Duncanville Independent School District

Central Elementary School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Mission Statement

The mission of Duncanville Independent School District is to provide each student with the necessary skills to achieve lifelong success and contribute to a global society.

Vision

Duncanville ISD –Writing success stories, one student at a time.

Value Statement

•We believe students are our first priority.

•We model personal integrity and ethical behavior.

•We value and respect all students, staff, families, and community members.

•We provide a safe, nurturing environment to foster academic excellence and positive relationships.

•We embrace continuous improvement, data-driven decision making, and mutual accountability for organizational excellence.

•We believe every staff member contributes to student success.

Table of Contents

Central Elementary School
Generated by Plan4Learning.com
            3 of 35
            Campus #057-907-101
October 31, 2016 11:40 am

Comprehensive Needs Assessment

Demographics

Demographics Summary

Central Elementary has approximately 600 students. Of that number, 25 are currently identified as gifted and talented, 55 receive special services, 537 are identified as at-risk, 305 are bilingual or ESL, and 42 are in PreK. The mobility rate is 18%. We have six sections at grades K, 1, 3, and 4 and five sections at grade 2. The campus has approximately 66% Hispanic population, 25% African-American, and 9% other. Approximately 52% are English Language Learners. Class sizes are currently capped at 21.   Enrollment has risen during the year. In October our enrollment was 550 and we've gained approximately 50 more students in the past four months. We have one more class at each grade level than last year with the exception of second grade. Overall, both student enrollment and number of staff has increased.

ELL students are serviced by certified bilingual and ESL teachers currently using the early exit transition model. Progress towards language proficiency is documented every 4-6 weeks.

Special education students are serviced by two certified special teachers. In 2016, inclusion services were implemented and resource time out of the classroom reduced. Campus follows the RTI process for both academics and behavior concerns.

Attendance is monitored by the teachers and office staff. Phone calls are made after two consecutive absences requesting absence notes. No truancy filings have occurred in 2015-16. Students arriving tardy are documented by the office staff. Attendance is promoted through office communication and nine weeks recognition for students.

There are 42 certified staff members and alll are highly qualified. There are 9 para-professionals. Of the certified staff, 40% have 5 or fewer years of experience, 16% have 6-10 years, 30% have 11-20, and 16% have 20 years or more. Teachers represent 21% African-American, 36% Hispanic, and 43% White.

Demographics Strengths

- Excellent staff attendance in 2015-16.

- Good student attendance (96.93% average).

- Staff is diverse, highly-qualified, and committed to school improvement efforts.

- Small class sizes

- Increased identification of gifted learners

Demographics Needs

1. Provide intervention for at-risk learners (530 students preK-4)

2. Implement successful language acquisition strategies (347 students preK-4)

3. Reduce tardiness.

Student Achievement

Student Achievement Summary

The 2015 Accountability rating from TEA was met standard. In reading, the campus had 63% of third graders passing STAAR reading. This was below the district and state averages. Our African American third graders performed at 59%, Hispanic at 62%, Economically Disadvantaged at 63% and English Language Learners at 68%. In reading, our fourth graders passed with 58% which again was lower than the district and state averages. In fourth grade, the African American students scored higher than the other student groups: African American at 59%, Hispanic at 55%, Economically Disadvantaged at 56%, and English Language Learners at 52%. Fourth grade writing in 2015 was 58% which was below the district and state averages. At Central, 59% of the African Americans passed writing, 55% Hispanics, 56% Economically Disadvantaged, and 54% English Language Learners. The peformance of math or STAAR A for special education students was not calculated in 2014-15 for campus performance.

According to the School Report Card, the percentage of students reaching the postsecondary readiness level in two or more subjects increased from 12 in 2014 to 19 in 2015. The percentage of students at Central reaching the advanced standard level in 2015 was 13%, yet it was higher than the district average. We also met index 2 in 2015 for student growth with a score of 41 (requirement from TEA is 30). Our percent of students exceeding STAAR progress was above both the district and the state. In reading, we were 26% compared to the district 14% and the state 16%. Our English Language Learners for exceeding STAAR progress was 29%. The percent of students who failed STAAR previous year but passed in 2015 was 26%, which was lower than the district and the state. Our students in bilingual and/or English as a Second Language programs passed the STAAR reading with 60% and writing at 58%. Although our bilingual and English as Second Language learners did not score as high as the district and state in post-secondary readiness levels, we were above the district for advanced standards and met or exceeded progress levels.

