assistance with ESL certification fees to increase the number of fully certified and highly qualified ESL teachers.</td>
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</tr>
</tbody>
</table>
**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:**

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Reviews</th>
</tr>
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<tbody>
<tr>
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<td>Formative</td>
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<td>Nov</td>
</tr>
</tbody>
</table>
PBMAS

Critical Success Factors

CSF 3 CSF 4 CSF 5 CSF 6 CSF 7

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

<table>
<thead>
<tr>
<th>2.6, 3.1, 3.2</th>
<th>Superintendent Principal Asst. Principal Counselor Nurse Principals Asst. Principal Teachers Counselor Nurse/SHAC committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 Crisis drills and debriefings Campus Safety Committee Discipline Referrals Counselor Logs Health Survey AEP Accountability Report</td>
<td></td>
</tr>
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</table>

100% = Accomplished 0% = No Progress
Continue/Modify = Continue/Modify Discontinue = 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 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
Counselorsâ logs
Referral logs

**Summative Evaluation 6:**

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
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<td>Reduced Number of Referrals to office, Higher Participation in events. Lesson Plans Counselors Logs</td>
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<td><strong>Critical Success Factors</strong></td>
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<td>CSF 3 CSF 4 CSF 5 CSF 6</td>
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<tr>
<td>1) Provide and implement a Comprehensive Guidance Plan aligned with the State plan.</td>
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<td>Character education</td>
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<td>Decision making</td>
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<td>Self-esteem</td>
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<td>Private and group counseling</td>
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<td>Testing</td>
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<tr>
<td>Career Week</td>
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<td>Suicide/Violence Prevention</td>
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<tr>
<td>Conflict Resolution</td>
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<tr>
<td>Special Program Referrals and Placement</td>
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</tbody>
</table>
**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:**

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy’s Expected Result/Impact</th>
<th>Reviews</th>
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<tbody>
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<td>Nov</td>
</tr>
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<td><strong>Critical Success Factors</strong></td>
<td>CSF 5 CSF 6 CSF 7</td>
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<td>Lesson plans, Newspaper articles, Website, Calendar of events</td>
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<td><strong>1) Provide Drug Education program:</strong></td>
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<tr>
<td>Red Ribbon Week</td>
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<td>June</td>
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<tr>
<td>Tobacco Awareness</td>
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<tr>
<td>Law Enforcement Guest Speakers</td>
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<tr>
<td>Dennis Lee Productions</td>
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<td>Guidance Lessons</td>
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</table>

= 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 8:** Implement visitor identification/sex offender search on each campus.

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

**Summative Evaluation 8:**

<table>
<thead>
<tr>
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<th>ELEMENTS</th>
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<td>Raptor Records and Logs Hardware purchased and installed (RAPTOR)</td>
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<td>Critical Success Factors</td>
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<td>Technology Coordinator</td>
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<td>CSF 6 CSF 7</td>
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<td>Receptionisst/Secretaries</td>
<td>TIA 10</td>
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<tr>
<td>1) Implement visitor identification/sex offender search on each campus.</td>
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100% = Accomplished  
= Continue/Modify  
0% = 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 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:**

<table>
<thead>
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<th>Strategy's Expected Result/Impact</th>
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<td>1) Implement coordinated school health activities</td>
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<td>Required minutes per week of physical education</td>
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100% = Accomplished  
0% = No Progress  
= Continue/Modify  
= Discontinue

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<th>Summative</th>
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<td>Jan</td>
<td>Mar</td>
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</tbody>
</table>

Canton Elementary School  
Generated by Plan4Learning.com  
50 of 62  
September 13, 2018 9:58 am
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:

<table>
<thead>
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<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
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<tbody>
<tr>
<td>Nov</td>
<td>Jan</td>
<td>Mar</td>
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Canton Elementary School
Generated by Plan4Learning.com

51 of 62 September 13, 2018 9:58 am
<table>
<thead>
<tr>
<th>Critical Success Factors</th>
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<th>CSF 2</th>
<th>CSF 3</th>
<th>CSF 4</th>
<th>CSF 5</th>
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<tbody>
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<td>1) Provide early school transition to the elementary school:</td>
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<td>PK Notification (English and Spanish)</td>
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<tr>
<td>Flyers</td>
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<td>Transition from elementary to intermediate</td>
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<td>Orientation</td>
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<tr>
<td>Individual conferences</td>
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<tr>
<td>Special Education planning across campuses</td>
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<tr>
<td>Addition of online enrollment</td>
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<table>
<thead>
<tr>
<th>2.4, 2.5, 2.6, 3.1, 3.2</th>
<th>Principal</th>
<th>Round Up Percentages, SPED Transition Meeting, Transition Notebook, Staff Development</th>
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</thead>
<tbody>
<tr>
<td>PEIMS Secretary</td>
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<td>Orientation, Parent Meetings, Student and Parent Attendance to Orientation, RTI and Transition Meetings</td>
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<td>School calendar</td>
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<td>Notification</td>
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<td>Orientation</td>
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<td>Round-ups</td>
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<td>Three tiered folders</td>
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<td>Transition Notebook from 2nd to 3rd</td>
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<td>TIA 2, 7</td>
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</tbody>
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- 100% = Accomplished
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- X = Discontinue
- = Continue/Modify
**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:**

