

Socorro Independent School District
Campestre Elementary School
2016-2017 Campus Improvement Plan



Mission Statement

Campestre Elementary is committed to ensure our learners achieve personal success, develop strong moral character, and become leaders by engaging each student through rigorous learning experiences.

Vision

Tomorrow's Leaders Learning Today

Superintendent

Dr. José A. Espinoza

Board Members

Gary Gandara - President
Paul Guerra - Vice-President
Cynthia Ann Najera - Secretary
Hector F. Gonzalez
Michael Anthony Najera
Antonio "Tony" Ayub
Angelica Rodriguez

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary: In summary, Campestre faculty needs to continue to grow professionally, improve their craft as a result of professional development . We will continue to strive for further growth in reading, writing, and science. This is essential in order to provide the highest level of academic achievement possible for all students.

From our data analysis, we have identified the following as the most current, critical student achievement needs. They are listed in priority order:

1. 2016 STAAR data reveals that our Special Education students score below other student groups in 3rd, 4th, and 5th grade Reading. The root cause is the need for improved structures and strategies to provide support, accommodations, acceleration, and interventions for Special Education students.
2. 2016 STAAR data reveals our Reading scores dropped significantly in 3rd, 4th, and 5th.

Demographics

Demographics Summary

Campestre Elementary School is one of 48 campuses in Socorro Independent School District. Campestre opened its doors in 1982 and serves predominantly economically disadvantaged families. Campestre serves 594 students in grades PK to 5. The graphics below identifies the student population which currently consists of the following:

Student Demographics (2015 - 2016)	Count	Percent
Gender		
Female	286	48.15%
Male	308	51.85%
<hr/>		
Ethnicity		
Hispanic-Latino	572	96.30%
<hr/>		
Race		
American Indian - Alaskan Native	12	2.02%
Asian	0	0.00%
Black - African American	5	0.84%
Native Hawaiian - Pacific Islander	2	0.34%
White	2	0.34%
Two-or-More	1	0.17%

Our student population is primarily Hispanic-Latino with 96.30% and American Indian with 2.02%.

The purpose of this plan is to outline and build accountability for the highest quality instruction through research-based strategies and best practice in instruction. Campestre teachers plan and align their instruction and assessments in an effort to meet the needs of all their students. Campestre uses different assessments data in order to determine strengths and weaknesses. Our SIT (School Improvement Committee) met to review and identify areas of weaknesses and strengths in our plan.

Demographics Strengths

The staff population is .94% African-American, 0% Anglo, 0% Asian, 100 % Hispanic, with an average of 8.3 years of experience. Our campus currently has campus staff stability, which demonstrates the commitment to the community.

The overall mobility rate for the campus is approximately 15.6%. The average daily attendance rate for students is 96.83%. Our campus attendance rates are reviewed daily. Our prekindergarten student absences far exceed that of the other grade levels. Campestre will work to improve prekindergarten attendance. Classes will continue to be full day in 2016-17, so that should assist attendance. Our campus considers attendance a major indicator of student success, this year we had a small increase, but will continue to strive for improvement and to reach our goal of 97.5%.

Demographics Needs

There is a need to continue to focus and support on our special education population. We have identified co-teach teams to ensure we provide the supports needed and allow the teams to collaborate and plan as a team. Our data indicates we need to increase the average passing performance of students in special education.

Student Achievement

Student Achievement Summary

Campestre faculty and staff work diligently to implement best practices to support our campus needs. Tutoring began early in the year to ensure interventions increase students' academic skills. Students are provided tutorials (in school, before school, and after school) through interventions and differentiated instruction. In the lower grades (Pk-3rd) the campus is organized as self-contained classrooms. In the upper grades (4th & 5th) the classes are organized as team teaching. The team consists of one teacher teaching language arts and social studies and the other teacher teaching mathematics and science. Data sources include: CPALLS & Istation Math (Prek), Istation Reading, Milestones, ,TELPAS,9-week assessments (K-2), Fall/Spring Benchmarks, STAAR, TELPAS

Our scores are as follows:

2015-2016 TELPAS Composite Ratings

Grade Level	Total tested	Beginning	Intermediate	Advanced	Advanced High
Kinder	49	33	41	20	6
1st	51	24	53	18	6
2nd	39	3	33	41	23
3rd	50	2	22	44	32
4th	31	3	13	61	23
5th	34	0	18	38	44

The percentage of students that progressed at least one proficiency level from 2015 to 2016 are as follows:

- 1st grade 69%
- 2nd grade 54%
- 3rd grade 49%
- 4th grade 52%
- 5th grade 55%

KG District Writing Initiative 2016

Total Students	Satisfactory	Advanced
84	82.14%	36.9%
1st District Writing Initiative 2016		
Total Students	Satisfactory	Advanced
102	83.33%	27.45%
2nd District Writing Initiative 2016		
Total Students	Satisfactory	Advanced
78	94.87%	16.67%
3rd District Writing Initiative 2016		
Total Students	Satisfactory	Advanced
101	98.02%	33.%
5th District Writing Initiative 2016		
Total Students	Satisfactory	Advanced
84	98.81%	38.1%

Campestre students performed well in the district writing initiative. We currently have a writing block where the entire campus focuses on writing.

Kinder EOY TCM

Total Students	Satisfactory	Advanced
82	93.9%	57.32%
1st EOY TCM		
Total Students	Satisfactory	Advanced
103	96.12%	65.05%
2nd EOY TCM		
Total Students	Satisfactory	Advanced
80	93.75%	55%

There was an increase in the scores from last year to this year: 88% received satisfactory last year and increased to 96% passing this year in 1st grade, 88% of our 1st graders received satisfactory last year and it increased to 93% this year.

Istation	Grade Level	Tier 1	Tier 2	Tier 3
	Grade PreK	44%	29%	27%
	Grade K	87%	11%	2%

Grade 1	80%	9%	12%
Grade 2	79%	13%	8%

There was an increase in kindergarten- last year we had 81% Tier I and now 87% of our students are at a Tier I, 1st grade had 57% Tier I and now 80% of our students are at a Tier I, and second grade had 78% Tier I and now 79% are at a Tier I. Overall there was an increase in all grade levels.

2015-2016 STAAR

3rd	Math	Reading
	82.8%	66.7%

Our third grade scores dropped 8% in both content areas, however our advanced performance increased by 10% in Math. We will continue to work towards improving our Math skills.

2015-2016 STAAR

4th Grade	Math	Reading	Writing
	79.5%	68.7%	64.3%

Our 4th grade Math scores increased compared to last year by 10%. Our Reading scores dropped by .9%, however our advanced performance increased by 10%. Our data indicates we need to continue to work on our Reading skills. Teachers will receive professional development throughout the year during our PLC's. A reading structure was identified so every classroom includes a Balanced Literacy structure in their classrooms. Teachers will also receive professional development in Writing. A scope and sequence will be developed for teachers to follow.

2015-2016 STAAR

5th Grade	Math	Reading	Science
	91.5%	78.0%	78.8%

Student Achievement Strengths

Our TELPAS data indicates we had 50% or more students progressed one proficiency level from 2015 to 2016. Our math results for grades k-2 indicate our students are performing well and have a strong foundation. Students did well in the district writing initiative in the lower grades.

Student Achievement Needs

Reading is an area we need to focus on beginning in the lower grades. Our data indicates patterns that need to be addressed. We need to continue to conduct staff development in the area of reading. We need to refine our writing strategies in kindergarten and 1st grade.

School Culture and Climate

School Culture and Climate Summary

All faculty, staff and students have received training on EOP drills and EOP procedures. All guests must present valid id before entering our campus. Teachers have worked extensively with students on what to do on various scenarios to include intruders, adults in the student restrooms and EOP drills. Both students and parents feel comfortable reporting possible bullying situations and we work to remedy any instances of bullying so that students feel safe in our school. We implemented the Character Meter to help with student behaviors. Teachers received professional development to ensure proper implementation. Our counselor had monthly lessons on character traits to help our students make better choices and treat each other with respect. The classes that reached the goal for the 9-week period won a pizza party to celebrate their good behavior decisions. The character trait for the month was discussed during morning announcements so students heard it frequently and displayed the traits daily. We continued to focus on the Olweus lessons to help students learn about each other and respect their differences. We also continued to make improvements and work with staff, students and parents so that our school continues to be a safe and inviting space where students can learn.

School Culture and Climate Strengths

Campestre had less behavior concerns this year due to the strategies/initiatives we implemented. Students understood school expectations and followed them when dealing with situations. The lessons were implemented with fidelity and the character trait word was heard as teachers and students during interactions.

School year	# of referrals
2015-2016	8
2014-2015	17

School Culture and Climate Needs

Campestre continues to strive to improve our school climate and culture, so we will continue to use the Olweus Bullying Prevention program to support our students. In addition, we will begin to implement PBIS school-wide. Our students, parents, faculty and staff will be trained throughout the year. The PBIS team will attend the conference held here in El Paso as professional development.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers received training during each of the ½ day professional development days afforded to staff by the district calendar. Faculty meetings always included a strategy that teachers could implement in their classrooms immediately such as vocabulary development games or reading strategies. All professional development and teacher meetings also focused on establishing a strong teacher-student relationship. Teachers also received training to help guide instructional decisions based on data. Administration conducted walkthroughs throughout the year and provided meaningful feedback. The walkthroughs provided administration to look at the various class room and see what instruction looked like in the various grade levels. Instructional aides also received training so they can support student learning.

Staff Quality, Recruitment, and Retention Strengths

Our teacher retention is not of major concern. Our campus does not lose too many teachers, which demonstrates the commitment to the community. We lost two teachers this school year because they went back to their home town.

Staff Quality, Recruitment, and Retention Needs

Campestre needs the fourth grade team to stay together and grow professionally. For the last three years, this is the grade-level that has lost a teacher every year. Team building is important and needed for this grade level to ensure cohesiveness and commitment. Professional development for the new team member is needed in Empowering Writer's, Kagan Cooperative Learning Structures, Balanced Reading, Guided Math, CSCOPE, and STAAR strategies. In addition, our campus needs additional staff development in Reading across the grade-levels.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Systems were set to make the most out of the time teachers spent with students. An instructional plan outlining each district and campus instructional initiative was created to begin to achieve campus alignment and knowledge of our curriculum and materials and/or resources. A 45 minute team planning for teachers each week was created to provide teachers the opportunity to analyze data and target different areas. Students class rotation included PE, computer/technology, counseling session, library, and homework support with our PE staff. RtI meetings were held to provide not only instructional support and intervention for students but for teachers as well. There has been a focus on teacher accountability during RtI meetings. All teachers used Empowering Writers to teach writing at Campestre. Writing continues to be an area of need. In an effort to promote writing, a school wide writing block was implemented. All grade levels will have a common writing time from 8:00 am to 8:45 am. The fourth grade writing block will be an extended amount of time. Our SCE-I Coach will continue to model lesson for teachers, as needed. We will also implement a writing camp for students that are struggling.