The 2016 rating for Central was met standard. Unfortunately, the testing company ETS did not score our third grade reading or math tests and no data for those student tests is not available. The accountability summary indicates we were 60 points in index 1, 41 points on index 2, 29 points on index 3, and 19 points on index 4. We were most at-risk in index 1 and 3. For index 3, our economically disadvantaged group and African American group were our two lowest performing groups. The fouth grade results are: reading 62%, math 64%, and writing 52%. Central met 19 of 25 safeguards (76%).

Student Achievement Strengths

 - STAAR and English Language Learner progress in 2015 was above district average.

- Campus met state accountability standards for 2015 and 2016.

- Gains made for post secondary readiness and advanced levels.

- 19 safeguards were met in 2016.

Student Achievement Needs

1. Increase number of students passing state assessments for reading, writing, and math (Index 1 - State Accountability)

2. Increase number of students reaching advanced levels on state assessments (Indexes 2, 3, and 4 - State Accountability)

3. Provide differentiated instruction to meet the needs of diverse student groups. (Indexes 1, 2, 3, and 4 - State Accountability)

School Culture and Climate

School Culture and Climate Summary

Students and parents that are new to the campus are given an orientation by the counselor or the registrar. A welcome brochure and informational materials are given to parents to orientate them about campus procedures and expectations. Frequent communication in both English and Spanish occurs to keep families informed of school events. In addition to monthly PTA student performances, families are invited to six character assemblies, three Strong Fathers events, and 3-4 campus-initiated curriculum events. Students are recognized each nine weeks for conduct, academic achievement, character, and attendance. The campus utilizes Positive Behavior Intervention Support for both school-wide expectations and classroom expectations. Incentives are provided to students for demonstrating appropriate behavior. Motivational assemlies are held each month to reinforce our campus behavior program. Character lessons and ceremonies are utilized from Early Acts First Knights.

The number of referrals compared to the 2014-15 school year has increased. Many of the referrals occur mid-day. Approximately 8% of the students were sent to DAEP. All students placed in the DAEP were discretionary placements for persistent misbehaviors. All students placed in the DAEP were African American males.

School Culture and Climate Strengths

To help build social skills among our K-4 students, we have scheduled a 40 minute block per week to emphasize character building and guidance lessons. Communication to parents about campus activities, meetings, and programs are communicated to students regularly through monthly newsletters, school messenger, orientations, campus website, and Central's social media sites.

School Culture and Climate Needs

 1. An effective campus wide character building program is needed to help build the social and emotional skills of our students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Central has 42 certified and qualified professionals, as well as 9 paraprofessionals. Due to Reconstitution, we opened 2015-16 as a Reconstitution campus with 7 additional professional positions and 20 new teachers in all. A staff morale plan is in place to encourage high morale, support, and job satisfaction. New teachers with less than 5 years experience were assigned a mentor for support. Capacity is being built through weekly PLC meetings and professional development sessions. Professional development in 2015-16 focused on understanding the tools of TEKS Resource System and STAAR4ward and how to best use them for data analysis and lesson planning. Additional focus areas have been: language acqusition, inclusion, high yield active participation strategies, vocabulary, and technology. Leadership opportunities are encouraged on various committees: site-based team, campus leadership team, STAAR4ward teams, capacity teams, curriculum work groups, RTI teams, behavior teams, and staff morale team. Professional development has been offered through Region 10, Lead4ward, and professional organizations for bilingual educators and music teachers. Curriculum work groups have been instrumental in helping teachers understand the TEKS, design the assessments, and align the instruction.

Staff Quality, Recruitment, and Retention Strengths

The District and Region 10 have provided adequate professional learning of the curriculum resources through TEKS Resource System. Teachers have been involved in leading the implementation and providing feedback to the district (capacity teams, work groups). District surveys have encouraged teacher input. The 20 new staff members have acclimated well with veteran teachers. Grade level teams cooperate and collaborate well. Staff morale is high and professional conduct of staff impressive.

Staff Quality, Recruitment, and Retention Needs

1. Professional development needed for classroom management, active participation strategies for engaging students, and effective classroom instruction.