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PBMAS</strong></td>
<td>2.6, 3.1, 3.2</td>
<td>Principal Website Coordinator Counselor Asst. Principals Teachers</td>
<td>Rosters, Attendance Rosters, Sign In Sheets Increased participation in involvement, rosters, meeting and agenda notes Parent sign-in sheets</td>
</tr>
</tbody>
</table>

**Critical Success Factors**

- CSF 3
- CSF 5
- CSF 6

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

2. Newsletter publications
3. Meeting agendas
4. Website Publications
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:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/I mpact</th>
</tr>
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<tbody>
<tr>
<td>Reviews</td>
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<td>Summative</td>
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<tr>
<td>Nov</td>
<td>Jan</td>
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<tr>
<td>Critical Success Factors</td>
<td>CSF 3</td>
<td>CSF 5</td>
<td>CSF 6</td>
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</tr>
<tr>
<td>1) Promote business/community involvement through the following:</td>
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<tr>
<td>District and campus committee membership</td>
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<tr>
<td>Campus newsletters District/Campus Website</td>
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<td>Social media</td>
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<tr>
<td>Guest speakers</td>
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<tr>
<td>Agriculture Programs (4-H Extension Agency)</td>
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<tr>
<td>Art Contests</td>
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<td>Career Days</td>
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<td>Fire Station Visit</td>
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<td>Dental Health</td>
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<td>Pumpkin Patch</td>
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<td>Field Day Memorial/Veterans Day Celebrations</td>
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<td>C.E.F. Foundation</td>
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<td>Conduct parent meetings for all federal Title programs. Bullet agenda items to be discussed at these meetings</td>
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<tr>
<td>Program requirements</td>
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<td>Parental rights</td>
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<tr>
<td>Input in parental involvement activities</td>
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| 2.6, 3.1, 3.2 | PTO Teachers | Decision-Making Committees Website Coordinator Counselor Extension Agency Counselor Teachers |
|---------------|--------------|---------------------------------|--------------------------------------------|
| Committee Participation Meeting Agendas, Participation Notes and Agendas Business/community participation records Newsletter publications Surveys Student Products TIA 1, 6 |

100% = Accomplished  = Continue/Modify 0% = 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 4:** All students and parents will participate in a school/parent compact.

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

**Summative Evaluation 4:**

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
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<td>Principal</td>
<td>Signature Page Signature Page School Compacts for every student</td>
<td>Nov</td>
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<td>CSF 3 CSF 5 CSF 6</td>
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<td>1) All students and parents will participate in a school/parent compact.</td>
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</table>

- **100%** = Accomplished
- **0%** = No Progress
- **→** = Continue/Modify
- **✗** = Discontinue
**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, ISTATION, RTI Data, Data Meetings Notes

**Summative Evaluation 1:**

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Success Factors</strong></td>
<td></td>
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<tr>
<td>CSF 1 CSF 2</td>
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<tr>
<td>1) Integrate technology throughout the instructional program at all grade levels and in all subject areas.</td>
<td>2.4, 2.5, 2.6</td>
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<tr>
<td>Principal Technology Coordinator</td>
<td></td>
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<tr>
<td>Lesson Plans, Pacing Charts, Scope and Sequence, Evaluations, Walk-Throughs, Transition Meetings, ISTATION, RTI Data, Data Meetings Notes</td>
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<tr>
<td>Data Meeting Reports, ISTATION, AR, Star Reading and Star Math, IPAD usage</td>
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<tr>
<td>Lesson plans</td>
<td></td>
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<tr>
<td>Staff development calendar/agendas/sign-in sheets</td>
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</tbody>
</table>

* = Accomplished
= Continue/Modify
0% = No Progress
= Discontinue

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## Comprehensive Support Strategies

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>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.</td>
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<tr>
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<td>2</td>
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<td>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.</td>
</tr>
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<td>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</td>
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<td>4</td>
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<td>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.</td>
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<td>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</td>
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<tr>
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<td>1</td>
<td>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.</td>
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<td>7</td>
<td>1</td>
<td>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</td>
</tr>
<tr>
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<td>8</td>
<td>1</td>
<td>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)</td>
</tr>
<tr>
<td>Goal</td>
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<td>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</td>
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<tr>
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<td>10</td>
<td>1</td>
<td>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</td>
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<td>11</td>
<td>1</td>
<td>Conduct the necessary procedures to prepare SPED students to transition to a high level of rigor included in the STAAR assessment.</td>
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<tr>
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<td>12</td>
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<td>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</td>
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<td>2</td>
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<td>1</td>
<td>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</td>
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<tr>
<td>2</td>
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<td>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</td>
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<tr>
<td>2</td>
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<td>1</td>
<td>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</td>
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<tr>
<td>2</td>
<td>4</td>
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<td>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</td>
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<td>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</td>
</tr>
<tr>
<td>2</td>
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<td>Implement coordinated school health activities Required minutes per week of physical education</td>
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<tr>
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<td>1</td>
<td>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</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>1</td>
<td>All students and parents will participate in a school/parent compact.</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>1</td>
<td>Integrate technology throughout the instructional program at all grade levels and in all subject areas.</td>
</tr>
</tbody>
</table>
# Campus Education Improvement Committee

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