Lower grade (k-2) teachers will use Really Great Reading to help support the early reading skills our students need to be successful readers. Teachers will offer after school tutoring to help students that are struggling with reading. Really Great Reading will continue to be used to provided Dyslexia services to those students identified.

Teacher aides were hired to work with students in Tier I or Tier II while teachers worked with students in Tier III. Identified dyslexic students were served during this time as well four times each week.

SPED students receive services through different structures. We promote the co-teaching model since it is the least restrictive; however, we also offer instruction in a resource setting for those students who benefit from that structure. Students from our Self-Contained Academic unit are mainstreamed according to their needs. Throughout the school year students were involved in analyzing their Istation and/or state assessment data. Students used this data to build awareness of their performance and to communicate with their parents at student-led conferences. Our speech therapist provides speech services for students that are eligible for the services. A district occupational therapist frequently visits our campus to provide services, as well.

The school counselor held individual, group, and whole class counseling. Support staff was assigned at-risk students to mentor based on academic and/or social needs. These individuals meet periodically and offered support, guidance or simply met to discuss needs a student might have.

Our GT program offered students a robotics course, which consisted of 6 Saturday classes. Students also participated in the district's GT showcase.

In addition to all the academic gains we are also very proud of the activities and partnerships we have had throughout the year. We also feel that it is crucial to provide our students with all the experiences we possibly can to have well rounded individuals. These have motivated students to do their best and contribute to students' self-esteem, cultural sensitivity, appreciation for the arts, developing social skills and gearing them to college and career readiness.

- Campestre was the first and only school in the region to partner up with EPCC to establish college bound mentality. All students went to experience college life at EPCC during field trips.

- All 5th grade students attended the symphony.
- In an effort to recognize and have students appreciate the cultural diversity at Campestre we celebrated 16 de septiembre. Tigua members also presented on the Tigua history and the stories behind each dance. Students were also treated to a taste of the delicious Tigua bread.
- All grade levels went on a field trip to various destinations.
- Students were also treated to a unique experience at the end of the year. Students participated in field day. The field day consisted on a zip-line, race track, an obstacle course, various slides and rock climbing.

Curriculum, Instruction, and Assessment Strengths

Campestre Elementary is excited to announce we will continue to participate in the WIN Academy. Our school continues to have the opportunity to receive instruction from one of our own teachers in an extended day Monday-Thursday. These teachers are 100% committed to help our students succeed. They are "Leaders in Education Reform", and will receive additional resources, specific professional development, and additional instructional guidance from District personnel. Our students will catch up and excel academically. This academy gives students unprecedented services and support to ensure they excel in the classroom and are college and career ready. Campestre will meet "Work hard, I can do it attitude, Never give up" as we enter our second year in the academy.

Curriculum, Instruction, and Assessment Needs

Literacy, language development, vocabulary, and background knowledge present a challenge more than ever for our population and it is the responsibility of the staff to discover methods, practices, routines, and resources to help our students and families overcome it. Title I monies were allotted to support the Accelerated Reader program in order to motivate students to read consistently. Students, with an emphasis in grades Pk-2, need more exposure to non-fiction books to develop and broaden their background knowledge and better prepare them for assessments in 3rd-5th. Our librarian began a reading initiative to help instill the love for reading and help our students that struggle. Our after school tutoring began early in the school year.

Although we see student success, we need to improve our scores with our special education students. Our RtI process requires some alignment in order to see a difference in our students. We will provide a more in depth training for RtI and support for students with disabilities and social and emotional needs. We will begin intervention programs early in the year based on needs identified in assessments and first 9-week grade reports. Our focus will be more on the academic/behavior concern and interventions and not on the forms required to begin the process.

Family and Community Involvement

Family and Community Involvement Summary

There has been a concerted effort to increase parental involvement and reach out to the community. We believe in being transparent. We establish communication with parents through school newsletters, global call outs and inviting parents to several on school functions. We also started parent classes that focus on assisting parents in helping their children with academics at home. The sessions with parents covered many topics such as STAAR, reading strategies, resources available to parents, utilizing math manipulatives in the home ect. Coffee with the principal, GED and ESL classes were also offered this school year. Parents are also involved in the decision making process through open forums, SIT and conferences. Our parents are invited to attend the "Meet the Teacher" night. Campestre Elementary hosted Reading and Science Family night. Parents were invited to parent-teacher conferences each semester to discuss their child's progress. In addition, parents were invited to an end of year assembly culminating the students achievements in academics, citizenship and physical fitness. Parents were encouraged to participate in the school compact that provides information about school programs and student learning. The compact and policy were designed in collaboration with parental input. Communication is the key in parental involvement. Parents were notified about any concerns regarding their student in the areas of testing, discipline, health, grades, and/or participation. We also offered sessions that are geared for our WIN parents that focus on ways they could support their children. We communicate with our parents via twitter, marquee messages, a monthly newsletter, global calls, student agendas, and through a monthly calendar. We maintain an open door policy and remain highly visible and accessible throughout the campus. We work closely with Tigua representatives to better serve our Tigua population. We encourage parents to volunteer in coaching extra-curricular activities. Soccer and cheerleading are the preferred sport here at Campestre.

Family and Community Involvement Strengths

Campestre utilized an array of strategies to engage our parents. Communication was maintained throughout the year that helped build positive relationships.

Family and Community Involvement Needs

Our campus will continue to offer classes to our parents but will include several global calls to ensure our parent attendance increases. Our sessions will focus on academics and ways parents can support their children so that more parents attend the sessions.

School Context and Organization

School Context and Organization Summary

The graphs below identify the campus programs. Our campus serves predominately bilingual, economically disadvantaged, free lunch, at-risk, and limited English proficient students.

Student by Program (2015 - 2016)	Count	Percent	Other Student Information (2015 - 2016)	Count	Percent
Bilingual	270	45.45%	At-Risk	357	60.10%
English as a Second Language (ESL)	0	0.00%	Economically Disadvantaged	564	94.95%
Career and Technical Education (CTE)	0	0.00%	Title I Homeless(*Special Notes*)	0	0.00%
Free Lunch Participation	534	89.90%	Immigrant	5	0.84%
Reduced Lunch Participation	30	5.05%	Limited English Proficient (LEP)	289	48.65%
Other Economically Disadvantaged	0	0.00%	Migrant	6	1.01%
Gifted & Talented	21	3.54%	Military Connected	14	2.36%
Special Education (SPED)	71	11.95%	Foster Care	1	0.17%
Title I Participation	594	100.00%	CTE Single Parent/Pregnant Teen	0	0.00%
Dyslexia	4	0.67%	Section 504 (No Section 504 File for 2016)	0	0.00%
Homeless Statuses					
Homeless Status Total	20	3.37%			
Shelter	0	0.00%			
Doubled Up	20	3.37%			
Unsheltered	0	0.00%			
Hotel/Motel	0	0.00%			

Our School-wide Title I program consists of parental involvement activities, extended day, week, and year for math, reading, writing, and science interventions, professional development in core content areas, and 2 instructional aides. Our State Compensatory Program (SCE) consist of an Instructional Coach. Title III funds two additional Temporary Instructional Aides. Funding also allowed us to hire substitutes to provide staff development and/or coaching. Teacher aides were hired to work with students in Tier I or Tier II while teachers worked with students in Tier III. Identified dyslexic students were served during this time as well four times each week. We also feel that it is crucial to provide our students with all the experiences we possibly can to have well rounded individuals. These have motivated students to do their best and contribute to students' self-esteem, cultural sensitivity, appreciation for the arts, developing social skills and gearing them to college and career readiness. SPED students receive services through different structures. We promote the co-teaching model since it is the least restrictive; however, we also offer instruction in a resource setting for those students who benefit from that

structure.

The school counselor held individual, group, and whole class counseling. Support staff was assigned at-risk students to mentor based on academic and/or social needs. These individuals meet periodically and offered support, guidance or simply met to discuss needs a student might have.

Teachers attend Data meetings on a weekly basis to discuss data and create a plan of intervention for those students that do not demonstrate mastery of the TEKS. Formative and summative data is used to determine student success. -

School Context and Organization Strengths

A 45 minute data block was created for teachers so that they have an opportunity to analyze data and target different areas. The administrative team was present in all grade level data meetings to work collaboratively with teachers. During the data meetings support personnel worked with students in various capacities: -Counselor- provided classes for students -Station reading lab- provided students additional opportunity for reading practice -Kinesthetic learning- students learned through movement such as sight word hopscotch.

School Context and Organization Needs

Scheduling the time for resource was a challenge so we have restructured our Special Education schedule to allow us an additional intervention time for the entire campus. Students will receive the support they need during our " Super School".

Technology

Technology Summary

Campestre is committed to develop 21st Century learners. Our mission is to support our students' learning achievement by developing, designing and integrating technology in an effective way. For the year 2016-2017 our faculty will participate in professional development that will focus on the 4 C's (communication, collaboration, critical thinking and creativity) that are needed for a 21st century learner. With ongoing support, teachers will implement these best practices quarterly.

Technology Strengths

Campestre has two computer labs and 2 C.O.W.S. (Computer on wheels) one with iPads and one with surface tablets. Our 4 WIN classes have laptops for individual students to use in their classrooms. Every classroom has a new projector and at least two computers per classroom for student use and an additional one for teacher use.

Technology Needs

Campestre needs to purchase 25 laptops for an additional C.O.W. for student use. Our cafeteria is also in need of an overhead projector to be used for community presentations.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- 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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student 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
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional Learning Communities (PLC) data
- Highly qualified staff data
- Professional development needs assessment data

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data












Goals

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 1: For the 2016-2017 school year, Campestre Elementary will develop and implement a plan of action to ensure that 100% of its stakeholders feel safe at school and school events.