2. Increase staff retention and morale.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The 2014-15 Texas Academic Performance Report (TAPR) indicates that 63% (74% district, 77% state) of Central's 3rd grade students mastered the 2015 Reading STAAR test. In 2014, 57% (64% district, 76% state) of the 3rd grade students mastered the reading STAAR. When compared to the district average, Central has performed between 11% lower than the district average and 14% lower than the state average in both spring 2014 and 2015. STAAR reporting categories with the weakest performance for third grade are in category 2/math (algebraic reasoning) and in category 2/reading (literacy text).

The 2014-15 TAPR reports indicates that 58% (70% district, 74% state) of Central's 4th grade students mastered the 2015 Reading STAAR test. In 2014, 61% (68% district, 74% state) mastered the Reading STAAR. When compared to the district average, Central has performed between 12% lower than the district average and 16% lower than the state average in both spring 2014 and 2015. STAAR reporting categories with the weakest performance for fourth grade are in category 3/math (geometry & measurement) and in category 1/reading (vocabulary and inference across genres).

In spring 2015, approximately 68% of our third graders and 61% of our fourth graders mastered the Math STAAR. Due to implementation of new state standards for math, the state did not factor math into school accountability for 2014-15 school year. Algebraic reasoning, fact fluency, and geometry/measurement are weakest areas for the campus.

Local data reflects that 1st and 2nd grades have a higher percentage of students passing the district's semester exams compared to the district passing average.

TEKS Resource was initiated in 2015-16 to provide curriculum framework. Lucy Calkins writing curriculum was implemented in 2015-16 after the District provided summer professional development for teachers. STAAR4ward has been a primary resource for our professional learning communities. Processes have been used for data analysis, monitoring progress, reviewing content, and engaging learners in higher levels of thinking. District and Region 10 professional development/coaching have supported bilingual/ESL teachers in complying with state regulations, monitoring language proficiencies, monitoring student academic success, and implementing the district's early exit model for bilingual education.

Professional development was provided for general education and special education teachers to increase inclusion and co-teaching.

Curriculum, Instruction, and Assessment Strengths

In 2015-16 Duncanville ISD implemented TEKS Resource System for curriculum framework. Teachers have a well-aligned scope/sequence along with unit assessments and resources to understand the TEKS and the implications for instructions. Students are assessed after every unit in all content areas (reading, math, science, & social studies). Teachers are collaborating across the district in Grade Level Curriculum Work Groups to implement the curriculum with fidelity. Teachers use the IDF, Instructional Focus Document, as well as, the Star Forward Scaffolding documents to ensure that the curriculum is vertically

aligned. Performance Assessments are used several times throughout each unit to ensure teachers are teaching to the rigor of the unit assessments. Content and language objectives are communicated to students in a lesson frame. Bilingual & ESL teachers monitor student English language acquisition in listening, speaking, reading, & writing every 4-6 weeks. Central is currently working with Lead4ward consultants to identify priority units (based on historical performance and current eyar performance), as well as learning high-yield strategies to teach these objectives. Lead4ward has provided teachers with scaffolding documents, TEKS snapshots, learning heat maps, field guide bundles, item analysis, and vocabulary documents. Inclusion services have increased for students receiving special education in order to ensure that adequate time in the general education class and core curriculum is received.

Curriculum, Instruction, and Assessment Needs

1. Early literacy strategies for reading and writing needed in order for students to meet target reading levels by end of second grade.

2. Language acquisition strategies needed to support students in Bilingual program.

3. Gifted and higher ability students need specialized units of study.

4. Students need more opportunities for real world applications of learning, innovative technology use, and service to community.

5. Students need more involvement in personal goal-setting.

Family and Community Involvement

Family and Community Involvement Summary

Central maintains a partnership with a local church -- this organization donates school supplies and clothing. The church also offers a weekly after school tutoring program for Central students. Central also works with the Rotary Club's Early Acts First Knights to develop character traits. Parents are encouraged to be involved as volunteers. Six or more family events are held each year to promote family involvement. In 2015-16, the school offered parent orientation, Dads Day, Science Night, Math Morning, Great Night of Reading, International Food Night, Open House, and monthly PTA programs with student performances. Attendance at family events ranges from approximately 100 to 350. Monthly family newsletters are sent from the office in both English and Spanish to keep families informed of school events. School Messenger also is used frequently for reminders of upcoming events. Teachers make at least one positive contact per grading cycle with each family. Teachers also distribute family newsletters and calendars. The office staff was trained in 2015-16 on customer service skills. Counseling recommendations are also made when needed. Student take-home learning bags are in use to promote reading at home. Progress reports are sent each three weeks to keep parents up to date.