Evaluation Data Source(s) 1: 100% of stakeholders felt safe at Campestre and the school events.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Faculty, staff, students, and parents will be notified of procedures to ensure safety. Fire and emergency operation drills will continue.	1, 4, 10	Administration	Faculty & staff training, parent information nights & school newsletters District truant reports, fire drills and emergency operation drills			
	Funding Sources: 199 - General - \$0.00					
2) Visitors will sign-in at the front office and will have to present identification to enter school. Check-in system will run their identification through the national sex offender registry.	1	Front office clerk	Sign-in sheets Observation of procedures, District intruder reports			
	Funding Sources: 199 - General - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 2: For the 2016-2017 school year, the number of bullying-related incidents reported at Campestre Elementary will decrease from 2% to 0%.

Evaluation Data Source(s) 2: There were 0% bullying-related incidents.

Summative Evaluation 2: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will have weekly class meetings with students. A designated time for Olweus will be implemented campus wide.	1, 4	Administration, Counselor	Olweus class meetings, walkthroughs, lesson plans Bullying reports			
	Funding Sources: 199 - General - \$0.00					
2) We will continue with our monthly safety committee meetings to review bullying reports.	1, 4	Counselor	Sign-in sheets Teachers will refer to safety tips that were discussed in meetings.			
	Funding Sources: 199 - General - \$0.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 3: For the 2016-2017 school year, the total number of disciplinary incidents at Campestre will decrease from 12 to 8.

Evaluation Data Source(s) 3: There were 8 disciplinary incidents this school year.

Summative Evaluation 3: Some progress made toward meeting Performance Objective












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will be trained on Positive Behavioral Interventions & Supports to ensure proper implementation.	1, 4	Counselor	Sign-in sheets Decrease discipline referrals			
Funding Sources: 199 - General - \$0.00						
2) PBIS Team will acknowledge students that meet our COBRA expectations for behavior.	1, 2	Counselor	Teachers will enforce the school wide expectations. Fewer discipline referrals			
Funding Sources: 199 - General - \$0.00						
3) Monitors will receive training on PBIS strategies.	1, 4	Counselor	Observation throughout the building Decrease in office referrals			
Funding Sources: 199 - General - \$0.00						
4) Parents will receive training on PBIS to ensure understanding of school expectations.	1, 4, 6	Counselor	Sign-in sheets Decrease in office referrals			
Funding Sources: 199 - General - \$0.00						
5) Cobra Dads & Cobra Moms will be implemented to provide additional supervision is in place for students.	1, 6	Parent Liaison	Sign-in sheets Decrease number of referrals			
Funding Sources: 199 - General - \$0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 4: For the 2016-2017 school year, Campestre Elementary will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Source(s) 4: 100% of the safety audits and safety drill prepared our students for multiple emergency scenarios.

Summative Evaluation 4: Met Performance Objective















Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will continue to implement and develop emergency drill lesson plans to prepare students for various scenarios. Faculty and staff will continue to work together to ensure everyone is prepared for emergency scenarios.	1, 4	Administration	lesson plans, emergency drills, walkthroughs emergency drills, intruder reports, student awareness			
	Funding Sources: 199 - General - \$0.00					
2) Safety committee will meet monthly to ensure drills are conducted and successful.	1, 4	Administration	Safety meeting agendas with minutes Completion of drills			
	Funding Sources: 199 - General - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 5: For the 2016-2017 school year, the attendance rate for all students at Campestre Elementary will increase from 96.83% to 97.5%.

Evaluation Data Source(s) 5: Attendance rate increased to 97.5%.

Summative Evaluation 5: Significant progress made toward meeting Performance Objective





















Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Monthly student incentives will be awarded to increase overall school attendance.	1, 9	Counselor, Teachers & Administration	Student attendance will improve Monthly attendance reports			
	Funding Sources: 199 - General - \$0.00					
2) Classes are acknowledged during morning announcements once they reach the goal to spell out CHAMPIONS to earn a free dress day. Certificates are posted outside the classrooms.	1, 2	Administration, Counselor, Teachers	Announcements, certificates Increased student attendance			
	Funding Sources: 199 - General - \$0.00					
3) Traveling COBRA trophy will be awarded to the top attendance grade-level for the month.	1	Administration, Counselor, Teachers	Attendance chart posted in main hallway and announcements Increase in student attendance			
	Funding Sources: 199 - General - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 1: For the 2016-2017 school year, 100% of Campestre Elementary students, encompassing all special and sub-populations, will be placed in proper learning environments and proper grade levels to ensure that they reach their full potential.

Evaluation Data Source(s) 1: 100% of our special pops were placed in proper learning environments.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) All sub-populations will be placed with highly qualified staff such as teachers that are GT certified, Sp. Ed and/or bilingual.	5, 9	Administration	Class rosters, Teacher certification walkthroughs, benchmarks			
	Funding Sources: 199 - General - \$0.00					
2) Provide two Bilingual Temporary Aides, one At-Risk Aide, one Instructional Aide, and one Library Aide to assist with interventions for students needing additional support.	1, 2, 9, 10	Administration	RtI logs, State Compensatory Ed. Logs, Walkthroughs Increased student performance on Campus assessments, Benchmarks, increased monthly Istation results			
	Funding Sources: 263 - Title III, LEP - \$26,000.00, 211 - Title I, Part A - \$21,618.00, 199 - General Fund: SCE - \$0.00					
3) Hire two additional Temporary Instructional Aides to provide interventions to students needing additional support.	1, 9	Administration	Positions filled Increased student performance on Campus assessments, Benchmarks, increased monthly Istation results			
	Funding Sources: 211 - Title I, Part A - \$26,000.00					
4) Teachers will document student interventions in Eduphoria/Arms. Progress will be monitored by RtI team.	1, 9	Teachers, RtI team	Intervention Logs Increase in Tier 1 students			
	Funding Sources: 199 - General - \$0.00					
5) Top 10% 4th and 5th graders will participate in NEHS to expose them to High School & College.	4	Counselor	NEHS participation			
	Funding Sources: 199 - General - \$200.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 2: For the 2016-2017 school year, state assessment scores in Reading for Special Education students will increase from 36.6 % to 60% and scores for ELL students in Reading will increase from 66.7% to 75%.

Evaluation Data Source(s) 2: State assessment scores increased in all state tested content areas.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will receive PD on reading, writing, and math to increase the level of rigor.	1, 4, 5	Administration, SCEII coach, Teachers	Training sign in sheets Walkthroughs, lesson plans, data meetings			
	Funding Sources: 211 - Title I, Part A - \$200.00					
2) Purchase yearly licenses for teachers to use in the classroom. Technology software must be aligned to the Technology TEKS.	9	Administration	Lesson plans and walkthroughs Increased assessment scores			
	Funding Sources: 199 - General - \$3,000.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 3: For the 2016-2017 school year, Campestre Elementary will improve its student state assessment scores in Reading from 70.8% to 76%, Math from 84.5% to 90%, Writing from 64.3% to 70%, and Science from 78.8% to 85%.

Evaluation Data Source(s) 3: Reading, Math, Writing, and Science STAAR scores increased.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will receive training in reading strategies to support all learners.	1, 3, 4, 9	Administration, SCEII coach	Training sign in sheets Walkthroughs, lesson plans, intervention groups, RtI referrals			
	Funding Sources: 199 - General - \$0.00					
2) Provide teachers with research based materials, STAAR preparation materials and resources for interventions to include classroom materials such as manipulatives, visuals, and classroom supplies. Technology equipment such as projectors, computers, scanner, laptops, thin clients, and all peripherals will be purchased as needed. Will also provide online resources such as subscription like brainpop, XLT, stemsopes, united steaming, and storybooks.	1, 9	Administration, SCEI coach	walkthroughs, lesson plans			
	Funding Sources: 211 - Title I, Part A - \$35,126.00, 263 - Title III, LEP - \$14,250.00					
3) Provide after school tutoring Tuesdays and Thursdays to focus on students needs.	1, 3, 8, 9	Teachers, Administration, SCEI coach	Tutoring rosters, STAAR scores			
	Funding Sources: 199 - General Fund: SCE - \$41,862.00					
4) Implement Accelerated Reader (AR) Program campus wide.	1	Teachers, Librarian, Administration	AR Reports, classroom data/charts Improved reading assessment scores			
	Funding Sources: 199 - General - \$0.00					
5) Provide materials and resources for GT students.	1	GT Coordinator	Sign-in sheets, GT showcase			
	Funding Sources: 199 - General - \$0.00					
6) Recognize students on academic performance and attendance with medals, certificates and/or trophies.	1	Counselor	9-week awards, End-of-year ceremonies, attendance reports			
	Funding Sources: 211 - Title I, Part A - \$2,000.00					
7) Teachers will receive Empowering Writer's training/review in order to improve writing scores. Material will be purchased to support the program.	1, 3, 4	Administration, SCEI coach	Walkthroughs, lesson plans, intervention groups			
	Funding Sources: 211 - Title I, Part A - \$1,590.00					

8) Campus will provide necessary materials to improve AVID in 4th & 5th grade classroom to include posters and other instructional curriculum materials. License fees will be paid on a yearly basis.	2, 3, 4	Administration, SCEI coach	Walkthroughs data meetings			
	Funding Sources: 211 - Title I, Part A - \$3,295.00					
9) Provide teachers with supplies to keep data analysis binders in order to keep data at hand to better implement and develop interventions for students.	1, 2, 4, 8, 9	Administration, SCEI coach	Binders checks, walkthroughs, RtI			
	Funding Sources: 199 - General - \$200.00					
10) Host a Reading Night where teachers will prepare Reading activities for students to engage in with their parents.	6	SCEI coach, Administration, Teachers	Sign-in sheets, STAAR scores			
	Funding Sources: 199 - General - \$0.00					
11) Provide wide variety of updated books in library to engage students in reading.	1, 2	Administration, Librarian, Teachers	Classroom data/charts Improved reading assessment scores			
	Funding Sources: 211 - Title I, Part A - \$3,000.00					
12) provide ink for color printer in SCEI coach room so WIN Students have access to print their work and projects as needed.	1	SCEI Coach	Classroom data/student work			
	Funding Sources: 211 - Title I, Part A - \$765.42					
13) Provide snacks for students attending Saturday school	1	Administrator	Sign in Sheets			
	Funding Sources: 211 - Title I, Part A - \$500.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 4: For the 2016-2017 school year, Campestre Elementary will improve its student state assessment scores in Mathematics from 84.5% to 90%.