Family and Community Involvement Strengths

Central has adequate bilingual staff to ensure that language barriers do not interfere with parent communication. There is a consistent system for communication to families.

Family and Community Involvement Needs

1. Outreach to parents is needed to encourage participation at school events.

School Context and Organization

School Context and Organization Summary

Central opened 2015-16 as a Reconstitution campus and continued its status as a priority campus. Redesign features and staffing changes occurred in this school year. The campus wrote both a local campus improvement plan and a targeted improvement plan for TEA. The principal attended the TAIS conference in fall of 2015 and meets regularly with our preferred service provider from TEA to monitor the implementation of the targeted improvement plan. We follow the planning cycle to identify needs and problem statements through data analysis, design and implement intervention strategies, monitor the implementation and adjust the plan when needed. Quarterly review meetings are held with a campus leadership team for this purpose. The three primary focus areas for 2015-16 have been to increase student achievement in reading, writing, and math for all student groups, to increase positive campus climate, and to increase professional learning and effective teaching practices. The campus has had a back-to-school event in 2014 and 2015 for all the staff to participate in the goal-setting and vision making for the school years. Teachers at each grade level collaborate regularly to review unit assessments and identify objectives for reteaching. A data protocol system is in place with two teachers at each grade level who have been trained by Region 10 to lead these data studies. Individual data meetings are held each nine weeks with teachers and administrators to review student progress and identify next steps. Support teachers (special education, intervention) monitor their case loads and submit data reports monthly to administrators. Report cards are reviewed each grading cycle by the RTI committee to identify students at risk. Reading levels are reviewed each nine weeks to identify students not making adequate progress. RTI case managers meet with individual teachers to identify and and ensure that students receive tier 1, tier 2, or tier 3 interventions. the site-based committee and/or campus leadership team has input into the development of campus improvement plans. Multiple data sources are utilized to identify root causes. Teachers collaborate weekly in professional learning communities to discuss the learning objectives, student progress, and to design engaging lessons. Teachers are encouraged to participate in various leadership roles: site-based committee, curriculum work groups, capacity teams, STAAR4ward teams, team leaders, campus leadership teams, etc. Administrators design the master schedule and duty rosters with the objective of maximizing learning time for all and minimizing unnecessary interruptions.

School Context and Organization Strengths

Teacher leaders are successfully leading the data analysis of their unit assessments. A schedule is in place for spiral review and reteaching of weak objectives. the campus has a variety of resources that were purchased in 2015-16: Study island, STAAR Math Mission, Measuring Up, Mentoring Minds, Reading Eggs, Math Seeds, and Flocabulary. Through our priority grant of $255,000 we have been able to fund an academic interventionist for third and fourth grade, as well as purchase resources for math and reading instruction, provide motivation and enrichment events, parent involvement, and technology. Teachers are committed to the success of Central Elementary, they tutor voluntarily, and participate willingly in school improvement efforts. The campus is in full compliance to TEA for submission of quarterly reports and staff effectiveness reports.

School Context and Organization Needs

1. With more than 500 students identified as at-risk, response (RTI) needs to be adequately provided.

2. Increasing STAAR student achievement and meeting federal safeguards is needed.

Technology

Technology Summary

Duncanville ISD provides Central Elementary with wireless internet access for the entire campus. Each classroom received new equipment and hands on training for their equipment which included: New mounted interactive projectors, document cameras, and classroom surround sound. Each teacher is also provided with a laptop for professional use. Each classroom has at least one desktop for student use. Classrooms in each grade level also have student laptops: grades K-1 have 2 laptops each, Grade 2 classrooms have 3-5 laptops each, and grades 3 & 4 have 9 laptops each. 24 Chrome Books have been purchased for whole class instruction. Our campus has two computer labs with 24 student desktops and the library has 2 student desktops.

Technology Strengths

Teachers uses Renaissance & Scholastic SMI software as a means for screening students and pinpointing areas of academic weakness. The program also gives students practice on areas of weakness through individualized programming. Teachers also have access to several online resources for academic intervention including: Math Seeds, Reading Eggs, Study Island, and Education City. The campus also uses Typing Club, and Scholastic FASTT Math & Reading Counts for enrichment.

Technology Needs

1. Teacher training is needed to ensure effective utilization of new technology devices.

2. Teacher training is needed to ensure students master the Texas Essential Knowledge and Skills for Technology Applications.

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- Progress of prior year STAAR failures
- STAAR ELL 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
- Observation Survey results

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

- Other additional data

Goals

Goal 1: Focus on Student Success

Performance Objective 1: By the end of 2016-17, 70% or more of Central students will demonstrate proficiency on reading, writing, and math assessments.

Evaluation Data Source(s) 1: STAAR assessments, unit assessments

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2	1, 2	Administrators	lesson plans, inventory, purchasing, classroom observations, assessments				
1) Instructional resources will be utilized for effective implementation of TEKS-based learning opportunities.	Funding Sources: 199-30 SCE - $7590.00, 199-30 SCE - $11000.00						
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 4 CSF 5	2, 7	Administrators	lesson plans, classroom observations				
2) PreK program will prepare students with early literacy/competency skills.	Funding Sources: 199-32 PK - $560.00						
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2	1, 2, 8, 9, 10	Administrators, interventionist	assessments, lesson plans, observations				
3) Students at-risk of not mastering grade level expectations will be identified and supported with adequate intervention (RTI, dyslexia, and 504) to accelerate learning.	Funding Sources: 199-30 SCE - $7000.00, 199-30 SCE - $3000.00						
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 3 CSF 7	1, 2, 3, 4	Administrators, teacher leaders	assessments, observations, TTES				
4) Professional learning opportunities will support teachers' classroom effectiveness.	Funding Sources: 199-32 PK - $500.00, 199-32 PK - $200.00						

State System Safeguard Strategy **Federal System Safeguard Strategy**	1, 2, 8	Administrators, teacher leaders	assessments, data analysis forms, sign-in sheets, intervention plans	🟠			
Critical Success Factors CSF 1 CSF 2 5) Teachers will collaborate in data analysis meetings to determine appropriate interventions for students.			Funding Sources: 199-30 SCE - $9000.00				
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 7 6) PLC meetings will study state standards and learn research-based methods to increase student engagement and achievement.	1, 2, 3, 4	Administrators, teacher leaders	PD agendas, meeting notes, classroom observations, lesson plans	🟠			
Critical Success Factors CSF 1 CSF 3 7) Campus administrators will engage in professional learning activities.	1, 2, 3, 4	principal	TPES, State accountability systems	🟠			
Critical Success Factors CSF 1 CSF 2 8) Students in grades 3-4 will maintain data notebooks for personal goal-setting.	1, 2	Administrators, teachers	data notebooks, student progress measures	🟠			
State System Safeguard Strategy **Federal System Safeguard Strategy**	1, 2, 3, 9	Administrators	Student achievement data, TTESS	⚪			
Critical Success Factors CSF 1 9) An academic interventionist will provide support for students in third and fourth grade at risk of not mastering grade level curriculum and assessments.			Funding Sources: 211-SIP School Improvement - $17000.00				
✔ = Accomplished 🟠 = Considerable ⚪ = Some Progress ⚪ = No Progress ❌ = Discontinue							

Goal 1: Focus on Student Success

Performance Objective 2: By the end of 2016-17, special program student groups (B/ESL, GATE, RTI and Special Education) will show a 5% increase in reading, writing, and math standards-based assessments compared to prior year.

Evaluation Data Source(s) 2: STAAR assessments, unit assessments, TELPAS

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			**Summative**
				Nov	Jan	Apr	June
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 7 1) Professional learning will be provided to assist teachers with special program implementation.	1, 2, 3, 4	Campus administrators, Special Education Department, BESL Department, teacher leaders	Student assessments, classroom observations, TTES	◕			
Funding Sources: 199-25 BESL - $5500.00, 199-23 SPED - $400.00, 263 Title III - $800.00, 263 Title III - $2425.00							
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 6 CSF 7 2) Instructional resources will be provided to assist teachers with special program implementation.	1, 2	Administrators, teacher leaders, District Department specialists	Lesson Plans, classroom observations, student assessments, inventory	◕			
Funding Sources: 199-25 BESL - $3650.00, 263 Title III - $3705.00, 199-23 SPED - $500.00, 199-23 SPED - $750.00							
Critical Success Factors CSF 1 CSF 6 3) Gifted and talented students will receive a minimum of 3 hours of advanced/ differentiated learning opportunities per week, with 2 hours per week focusing on specialized units of study for gifted and higher ability learners.	1, 2	Administrators, teacher leaders	Student assessments, performances, projects, lesson plans, schedules	◕			
Funding Sources: 199-21 GT - $350.00, 199-21 GT - $250.00							
Critical Success Factors CSF 4 4) Extended day opportunities will be offered to challenge and interest advanced learners.	1	Administrators, teacher leaders	schedules, student assessments, performances, projects	⚪			
Funding Sources: 199-21 GT - $200.00, 199-21 GT - $200.00							
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ⚪ = No Progress ✗ = Discontinue							