Evaluation Data Source(s) 4: Math STAAR scores increased to 90%.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective















Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide supplemental material to include test preparation materials, math manipulatives and online resources.	1, 3	Administration, SCEI coach	Walkthroughs, lesson plans			
	Funding Sources: 211 - Title I, Part A - \$6,500.00					
2) Provide after school tutoring Tuesdays & Thursdays to focus on students needs.	1, 2, 9	Administration, Teachers	Tutoring rosters/sign-in sheets, improved Math scores			
	Funding Sources: 199 - General - \$0.00					
3) Provide support for 9-week Math planning. Teachers will ensure clarity on Math TEKS.	1, 4, 8, 9	SCEI coach, Administration	Sign-in sheets, classroom walkthroughs, observations			
	Funding Sources: 199 - General - \$0.00					
4) Host a Math Night where teachers will prepare Math activities for students to engage in with their parents.	1, 6	SCEI coach, Administration, Teachers	Sign-in sheets, STAAR scores			
	Funding Sources: 199 - General - \$0.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 5: By the end of May 2017, 100% of Campestre Elementary students will implement at least 5 College and Career activities.

Evaluation Data Source(s) 5: Campestre Elementary implemented in 5 College and Career activities.

Summative Evaluation 5: Met Performance Objective

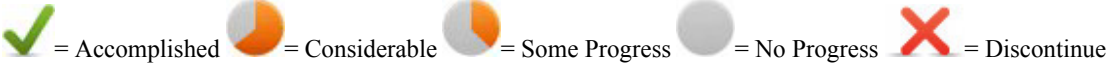
Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Students will be exposed to the various careers during college Gen-Tx week and career week.	1	Administration, Counselor, & Teachers	Planning meeting sign-in sheets College Go Get It Week & Career Week			
	Funding Sources: 199 - General - \$0.00					
2) Students will learn about all six endorsements and identify the different careers.	1	Counselors, Teachers & Administration	Sign-in sheets Career awareness			
	Funding Sources: 199 - General - \$0.00					
3) WIN teachers will use CCSparks to learn about different careers.	3	WIN teachers, Counselor	Weekly meetings Career Awareness			
	Funding Sources: 199 - General - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 6: For the 2016-2017 school year, Campestre Elementary will improve its student state assessment scores in Science from 78.8% to 85%.

Evaluation Data Source(s) 6: Science STAAR scores increased to 85%.

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide supplemental materials for science to include test preparation materials, hands on materials to enhance science instruction and other materials for science projects/experiments.	1, 3, 9	SCEI coach, Administration, Teachers	Walkthroughs, lesson plans, STAAR	✓	✓	✓
	Funding Sources: 211 - Title I, Part A - \$6,500.00					
2) Host a Science Night where teachers will prepare Science experiments for students to engage in with their parents.	1, 6	SCEI coach, Administration, Teachers	Sign-in sheets, STAAR scores, Science lab sign-in sheet	✓	✓	✓
	Funding Sources: 199 - General - \$0.00					
3) Create a Science lab so students will work on hands-on lessons.	1, 9	Administration, Teachers, SCEI Coach	Lesson plans, walkthroughs, Lab use, STAAR Science scores	✓	✓	✓
	Funding Sources: 199 - General - \$0.00					
						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 7: For the 2016-17 school year, Campestre Elementary will improve its Hispanic population state assessment scores in Writing from 67% to 75%.

Evaluation Data Source(s) 7: Writing STAAR scores increased to 75%.

Summative Evaluation 7: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) All teachers will continue to receive additional training in Writing to obtain campus wide alignment.	1, 3, 4, 8	Administration, SCEI Coach, Teachers	Training sign-in sheets Walkthroughs, lesson plans, interventions, small group instruction			
	Funding Sources: 199 - General - \$0.00					
2) Campus wide writing block will continue to be implemented to promote writing and provide teachers feedback.	1, 3, 9	Administration, SCEI coach	Walkthroughs, lesson plans, teacher schedules, improved student performance on STAAR			
	Funding Sources: 199 - General - \$0.00					
3) A writing camp will be implemented for students that are struggling.	3, 9	SCEI Coach	Student participation, increased writing scores			
	Funding Sources: 199 - General - \$0.00					
4) Implementation of a school wide writing plan where each student is to have one final draft composition developed by the end of each nine weeks.	2, 9	Teachers, SCEI coach	Increase in writing district and state assessments, increase in writing skills			
	Funding Sources: 199 - General - \$0.00					
5) Provide supplemental materials for science to include test preparation materials, hands on materials to enhance science instruction and other materials for writing.	1, 3, 4, 9	Administratin SCEII coach	Training sign in sheets, walkthroughs, lesson plans, intervention groups, RtI referrals			
	Funding Sources: 211 - Title I, Part A - \$6,500.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 1: For the 2016-2017 school year, 80% of teachers being evaluated will be at the proficient level as measured by TTESS.

Evaluation Data Source(s) 1: 80% of teachers evaluated met the proficient level.

Summative Evaluation 1: Met Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will receive training based on individual teacher need.	3, 4, 5	SCEI coach	Teacher reflections, walkthroughs, lesson plans, improved instructional practices, student achievement			
	Funding Sources: 211 - Title I, Part A - \$200.00					
2) Provide opportunities for novice teachers to observe master teachers.	3, 5	Administration	Observation summary reports, Walkthroughs			
	Funding Sources: 199 - General - \$0.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 2: For the 2016-2017 school year, Campestre will maintain 100% Highly Qualified teachers in all core academic subjects.

Evaluation Data Source(s) 2: Campestre maintained 100% Highly Qualified Teachers in all core academic subjects.

Summative Evaluation 2: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will receive training in various content areas to increase teacher effectiveness to include AVID conference for teachers.	3, 4	SCEI coach	Sign-in sheets Walkthroughs, lesson plans, student achievement			
	Funding Sources: 211 - Title I, Part A - \$5,100.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 3: For the 2016-2017 school year, Campestre Elementary administrators will provide an opportunity for all teachers to attend a minimum of 5 Professional Development workshops or trainings.

Evaluation Data Source(s) 3: Campestre provided a minimum of 5 opportunities for all teachers to attend Professional Development.

Summative Evaluation 3: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) SCEI Coach will support teachers and provide PD.	3, 4, 5	SCEI coach, Administration	SCEI coach logs, walkthroughs & sign- in sheets Administration walkthroughs			
				Funding Sources: 211 - Title I, Part A - \$2,000.00		
2) District Technologist will provide PD every 9-weeks on the Technology focus for the 9-weeks.	3, 4	Administration, Technologist	Sign-in sheets, walkthroughs on implementation			
				Funding Sources: 199 - General - \$0.00		
3) Will provide ideas/strategies from Young Rembrandts during staff development in July to help teachers promote super school for the 2016-2017 school year.	3, 4	Administration	Sign in sheets, walkthroughs on implementation			
				Funding Sources: 211 - Title I, Part A - \$260.00		
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 4: During the 2016-2017 school year, Campestre Elementary will allocate funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to meet 100% of system safeguard indicators.

Evaluation Data Source(s) 4: Campestre met 100% of system safeguard indicators.

Summative Evaluation 4: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Resources, materials and programs will be provided to support PD.	4	Administration, SCEI coach	Teacher materials available, Walkthroughs, lesson plans			
	Funding Sources: 199 - General - \$0.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 5: By the end of the 2016-2017 school year, Campestre Elementary leadership team will provide a minimum of two trainings on House Bill 5 requirements for all teachers.

Evaluation Data Source(s) 5: The leadership team provided a minimum of 2 House Bill 5 trainings during the 2016-2017 school year.

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide updates for teachers updates and additional training that may be needed on House Bill 5	4, 5	Administration	Copies of sign in sheets Teacher awareness			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 1: During the 2016-2017 school year, Campestre Elementary will actively engage parents in the education process by offering a minimum of 10 opportunities to attend meetings and gatherings that will focus on improving academics and behavioral success of students and attendance.

Evaluation Data Source(s) 1: Campestre offered a minimum of 10 opportunities for parents to attend meetings and gatherings.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Offer training sessions for parents at least twice a month based on parent survey and campus instructional needs.	6	Parent Liaison	Session agendas, parent surveys, sign-in sheets			
	Funding Sources: 199 - General - \$0.00					
2) Employ a Title I funded Parent Liaison to provide opportunities for parents to participate in Reading, Science, and Math nights, Open House.	6	Administration	Agendas, Sign-in sheets, Increased parental participation at school activities & events			
	Funding Sources: 199 - General - \$0.00					
3) Refreshments and materials will be provided to help promote attendance in various activities designed for parents: Family Frameworks, books studies, educating parents on demands of STAAR, literacy, math and writing activities, family nights and technology sessions.	6	Parent Liaison	Agendas, sign in sheets, increased parental participation at school events			
	Funding Sources: 211 - Title I, Part A - \$500.00					
4) Provide parent liaison with necessary supplies to be able to present and prepare trainings.	6	Administration	Agendas, Sign- in Sheets Attendance			
	Funding Sources: 211 - Title I, Part A - \$1,317.00					
5) Offer Coffee With The Principal sessions to promote parental involvement.	6	Parent Liaison, Administration	Sign-in sheets, increase of parental involvement			
	Funding Sources: 199 - General - \$0.00					
6) Parent liaison will promote and train parents on ways to support reading, writing and math at home.	6, 8	Parent Liaison	Sign-in sheets, student benchmarks			
7) Counselor will lead Latino Family Literacy and recruit parents to participate.	6	Counselor	Sign-in sheets, parent participation			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 2: For the 2016-2017 school year, Campestre Elementary will increase the number of notifications, sent home by sending a monthly newsletters, a monthly calendar, and send out monthly all calls to all parents.

Evaluation Data Source(s) 2: Campestre sent out a minimum of 10 notifications to parents through each of the different communication methods mentioned.

Summative Evaluation 2: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide monthly newsletters to parents with general school information, announcements about our students' accomplishments and information about the goals we are all working to achieve and our progress toward them.	6	Administration	Copies of newsletters, newsletters on Campus website Parental awareness of school activities			
	Funding Sources: 199 - General - \$0.00					
2) Provide information to parents on upcoming events, school information or invitation through school website, marquee, and global calls.	6	Administration	Marquee, number of views on website, number of global calls, increased parental awareness of school activities			
	Funding Sources: 199 - General - \$0.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 3: By the end of the 2016-2017 school year, Campestre Elementary will increase the number of partnership activities with businesses, higher education institutions, and other outside agencies from 2 to 3 partnerships.

Evaluation Data Source(s) 3: Campestre was able to increase the number of business partnerships to 3.

Summative Evaluation 3: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Continue partnership with EPCC by exposing students to a college setting.	4	Counselor	Field trip Agenda, partnership			
	Funding Sources: 199 - General - \$960.00					
2) Promote partnership with Tribal community to support students that "Make it Count" and come to school daily.	4	Counselor	Sign-in sheets for meetings			
	Funding Sources: 199 - General - \$0.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 4: For the 2016-2017 school year, Campestre Elementary will provide at least one customer service training to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 4: A customer training was conducted.