Goal 1: Focus on Student Success

Performance Objective 3: By May of 2017, technology integration by teachers and students in the content areas will increase 10% from evidence collected in September 2016.

Evaluation Data Source(s) 3: teacher scoring rubrics for technology TEKS, monthly scoreboards for students and teacher incorporation of technology with content

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Critical Success Factors CSF 1 CSF 7 1) Professional learning for technology tools will be provided.	1, 4	Administrators, media specialist	lesson plans, classroom observations, student engagement	◓			
Critical Success Factors CSF 1 CSF 4 CSF 6 2) Technology devices will be provided for instructional use.	1, 2	Administrators, media specialist, teacher leaders	lesson plans, observations, student engagement/assessments	◓			
Funding Sources: 211-SIP School Improvement - $3000.00							
3) Students in grade 2-4 will present digital products or presentations each nine weeks.				◓			
Critical Success Factors CSF 1 4) A technology cadre of teacher leaders will facilitate demo lessons and embedded PD to support technology integration across the campus.	1, 2, 3, 4	Administrators, media specialist, teacher leaders	lesson plans, schedules, observations, TTES	⚪			
✔ = Accomplished ◓ = Considerable ◖ = Some Progress ⚪ = No Progress ✖ = Discontinue							

Goal 1: Focus on Student Success

Performance Objective 4: By May of 2017, 70% of learners will master enrichment TEKS.

Evaluation Data Source(s) 4: report card grades, fitness assessments, music performances, art displays

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Critical Success Factors CSF 1 CSF 6 1) Students will have 135 minutes weekly in a TEKS-based physical education class or structured activity. Student fitness assessments will be utilized.		Administrators, PE teacher	lesson plans, schedules, assessments	◕			
Critical Success Factors CSF 6 2) Field trips will offer students enrichment in culture, arts, and sciences.		Administrators, teacher leaders	calendars, schedules, lesson plans	◕			
Critical Success Factors CSF 1 CSF 6 3) Resources will be provided for effective instruction for PE, music, and art.	2	Administrators, teachers	inventory, lesson plans, classroom observations, student performances, projects, assessments	◕			
Critical Success Factors CSF 1 CSF 6 4) Professional development will be provided to enrichment teachers.	1, 2	Administrators	agendas, certificates, lesson plans, classroom observations	◕			
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✘ = Discontinue							

Goal 2: Focus on Students, Families and the Community

Performance Objective 1: By the end of 2016-17, student discipline referrals will decrease 5% from prior year.

Evaluation Data Source(s) 1: report card conduct grades, discipline referrals

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Critical Success Factors CSF 6 1) A new school-wide PBIS incentive system will be utilized, with defined conduct points and reward system.	2	administrator, counselor, teacher committee	discipline referrals, report card conduct grades				
Critical Success Factors CSF 6 2) Additional student clubs will be developed, e.g., Geek Club, Art Club, Running Club.		administrator, counselor, teacher leaders	student club memberships, agendas				
Critical Success Factors CSF 6 3) Character education will be utilized to improve social-emotional skills.	2	administrators, counselor	discipline referrals, report card conduct grades, RTI behavior monitoring				
Critical Success Factors CSF 6 4) Counseling and conflict resolution methods will be utilized by classroom teachers and counselor.		administrator, counselor, teachers	discipline records, student conduct grades				
Critical Success Factors CSF 6 5) TBSI training for selected staff related to instruction of students with disabilities.	10	administrators, counselors, special education teachers	discipline records				
Critical Success Factors CSF 6 6) School counseling and classroom methods will be utilized to help students take a stand against drugs, bullying, violence, physical or verbal aggression, or harassment of others.	10	administrators, counselors	school calendar of events, discipline records				