Summative Evaluation 4: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide a customer service training for faculty and staff at the beginning of the year.	6	Administration	Welcoming environment for students, parents and community members, good first impressions, customer service survey			
	Funding Sources: 199 - General - \$0.00					
2) Teachers will make positive phone calls, send positive notes or post card home every nine weeks.	6	Teachers	Parent/teacher relationships, decreased number of parent complaints			
	Funding Sources: 199 - General - \$0.00					
3) Campestre will hold events for parents to collaborate with the school: Family nights, parent/teacher conferences, and open house.	6	Administration	Sign-in sheets, Increase in parental involvement			
	Funding Sources: 199 - General - \$0.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 1: For the 2016-2017 school year, Campestre will increase Special Education state scores in Reading from 36.6% to 60%, and Math 53.7% to 60% in order to meet district, state, and federal accountability standards.

Evaluation Data Source(s) 1: Campestre increased special education state scores in Reading and Math to 60%.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Create a data wall to display student & campus data by teacher.	1, 9	SCEI coach	Data Wall Increased Teacher/Student performance			
Funding Sources: 199 - General - \$0.00						
2) Grade-level accountable talks will take place bi-weekly to review data and develop a plan to ensure student success.	1, 2, 9	SCEI coach	Agendas, sign-in sheets, teacher data sheets Increased student/teacher performance			
Funding Sources: 199 - General - \$0.00						
3) Teachers will assist students set individual goals for math and reading to increase student fluency.	8, 9	SCEI coach	Goal sheets, RtI list, student performance			
Funding Sources: 199 - General - \$0.00						
4) Special Ed teachers will collaborate and plan with General Ed teachers to provide in-class teacher support in core subjects.	9	Co-teachers	Lesson plans, walkthroughs			
Funding Sources: 199 - General - \$0.00						
5) Administrators, SCEI coach and special education staff will meet monthly to discuss the needs of special education students. They will analyze data and make decisions for each student.	9	Administration	Increase passing STAAR, Sign-in sheets			
Funding Sources: 199 - General - \$0.00						
6) Kindergarten teachers, counselor and administration will provide a tour to the prekindergarten students that attend the Tigua prekindergarten classes. Students will learn about Campestre expectations and systems in order to prepare for the upcoming year.	7	Administration	Sign-in sheets, student enrollment			
Funding Sources: 199 - General - \$0.00						
7) 5th grade teachers and Counselor will hold a transitional meeting for 5th graders moving on to middle school.	7	Counselor	Sign-in sheet			
Funding Sources: 199 - General - \$0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 2: During the 2016-2017 school year, 100% of Campestre Elementary teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth.

Evaluation Data Source(s) 2: 100% of our teachers provided meaningful and effective academic interventions.

Summative Evaluation 2: Met Performance Objective








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide teachers with research based materials and resources for interventions to include classroom materials as needed.	9	SCE I coach	walkthroughs, student achievement, decrease in number of students in tier III			
	Funding Sources: 211 - Title I, Part A - \$15,327.00					
2) Provide after school tutoring Tuesday & Thursday , fall/spring intersession tutoring, summer intersession tutoring.	9	Administration	Student sign-in sheets, lesson plans, improved student performance			
	Funding Sources: 199 - General Fund: SCE - \$4,153.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 3: During the 2016-2017 school year, Campestre Elementary administrators will schedule at least three data feedback session(s) with Curriculum and Instruction personnel to acquire support and resources.

Evaluation Data Source(s) 3: Administration scheduled 3 data feedback sessions with CI.

Summative Evaluation 3: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will receive a data day every 9 weeks. C& I department will provide support as needed.	4, 8, 9	SCEI Coach	Sign-in sheets, lesson plans, improved classroom instruction and student achievement			
	Funding Sources: 199 - General - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

State Compensatory

Budget for Campestre Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.104.30.39.000.6118	6118 Extra Duty Stipend - Locally Defined	\$41,862.00
199.11.104.30.18.000.6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$98,554.20
199.11.104.30.80.000.6125	6125 Salary Support - Locally Defined	\$15,883.43
199.11.104.30.00.000.6129	6129 Salaries or Wages for Support Personnel	\$20,114.33
199.12.104.30.00.000.6129	6129 Salaries or Wages for Support Personnel	\$8,081.98
6100 Subtotal:		\$184,495.94

Personnel for Campestre Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ayala Janelle M	SCE-Teacher CSR	SCE	1
Casillas Diana	WIN TIA	SCE	1.0
Cindy Martinez	At-risk Aide	SCE	1.0
Elias Rangel Jr.	TEACHER WIN	SCE	1.0
Lizet Vasquez	SCEI-Coach	SCE	1.0
Monica Peralta	TEACHER WIN	SCE	1.0
RANGEL ELIAS G.	TEACHER WIN	SCE	1.0
Smyrna Alderette	Library Aide	SCE	.5
TERESA SALAZAR	TEACHER WIN	SCE	1.0

Title I

1: Comprehensive Needs Assessment

A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in section 1111(b)(1).

2: Schoolwide Reform Strategies

Provide opportunities for all children to meet the state's satisfactory and advanced levels of student academic achievement described in section 1111(b)(1)(D). Use effective methods and instructional strategies that are based on scientifically-based research; include strategies to address the needs of all children in the school; address how the school will determine if such needs have been met; and are consistent with, and are designed to implement, the state and local improvement plans, if any.

3: Instruction by highly qualified professional teachers

Instruction by highly qualified teachers must be provided to all students. The ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a school wide program meet the qualifications required to be highly qualified.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

N/A

5: Strategies to attract highly qualified teachers

A school wide plan must describe the strategies it will use to attract and retain highly qualified teachers. Students in these schools have a special need for excellent teachers.

6: Strategies to increase parental involvement

Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Activities to ensure that students who experience difficulty mastering the satisfactory or advanced levels of academic achievement standards required by section 1111(b)

(1) Shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10: Coordination and integration of federal, state and local services and programs

1. including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, Vocational and Technical education, and job training.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Herrera	Title I Aide	Title I	1.0

School Improvement and Operational Team

Committee Role	Name	Position
Administrator	Rosie Vasquez	Principal
Classroom Teacher	Gloria Castillo	3rd Grade Teacher
Classroom Teacher	Krysta Garcia	2nd Grade Teacher
Classroom Teacher	Paul Padilla	5th Grade Teacher
Classroom Teacher	Josefina Ramirez	1st Grade Teacher
Classroom Teacher	Miriam Sias	Kindergarten Teacher
Classroom Teacher	Liliana Slosar	4th Grade Teacher
Classroom Teacher	Jaqueline Watters	SPED Teacher
Community Representative	Brenda Gutierrez	Community Representative
Parent	Xavier Solis	Parent
District-level Professional	Terri Saldana	Bilingual

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	District Training		\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
2	1	1			\$0.00
2	1	4			\$0.00
2	1	5			\$200.00
2	2	2			\$3,000.00
2	3	1			\$0.00
2	3	4			\$0.00
2	3	5			\$0.00
2	3	9			\$200.00
2	3	10			\$0.00
2	4	3			\$0.00

2	4	4			\$0.00
2	5	1			\$0.00
2	5	2			\$0.00
2	5	3			\$0.00
2	6	2			\$0.00
2	6	3			\$0.00
2	7	1			\$0.00
2	7	2			\$0.00
2	7	3			\$0.00
2	7	4			\$0.00
3	1	2			\$0.00
3	3	2			\$0.00
3	4	1			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	5			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	3	1			\$960.00
4	3	2			\$0.00
4	4	1			\$0.00
4	4	2			\$0.00
4	4	3			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	1	4			\$0.00
5	1	5			\$0.00

5	1	6			\$0.00
5	1	7			\$0.00
5	3	1			\$0.00
Sub-Total					\$4,360.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
2	3	3			\$41,862.00
5	2	2			\$4,153.00
Sub-Total					\$46,015.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$21,618.00
2	1	3			\$26,000.00
2	2	1			\$200.00
2	3	2			\$35,126.00
2	3	6			\$2,000.00
2	3	7			\$1,590.00
2	3	8			\$3,295.00
2	3	11			\$3,000.00
2	3	12	title one		\$765.42
2	3	13			\$500.00
2	4	1			\$6,500.00
2	6	1			\$6,500.00
2	7	5			\$6,500.00
3	1	1			\$200.00
3	2	1			\$5,100.00
3	3	1			\$2,000.00

3	3	3			\$260.00
4	1	3			\$500.00
4	1	4			\$1,317.00
5	2	1			\$15,327.00
Sub-Total					\$138,298.42
263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$26,000.00
2	3	2			\$14,250.00
Sub-Total					\$40,250.00
Grand Total					\$228,923.42

Addendums

Outstanding ISD

Number One Elementary School

2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts

Academic Achievement in Mathematics

Postsecondary Readiness



Board Approval Date: August 25, 2015
Public Presentation Date: September 15, 2015

Mission Statement

Excellence and high student achievement prosper here because of our uncompromising commitment to students and extraordinary learning opportunities.

Vision

Our vision is to inspire a passion for life-long learning.

Please Note: This is NOT a complete improvement plan. The pages that are provided are for training and demonstration purposes only. All of the information included is completely fictitious and does not represent any real campus or district. Any resemblance is purely coincidental.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Training Elementary is a seven-year old, K-5th grade Title 1 campus in Training ISD. Although this improvement plan focuses on the 2015-2016 school year, the demographic information comes from information available in May 2015. Student enrollment at Training Elementary continues to steadily grow and during 2014-2015, it increased from the previous year by 3.5 percent. May enrollment data shows that 762 students are enrolled and that the African American and Hispanic student groups are growing the fastest. The campus has three student groups that are almost equal in size: 26.5% are Hispanic, 38.6% are White and 25.2% are African American. Asian students make up 1% of the population and Pacific Islanders represent 3%. There are 4.3% claiming Two-or-More Races.

The 23% student mobility rate for Training Elementary is above the state average of 18%. The campus has identified 145 students who are migrant. Attendance rates have steadily increased over the last six years. At 95.8%, the attendance rate is one of the highest in the school district. The campus attributes this achievement to a strong partnership with parents and a focus on high-quality education. About 3/4 of the students reside within the city limits and 1/4 of students live in a rural area north of the city. There are four bus routes serving the school. Training Elementary's student groups include 17% English Language Learners (ELLs), 8% Gifted and Talented, and 12% Special Education. Additionally, 80% are economically disadvantaged, 51% are identified as at-risk.

Writing Tip: It is best practice to select a trusted, objective person to carefully proof-read all sections of the comprehensive needs assessment (CNA) before the CIP is published. This proof-reader should check for professionalism, language that protects individual students' identities, and cultural/ethnic/racial appropriateness. Regardless of the amount of improvement identified, it is important that the CIP reflects a positive message that the campus is striving to break through all barriers and be the best it can be.

Demographics Strengths

Training Elementary has many strengths. Some of the most notable demographics strengths include:

- Many families move into our area just for the schools. Because our families value education we have many supportive parents and students who are committed to success.
- The attendance rate at Training Elementary continues to go up. It increased from 94.7% in 2013-2014 to 95.8% in 2014-2015.

- No students withdrew during 2014-2015 because they were unhappy with our campus.
- Students at Training Elementary are very accepting of new students regardless of race or ethnicity.

Demographics Needs

The following demographic needs are listed in order of importance:

1. The latest TAPR report shows 11.2% of students are identified as needing Special Education services. This is above both state (8.5%) and district (9.7%) averages. Additionally, local campus data reveals that there is a disproportionate ratio of boys to girls. Root causes have not yet been identified.
2. Enrollment data indicates that the percentage of students identified as migrant is slowly increasing each year. The teacher survey identifies that teachers feel inadequately prepared to address the special needs of migrant students.
3. Data from the May 2015 teacher survey reveals a need for professional development on culture, customs and traditions of the increasingly diverse ethnic backgrounds of our students. The root cause is that the ethnic backgrounds and experiences of our teaching staff do not match the growing and changing diversity of our students.
4. According to information provided from the city, a large, multi-unit apartment complex will be opening in Training Elementary's attendance area in late fall, 2015, or early spring 2016. Information suggests that out student enrollment could rapidly rise during this school year and past the optimal time for adding new teachers. Training Elementary needs a plan to be prepared for additional students.

Writing Tip: Needs should always be numbered and listed in priority order. Every identified need should be addressed under at least one strategy. Needs are written as problem statements and are detailed (i.e. identifies the data or facts confirming the need, describes who, what, when, where). Also, identifying the root cause ensures a correct and targeted focus when developing a strategy. Solutions are not typically listed in the needs problem statements. (See the Writing Tip under Student Achievement Needs for more tips on writing needs statements.)

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2014-2015 school year, **Training Elementary met these targets:**

- Index 1 - Student Achievement. Training Elementary Score: 83 (state target score = 60)
- Index 2 - Student Progress. Training Elementary Score: 52 (state target score =)
- Index 3 - Closing Performance Gaps. Training Elementary Score: 50 (state target score = 28)
- Index 4 - Post-Secondary Readiness. Training Elementary Score 27 (state target score = 12)

These scores result in Training Elementary receiving a **2015 Texas Accountability Met Standard rating**. The campus also earned **three Distinctions:**

- Academic Achievement in Reading/English Language Arts
- Academic Achievement in Mathematics
- Postsecondary Readiness

Although we are proud of our scores, we know there is much more work to be done. On the 2015 STAAR, the following scores for all grades show the percentage at Phase-In Satisfactory Standard or Above:

- All Subjects - 83% (State 77% and District 78%)
- Reading - 89% (State 76% and District 84%)
- Math - 80% (State 78% and District 78%)
- Writing - 86% (State 72% and District 81%)
- Science - 69% (State 78% and District 75%)

A deep analysis of the above scores by grade level and by each student group reveals that almost all student groups have shown positive growth when comparing the 2014 and 2015 STAAR data. Among eight different STAAR exams given at three grade levels, 44 different student groups were analyzed. Only 11 groups showed a decrease in scores between 2014 and 2015. All 11 groups have been analyzed by individual student scores and academic standards. Intervention strategies will be implemented to accelerate learning and close this gap.

While the campus is showing overall growth, the amount of growth among student groups is not equal. One focus for the campus is the variance between the highest and lowest scores among student groups. Note the highest and lowest 2015 STAAR scores listed below:

- 3rd Grade Reading: 96% African American - 60% Special Education
- 3rd Grade Math: 100% Two-or-More Races - 50% Special Education

- 4th Grade Reading: 92% White - 71% Hispanic
- 4th Grade Math: 79% Hispanic - 50% Special Education
- 4th Grade Writing: 88% Writing - 50% Special Education
- 5th Grade Reading: 100% Hispanic - 71% Special Education
- 5th Grade Math: 95% Hispanic and 95% White - 83% ELL
- 5th Grade Science: 78% White - 59% Hispanic

When looking at this variance, it is important to remember that the student groups vary in size. To address the variance, the campus has analyzed scores for each individual student and by each standard. As stated earlier, individual students will be targeted for intervention and acceleration. Teachers also study the goal of the campus is to close the gaps between all student groups with a special emphasis on the Special Education student group.

Training Elementary met all of the state System Safeguards. For the 2014-2015 school year, 79% of students had to pass the 3rd - 5th grade STAAR exams in order for the campus to meet federal achievement targets. Training Elementary met all but three targets. The campus will address these three federal System Safeguards: African American - Mathematics, Special Education - Reading, and Special Education - Mathematics.

***Writing Tip:** When listing scores such as those above, be sure to include an explanation so that readers understand what they are viewing. Simply listing scores without a description does not provide enough specificity to create focus. Notice how this example gives state and district scores and state targets to provide reference. The explanation describes what is significant about the numbers and percentages. Note, too, that this example only addresses Index 1 and Index 3. In a real CNA, a campus will also address Index 2 and Index 4.*

Student Achievement Strengths

Training Elementary has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths, including:

- Earning Distinctions in Academic Achievement in Reading/English Language Arts and also in Mathematics
- Earning a Distinction for Post-Secondary Readiness on STAAR
- Meeting all of the federal System Safeguard

Student Achievement Needs

There will always be student achievement needs until every student achieves 100% mastery of the TEKS. From our data analysis, we have identified the following as the most current, critical student achievement needs. They are listed in priority order:

1. 2015 STAAR data reveals that Special Education students score significantly below all other student groups in 3rd, 4th and 5th grade mathematics. The root cause is the need for greater structures and strategies for providing support, accommodations, acceleration and interventions for Special

Education students.

2. 2015 STAAR data reveals that Special Education students score significantly below all other student groups in 3rd and 5th grade reading. The root cause is the need for greater structures and strategies for providing support, accommodations, acceleration and interventions for Special Education students.
3. 4th grade 2015 STAAR scores in both reading and mathematics are significantly lower than scores in grades 3 and 5. The root cause is that the 4th grade RtI structure needs to be strengthened including additional professional development provided for teachers and paraprofessionals.
4. Math scores on 2015 STAAR are below the state average. When looking at the student groups in grades 3-5 all student groups score below 80% in at least one grade level. Because of that, math needs to be a focus for campus intervention. The root cause is not totally understood; however, nonmastery of the math standards can be documented as early as Kindergarten.
5. 5th grade Science STAAR scores are below district and state averages. No student groups scored above 78% and Hispanic students scored 59%. The root cause is identified as a lack of mastery of prerequisite skills taught at earlier grade levels.
6. 2015 STAAR scores and campus assessment data reveals that while the campus does very well with Writing, Special Education students score significantly below all other student groups. The root cause is identified as a need for greater accommodations in Writing.

Writing Tips:

1. *Always prioritize the needs.*
2. *Needs should always be written as detailed problem statements that contain facts. After the problems are identified, be sure to explore root causes. Proposed solutions are not listed here.*
3. *Always refer to the data source so that readers know where you found the information.*
4. *This area (Student Achievement) will probably be the largest section in the CNA. There may be many academic needs identified. List them all. If there are too many to be addressed in one year, divide the needs into two groups: Priority Needs and Additional Needs. The Priority Needs group will be addressed in the improvement plan. The Additional Needs will not be addressed in the plan until resources (time, money and personnel) become available.*
5. *If student groups are small, use more generalized language to prevent unintentionally identifying the exact performance of certain students.*

School Culture and Climate

School Culture and Climate Summary

One of the core beliefs at Training Elementary is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. With this in mind, the entire campus operates under what we call an Excellence in Personal Management Framework. The campus motto is, “What we do, we do right because it helps us on the path to college.” Students are taught that excellence is *the habit* to achieve. They are taught that what you do, you should do well, and the easiest way to do it well is to *do it well every time*. Students are taught, they practice, and then excellence with personal management and behavior is expected.

Teachers and other staff receive training on how to ensure that a healthy classroom climate is created and maintained. The training also includes instruction about the pace of the classroom and how to ensure that academics are the primary focus. It is important for teachers to use the least invasive form of intervention possible. Teachers know that in top classrooms, time is allotted to learn how to do routines and rituals right. Additionally, when teachers carefully reflect on the purpose, appropriateness, and justness of their requests and classroom procedures, students feel respected and are willing to do what teachers ask.

School Culture and Climate Strengths

Training Elementary celebrates these strengths:

- Our student survey reveals that students feel the Excellence in Personal Management Framework is fair and appropriate.
- The student survey reports that 91% of students feel safe at school.
- The teacher survey data states that teachers feel empowered and valued. They also feel that Training Elementary is a great place to work.

School Culture and Climate Needs

The following needs are prioritized:

- The student survey reveals 9% of students report a concern about safety at school. The root cause is that students do not always feel safe getting on and off the buses in the mornings and afternoons when junior high students are present.
- When the new apartment complex opens, it is anticipated that many new families will need an orientation to become familiar with our campus culture and operations. The opening date; however, is still uncertain.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All staff members at Training Elementary School met the federal and state *highly qualified* requirements resulting in students being surrounded by staff that hold high expectations for learning.

Two new teachers joined the Training Elementary family this year. Each will attend a year-long Ginger Tucker's "The Heart of Teaching" New Teacher Academy and provided by the district and are also being supported by our campus mentoring team. All teachers, including our two new teachers, will attend at least one professional development session on campus each month. The professional development will be based upon the needs identified in this improvement plan and will be provided by our own teacher leaders, the campus instructional specialist, campus administration, and a few outside professionals. It is important at Training Elementary to provide ongoing, very targeted, job-embedded professional learning.

In addition to professional development, the weekly PLC meetings reinforce what they are learning by discussing training, discussing implementation and sharing articles, etc. Teachers observe each other in a spirit of learning together.