Critical Success Factors CSF 6 7) Student recognition will occur each nine weeks to promote academic achievement, attendance, and conduct.		administrators, counselors, teacher leaders	student recognition lists				
Critical Success Factors CSF 1 CSF 2 CSF 6 8) RTI Behavior will hold scheduled reviews of student identification, intervention, and data review to address RTI tier 1-3 students(including measures for students at risk of DAEP).	1, 2, 8, 10	Administrators, counselor	discipline data, RTI forms in Aware, agendas, interventions				
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue							

Goal 3: Focus on Operational Excellence

Performance Objective 1: By the end of 2016-17, 70% or more of Central staff will respond favorably to a survey on the effectiveness and efficiency of campus processes and procedures.

    Evaluation Data Source(s) 1: survey

    Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews Formative Nov	Jan	Apr	Reviews Summative June
Critical Success Factors CSF 1 CSF 3 CSF 6 1) Campus procedure handbook will be updated and distributed to staff.		Administrators	staff surveys, staff compliance	✔	✔	✔	✔
Critical Success Factors CSF 3 2) Staff advisory committee will be selected to review campus procedures and make necessary recommendations.		Administrators	agendas, recommendations, adjustments to campus procedure handbook, staff surveys	⚪			
✔ = Accomplished 🔶 = Considerable 🔶 = Some Progress ⚪ = No Progress ❌ = Discontinue							

Goal 3: Focus on Operational Excellence

Performance Objective 2: By May of 2017, there will be a 5% increase in attendance at school family events.

    Evaluation Data Source(s) 2: attendance records, calendar of events

    Summative Evaluation 2:

Strategy Description	**Title I**	**Staff Responsible for Monitoring**	**Evidence that Demonstrates Success**	**Reviews**			
				Formative			**Summative**
				Nov	**Jan**	**Apr**	**June**
1) Strong Fathers will conduct events to promote family involvement.	2, 6	Administrators, teacher leaders	attendance counts, calendar	⬤			
Funding Sources: 211 Title I - $1000.00							
Critical Success Factors CSF 6	6, 10	Administrators, teacher leaders	attendance counts, calendar	◕			
2) Families will be invited to special events (during school and/or evenings) to promote student learning and family engagement.	Funding Sources: 211 Title I - $600.00						
Critical Success Factors CSF 5	6	administrators	contact logs	◕			
3) Parent communication and involvement will be encouraged through school welcome folders, monthly newsletters, and other timely contact through School Messenger.	Funding Sources: 211 Title I - $795.00						
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 4: Focus on Employees and Organizational Improvement

Performance Objective 1: By the end of 2016-17, 70% or more of Central staff will respond favorably to an employee satisfaction survey.

Evaluation Data Source(s) 1: survey

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Critical Success Factors CSF 6 1) Teacher appreciation and recognition events will be held each nine weeks.	2, 5	Administrators, teacher leaders	calendar	🟠			
Critical Success Factors CSF 7 2) Campus leaders will follow district guidelines for recruitment, hiring, and retention of highly qualified teachers.	1, 2, 3, 10	Administrators, Human Resources Department	Personnel records	✔	✔	✔	✔
✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue							

Goal 5: Focus on Financial Stewardship

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Instructional resources will be utilized for effective implementation of TEKS-based learning opportunities.
1	1	2	PreK program will prepare students with early literacy/competency skills.
1	1	3	Students at-risk of not mastering grade level expectations will be identified and supported with adequate intervention (RTI, dyslexia, and 504) to accelerate learning.
1	1	4	Professional learning opportunities will support teachers' classroom effectiveness.
1	1	5	Teachers will collaborate in data analysis meetings to determine appropriate interventions for students.
1	1	6	PLC meetings will study state standards and learn research-based methods to increase student engagement and achievement.
1	1	9	An academic interventionist will provide support for students in third and fourth grade at risk of not mastering grade level curriculum and assessments.
1	2	1	Professional learning will be provided to assist teachers with special program implementation.
1	2	2	Instructional resources will be provided to assist teachers with special program implementation.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Instructional resources will be utilized for effective implementation of TEKS-based learning opportunities.
1	1	2	PreK program will prepare students with early literacy/competency skills.
1	1	3	Students at-risk of not mastering grade level expectations will be identified and supported with adequate intervention (RTI, dyslexia, and 504) to accelerate learning.
1	1	4	Professional learning opportunities will support teachers' classroom effectiveness.
1	1	5	Teachers will collaborate in data analysis meetings to determine appropriate interventions for students.
1	1	6	PLC meetings will study state standards and learn research-based methods to increase student engagement and achievement.
1	1	9	An academic interventionist will provide support for students in third and fourth grade at risk of not mastering grade level curriculum and assessments.
1	2	1	Professional learning will be provided to assist teachers with special program implementation.
1	2	2	Instructional resources will be provided to assist teachers with special program implementation.

Title I Personnel

Name	Position	Program	FTE
Evan Engwall	Math Center Teacher	Title I	1.0
Sandra Gomez	Reading Center Teacher	Title I	1.0

Campus Funding Summary

199-21 GT

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	GATE supplies	199.11.6399.00.101.21.000	$350.00
1	2	3	GATE reading materials	199.11.6329.00.101.21.000	$250.00
1	2	4	GATE competitions food	199.11.6497.00.101.21.000	$200.00
1	2	4	GATE competitions	199.11.6412.00.101.21.000	$200.00
				Sub-Total	$1,000.00
				Budgeted Fund Source Amount	$1,000.00
				+/- Difference	$0

199-23 SPED

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	subs for sped teachers PD, testing	199.11.6141.99.101.23.000	$400.00
1	2	2	sped reading materials	199.11.6329.00.101.23.000	$500.00
1	2	2	sped general supplies	199.11.6399.00.101.23.000	$750.00
				Sub-Total	$1,650.00
				Budgeted Fund Source Amount	$1,650.00
				+/- Difference	$0

199-25 BESL

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	subs for bilingual teachers PD, LPAC, IPT, TELPAS	199.11.6112.99.101.25.000	$5,500.00
1	2	2	bilingual reading materials	199.11.6329.00.101.25.000	$3,650.00
				Sub-Total	$9,150.00
				Budgeted Fund Source Amount	$9,150.00
				+/- Difference	$0

199-30 SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	1	1	resources for intervention at risk	199.11.6399.00.101.30.000	$7,590.00
1	1	1	reading resources for intervention at risk	199.11.6329.00.101.30.000	$11,000.00
1	1	3	tutoring pay	199.11.6117.99.101.30.000	$7,000.00
1	1	3	extra subs for small group intervention	199.11.6112.99.101.30.000	$3,000.00
1	1	5	subs for teacher data meetings	199.11.6112.99.101.30.000	$9,000.00
				Sub-Total	$37,590.00
				Budgeted Fund Source Amount	$37,590.00
				+/- Difference	$0

199-32 PK

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	prek general supplies	199.11.6399.00.101.32.000	$560.00
1	1	4	PDfor preK teacher	199.13.6411.00.101.32.000	$500.00
1	1	4	sub for preK teacher to attend PD	199.11.6112.00.101.32.000	$200.00
				Sub-Total	$1,260.00
				Budgeted Fund Source Amount	$1,260.00
				+/- Difference	$0

211 Title I

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Strong Fathers	211.61.6399.00.101.30.000	$1,000.00
3	2	2	parent invovlement food	211.61.6497.00.101.30.000	$600.00
3	2	3	general supplies	211.61.6399.00.101.30.000	$795.00
				Sub-Total	$2,395.00
				Budgeted Fund Source Amount	$2,395.00
				+/- Difference	$0

263 Title III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	subs for NABE	263.11.6112.99.101.25.000	$800.00
1	2	1	NABE registration	263.13.6411.00.101.25.000	$2,425.00

1	2	2	bilingual reading materials	263.11.6329.00.101.25.000	$3,705.00
				Sub-Total	$6,930.00
				Budgeted Fund Source Amount	$6,930.00
				+/- Difference	$0

211-SIP School Improvement

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Salary	211.11.6119.00.101.30.SIP	$17,000.00
1	3	2	All in Learning	211.11.6399.00.101.30.SIP	$3,000.00
				Sub-Total	$20,000.00
				Budgeted Fund Source Amount	$20,000.00
				+/- Difference	$0

199 Local

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$42,984.00
				+/- Difference	$42,984.00
				Grand Total	$79,975.00