Staff Quality, Recruitment, and Retention Strengths

Data from the Spring 2015 Teacher and Staff Survey identifies the following strengths:

- The Training Elementary staff values professional development and seeks opportunities to participate in staff development outside of what the district requires.
- 100% of the staff are Highly Qualified.
- 100% of the certified staff and 95% of the paraprofessional staff have participated in multiple professional development opportunities during this past school year.
- Each grade level team is staffed with 4-6 ESL teachers and 4-6 G/T certified teachers.
- The Summer Retreat is valued and appreciated for the content and for the opportunity to reconnect with peers and get motivated for the new school year.
- Grade level PLCs strengthen instruction through the alignment of the curriculum, lesson planning and the pacing calendar.
- The technology staff development opportunities have helped the staff become more competent and effective with the use of technology in the classroom.

Additional strengths include:

- The latest TAPR confirms that the number of Training Elementary teachers with 11-20 years experience (34%) is higher than both the state (27%) and

the district (26%).

- The TAPR also reveals that Training Elementary teachers' average years of experience with the district (12.4%) exceeds both state (11.2%) and district (10.2%) averages.

Staff Quality, Recruitment, and Retention Needs

The following needs are listed in priority order:

1. Training Elementary's teacher survey reveals a need for teacher planning as a vertical team. The root cause is that our new teachers have not been exposed to Training Elementary's campus-wide strategies and are unfamiliar with the campus vocabulary selections.
2. The teacher survey also reveals a need for time and collaboration outside of the regular PLC meetings in order to fully implement the professional development strategies being learned. The root cause is that all teachers feel some insecurity about implementing the professional development without follow-up discussions.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Curriculum, Instruction, and Assessment focus at Training Elementary is guided by the TEKS Resource System scope and sequence and the results of campus based assessments. The TEKS Resource System promotes 21st Century Skills including critical thinking and problem solving; communication skills; creativity; collaboration; and information.media literacy skills through unit Performance Indicators. Each quarter, each grade level teams map out the specific skills and standards that will be taught for the upcoming quarter. Guiding questions used during that process include: "What are the key components? What is the standard of expectation? What is the vocabulary?" Then the teachers determine HOW they will accomplish these targets.

Assessment plays a major role in decision making and take on many different forms at Training Elementary. The campus is committed to moving away from using fill-in-the-blank or multiple choice assessments as their only assessment tools. Authentic assessments that allow students to demonstrate their learning through performance, products and presentations in regular use. By ensuring all grade level skills are taught and that students learn them, Training Elementary can demonstrate how the essential 21st Century Skills are being mastered. Campus level disaggregation depends on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Kindergarten through second grade focus upon TPRI, Fountas and Pinnell Assessment, mCLASS, and campus benchmarks for assessment. Third through fifth grade focus on STAAR, iStation, Think Through Math, and campus benchmarks. Special courses and programs such as physical education, music, special education, dyslexia and ELL instruction use the same standard of assessment as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students. Campus assessments are tied to DuFour's instructional strategies where instructional goals are identified on a grid by individual students. Data is plotted vertically and horizontally to fine-tune instructional need. This is all based on "What do we want the children to learn? How will they learn it? How will we know when they have learned it? What actions do we take when they do not learn it?" The plaids are also color coordinated. Blue is above grade level, green is on level, yellow is below level and red is one year or more below level.

Weekly grade level PLCs are held with the principal and campus curriculum specialist. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. Paraprofessionals are included in all staff development days. Grade levels have a daily common planning time. Grade levels and programs meet quarterly with the principal to analyze data and map out strategies. These strategic planning sessions are for .5 of a day.

Student progress is monitored either as prescribed by the intervention at 2-, 3-, or 4-week intervals depending on individual students' needs. The RtI committee meetings are held twice each month during professional learning time. The data from campus assessments are used to identify students that are performing in the yellow or red category. Questions are asked about what is being done to address these students needs. Are they making progress? What interventions are being used? What parent communication is being conducted? These meetings are held the coordinator for RtI and the principal. Data has shown that after school tutoring has not been effective, so a multi-tiered instructional approach that provides instructional and/or behavioral intervention during the school day is in place.

All decisions regarding professional development, programs and practices are based upon the needs identified in this improvement plan.

Curriculum, Instruction, and Assessment Strengths

Training Elementary has identified the following strengths:

1. A strong RtI process
2. Planning in PLCs
3. Teachers ability to identify strategies for students in Tier 1 and Tier 2
4. The ability to interpret and use common assessment data to drive instructional decisions

Curriculum, Instruction, and Assessment Needs

The following needs are listed in priority order:

1. A comparison of the performance indicators for each grade level standard and an analysis of STAAR scores and the CBAs identify some gaps in instruction and student achievement. The root cause is a lack of consistently providing instruction at the correct level of rigor.
2. Teachers state that the changes in the new math TEKS have created gaps in students' math skills. The root cause is that many standards are now at new grade levels and the campus needs additional professional development to address this problem.

Family and Community Involvement

Family and Community Involvement Summary

Training Elementary works very hard at creating a family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and practices within the school community. Because of the diversity of our campus and high mobility, Training Elementary has a Parent Coordinator to help strengthen connections between home and school. We begin in early June updating the website for the new school year, including as many dates as possible to help parents plan ahead. The campus provides translations on the website and also with printed materials in all languages spoken in school. We also provide interpreters for school events, especially for those early in the year, such as registration and Meet the Teacher Night. We make sure that our routines are consistent, including sending our Take-Home-Tuesday folders every week. We take pride in the fact that parents report our office staff as very parent-friendly.

Family and Community Involvement Strengths

Training Elementary works hard to maintain these strengths:

- A Parent Coordinator that coordinates the volunteer program, maintains the family center, strengthens communication between home and school, makes home visits, etc.
- A process to involve parents in planning, implementing and evaluating family involvement activities
- An orientation program to prepare volunteers
- Monthly Community-Coffee with the principal
- Family focus groups
- Family center

Family and Community Involvement Needs

These needs are listed in priority order:

1. Student attendance data, parent participation data, teacher survey data, and parent survey data for the last three years confirm that the implementation of a Parent Coordinator continues to be needed and a high priority for the campus.
2. While parent participation is considered to be strong, an analysis of parent sign-in sheets, etc., reveals that parent involvement is not equal among the parents of all student groups. The root cause may be a perceived language and/or cultural barrier.

3. Parent participation data shows greater participation in activities that are "fun" as compared to activities that support learning and are more "academic." The root cause is not completely defined.
4. The parent survey reports that working parents are unable to participate as much as stay-at-home parents. The root cause is that due to the various working hours and demands of their jobs, working parents cannot always come to school.

Writing Tip: *The Parent Coordinator in #1 is not a new program for this fictitious campus. However, this position is funded through Title 1. Regardless of how long a position has been on your campus, you MUST show a need in your CNA for any special positions funded through Title 1 or State Compensatory Education funds. (Then, be sure to write a strategy, too.)*

School Context and Organization

School Context and Organization Summary

Parents, teachers, and students at Training Elementary take pride in their school and the school's reputation of success. The perception of Training Elementary among all is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as building social character. Training Elementary's focus goes far beyond just STAAR Scores. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students do not learn, you will see adjustments made within instruction, the school context and organization. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers value the planning time that they have with their PLCs and also to prepare for their individual classroom instruction. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

School Context and Organization Strengths

Training Elementary is proud of the following strengths:

1. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community.
2. Teachers accommodate special populations with more time and individualized instructional plans
3. RTI is being utilized successfully with students being referred to the appropriate special population.
4. A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
5. Interruptions to the instructional day are kept to a minimum.
6. Safety drills are performed frequently and efficiently.

School Context and Organization Needs

The following need will be addressed during the 2015-2016 year:

1. The final evaluation of last year's CIP reveals that the campus needs to strengthen the process for implementing mid-course adjustments identified through the formative reviews.

Technology

Technology Summary

In 2014, Training Elementary was the recipient of an incredible grant by the Estacado Area Foundation. Part of the application process for the grant included developing an extensive technology upgrade and implementation plan. As soon as the grant was received, Training Elementary began the process of ordering and receiving 22 iPads for each classroom. Wireless access points were installed throughout the building. We also purchased a document camera, an interactive whiteboard, projector and teacher laptop for each classroom. There are two computer labs with 25 computers each. One of those labs is used as an intervention lab. The library also has 25 computers and are frequently used for research.

Each year Training Elementary completes the Texas Education Agency's School Technology and Readiness (STaR) survey to determine progress toward the state's long-range plan for technology. Teachers and campus leadership are asked to rate 4 key areas: (1) Use of technology in teaching and learning; (2) educator preparation and development; (3) leadership, administration, and instructional support; and (4) infrastructure for technology. Training Elementary received the highest rating for the school's infrastructure because of the Estacado Area Foundation grant. The other areas have shown a dramatic increase as compared with two years ago. Teachers feel much more comfortable with integrating technology into instruction and report that their confidence and skills are greatly improved.

Technology Strengths

As part of the technology grant, Training Elementary has identified these strengths:

- iPads with Internet access are available for every student
- Teachers report increasing skills and confidence with the use of technology
- The STaR report is very positive
- Two full computer labs are available for students with additional computers in the library
- All classrooms are fully equipped with a variety of current technology
- During the 2014-2015 school year, teachers received extensive training on how to integrate technology (with iPads and the interactive white board) into their instruction. Follow-up professional development is planned for the 2015-2016 school year.

Technology Needs

Training Elementary has two technology needs:

1. The approved Estacado Area Foundation Grant contains a detailed list of action steps for Year-2. We need to ensure those are closely followed and accomplished.
2. Teachers indicate a high priority for continuing support as they implement strategies learned during the Year-1 Estacado Area Foundation Grant professional development.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District 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
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating 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 Released Test Questions
- 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged 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
- Career and Technical Education (CTE) data, including academic achievement, program growth, 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

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher STaR Chart Technology Data

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

Goals






Goal 1: Training ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

WRITING TIP: Be sure to use the SMART format for the Performance Objectives.

Performance Objective 1: All student groups in grades 3, 4 and 5 will score above 90% on Index 1, STAAR Reading and the achievement gap will be no larger than 5 points between African-American, Hispanic, White, Two-or-More Races, Special Education and Economically Disadvantaged student groups.

Summative Evaluation: STAAR data **WRITING TIP:** Some districts write what data will be used to determine the success of the PO and then write the summative eval at the end of the year. Others just write the summative eval here.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	May	June
<p>System Safeguard Strategies</p> <p>1) Implement Personalized Literacy in order to raise reading performance for each individual student. Phase 1 is Professional Development for teachers to be held on August 20-21, 2015.</p> <p>Training topics include how to:</p> <p>(a) create rotations of blended learning based on the Daily 5. (b) encourage and help students identify "good fit books" based on their own Lexile reading levels. (c) select appropriate online reading programs. (d) teach close reading with fiction and non-fiction text.</p> <p>Addresses CNA: SA 1, 2, 3</p>	2, 3, 4, 7	<p>Leader: campus reading interventionist.</p> <p>Others involved: principal, assistant principal, all classroom teachers, all special education teachers.</p>	<p>(1) Implementation can be measured by PLC discussions with the principal and walk-through observations confirming that teachers have made a shift from traditional reading instruction to blended learning rotations, good fit book selections, online reading, and close reading. (2) Impact can be measured with CBA assessment data showing that achievement gaps between student groups are closing and on-track to having no more than a 5-point difference before STAAR 2016 is administered.</p>				
Funding Sources: 199 - General Fund - \$2000.00, 199 - General Fund - \$500.00, 215 - Title I-D - \$500.00							
<p>2) Personalized Literacy professional development, Phase 2. Teachers will meet with the Personalized Literacy consultant to discuss progress and refine strategies during the October 13 Professional Development Day.</p> <p>Addresses CNA: SA 1, 2, 3 and CIA 1</p> <p>WRITING TIP: Use these letters and numbers to refer back to the CNA so you can see how these strategies address the needs in the CNA. SA = Student Achievement. CIA = Curriculum, Instruction and Assessment.</p>	2, 3, 4	<p>Leader: campus reading interventionist.</p> <p>Others involved: principal, assistant principal, all classroom teachers, all special education teachers.</p>	<p>(1) Implementation can be measured by the professional development evaluation confirming that teachers experienced new learning and are committed to a higher level of implementation. (2) Impact can be measured by PLC discussions with the principal and walk-through observations during October and November confirming a higher level of implementation.</p>				
Funding Sources: 199 - General Fund - \$1000.00							

<p>3) When planning each new instructional unit, the grade level PLC will use last year's CBA results to evaluate the effectiveness of the collaborative lessons they designed and taught. They will make adjustments for lessons where students scored below 90% on the reading standards. Teachers will anticipate mistakes students might make and provide support during instruction.</p> <p>Addresses CNA: SA 2, 3</p>	<p>1, 2, 4, 8, 9</p>	<p>Leader: Each PLC leader. Others involved: all classroom teachers, special education teachers and the reading interventionist.</p>	<p>(1) Implementation can be measured by the number of revised collaborative lessons that are completed in May. (2) Impact will be measured by the increased number of standards mastered on the CBAs when comparing this year's data with last year's data and also STAAR scores of at least 90% in all student groups.</p>				
<p>4) STRATEGY WRITING TIP: It is best practice to have as few strategies as possible so that people know where to focus. Be sure that each strategy is directly related to the performance objective and that the strategy is powerful enough to help you meet the performance objective. Do not include "regular operations" type strategies unless you are spending special funds on them or you are implementing something to take the strategy to the next level of rigor.</p>		<p>STRATEGY WRITING TIP: Always designate a leader. It doesn't have to always be the principal. This leader is watching over the implementation of the strategy and could be the one reporting progress to the principal.</p>	<p>STRATEGY WRITING TIP: Successful implementation can be measured by artifacts, such as sign-in sheets. However, the purpose for any strategy is to have an IMPACT on student achievement. So be sure to identify both the expected implementation AND the impact.</p>				
<p>Funding Sources: 199 - General Fund</p>							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Training ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 2: All student groups in grades 3, 4 and 5 will score above 80% on Index 1, STAAR Math and the achievement gap will be no larger than 5 points between African-American, Hispanic, White, Two-or-More Races, Special Education and Economically Disadvantaged student groups.

Summative Evaluation: STAAR data in June 2016.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews				
				Nov	Feb	May	June	
<p>System Safeguard Strategies</p> <p>1) When planning each new instructional unit, the grade level PLC will use last year's CBA results to evaluate the effectiveness of the collaborative lessons they designed and taught. They will make adjustments for lessons where students scored below 80% on the math standards. If the standard now appears in a different grade level, the PLC leader will ensure that the information is given to the appropriate PLC leader.</p> <p>Addresses CNA: SA 1, 3, 4 and CIA 1</p>	2, 4, 8	Leader: PLC team leader. Others involved: all classroom teachers, special education teachers and math interventionist.	(1) Implementation will be demonstrated by a complete set of collaborative lessons reflecting the new math TEKS in place by May. (2) Impact will be demonstrated by mastery of each standard on the CBAs and higher STAAR scores at 80% or better.	<p>WRITING TIP: The last formative review also serves as the summative review for the year. See the Formative Review Quick Updates page to add notes to the Formative Reviews.</p>				
<p>2) Follow-up professional development will be provided on creating vertical alignment with the new Math TEKS. Teachers will review the changes with the TEKS and highlight those where they feel they need additional professional development in order to teach any of the new standards.</p> <p>Addresses CNA: SA 1, 3, 4 and CIA 2</p>	1, 2, 9	Leader: math interventionist. Others involved include principal, all classroom teachers and special education teachers.	(1) Implementation will be demonstrated through a new set of pacing calendars for each grade level. (2) Impact will be demonstrated through teachers' confirmation of confidence with teaching the new standards and student achievement data at at least 80% for each standard that is new to the grade level.					
Funding Sources: 255 - Title II, Part A, TPTR - \$800.00								

WRITING TIP: Be very careful that the Title I Component you select actually aligns with the strategy! If the component does not address the strategy, don't select it.

Goal 1: Training ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.


Performance Objective 3: **WRITING TIP:** A Performance Objective states how much we expect to be able to grow and get better in one school year. It is written in a measurable, SMART format.

Summative Evaluation: **WRITING TIP:** Remember to include the impact upon student achievement, as well as what artifacts you will use to confirm implementation.

Goal 2: Training ISD will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety, wellness, and order.

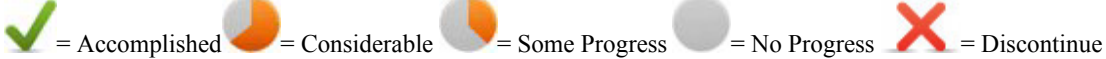
Performance Objective 1: Student Surveys administered in May 2016 will show at least a 5% increase in the number of students who feel safe at school as compared with 2015 survey data.

Summative Evaluation: May 2016 Student Survey Data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	May	June
1) Purchase and implement Incident Reporter software by 806 Technologies.	1	Leader: Assistant Principal. Also involved: Counselor	(1) Implementation will be measured by the number of reports show referrals from students, parents and teachers received through Incident Reporter software. (2) The Impact will be measured by at least a 10% decrease in the number of bully-like behaviors when comparing this year's data with last year's data.				
Funding Sources: 199 - General Fund - \$500.00							
2) The counselor will conduct lessons and small group sessions on relevant student topics. These may include conflict resolution, discipline, violence prevention, violence intervention, verbal aggression, sexual harassment, and bullying. The counselor will make referrals, parent contacts and inform administration as needed. This will be available for students and staff members.		Leader: Counselor	(1) Implementation will be measured by documentation in the counselor's notes and lesson plans. (2) Impact will be measured by the reduction in the number of office referrals as compared to the previous year.				
Funding Sources: 199 - General Fund - \$200.00, 199 - General Fund - \$50.00							
							

Goal 3: Training ISD will relentlessly engage in a culturally responsive pursuit of meaningful parental and community involvement.

Performance Objective 1: Training Elementary will increase the percentage of parent participation in both academic and social events by 10% when compared with last year's participation numbers.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	May	June
1) Parent coffee hours will be offered 5 times at the beginning of school. Parents will be invited for coffee and to provide ideas about the best ways to coordinate their busy schedules with activities to support students at school. The coffee hours will be scheduled: August 1 at 7:00 am August 5 at 5:30 pm August 16 at 10:00 am August 20 at 10:00 am August 25 at 8:00 am	6	Leader: Assistant Principal. Others involved: Principal and Counselor	(1) Implementation will be measured by the sign-in sheets for each meeting. (2) Impact will be measured by the campus leadership team using the feedback provided to schedule events and/or modify previously planned events for this school year. Impact will also be measured by comparing the parent participation records at the end of this year with the parent participation records from last year.				
Funding Sources: Donated by PTA - \$200.00							
							

"WHY ISN'T THERE A TIMELINE COLUMN FOR STRATEGIES?" WRITING TIP:

Texas Education Codes 11.252(7) and 11.253(d)(6) state that the improvement plan shall include timelines for reaching the goals and objectives. In

1. Plan4Learning, we teach that Performance Objectives should be written in the SMART format so that they indicate such a timeline. Evaluating growth over a one year period through the SMART Performance Objectives is the best way to determine a timeline for reaching the goal. A timeline for each strategy cannot give you that information. A timeline for each strategy can create misleading results.

2. In addition, Board Policy BQ(Legal), applicable to all school districts, states that improvement plans “must include provisions for timelines for ongoing monitoring of the implementation of each improvement strategy.” (This is very different from the common misconception that a timeline for completion of the strategy is required.) In Plan4Learning, three or four formative reviews are automatically built into the improvement plan to meet this requirement. Scheduled and predictable monitoring fulfill this part of the law. Well-written strategies will often include dates or a time span. In addition, dates are also sometimes seen in the “Evidence that Demonstrates Success” column. Regardless of the location, it is important that vague terms such as “August – May” or “ongoing” not be used in the strategies. It is very difficult to conduct formative reviews for strategies that have “ongoing” timelines because you cannot determine appropriate progress if the details are vague.

Goal 4: Training ISD will recruit, develop, and retain an exceptional, highly-motivated staff to optimize student engagement and learning.






Performance Objective 1: **Note:** To keep this sample plan short, this goal has not be developed with performance objectives and strategies. Be sure to see the writing tip under Goal 5.

Goal 5: Training ISD will maintain efficient and effective management of resources and operations to maximize learning for all students and staff.

Performance Objective 1: In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, Training Elementary School will be 100% compliant by implementing the following strategies. (**WRITING TIP:** To prevent non-priority mandates from cluttering up areas of the plan addressing the campus priorities, write a Performance Objective with wording similar to this.)

Summative Evaluation: These mandates will be implemented at 100%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	May	June
1) Training elementary will serve homeless students by meeting their specific academic and other needs. The school will work with the district liaison to identify and service these students as provided in the McKinney-Vento Act.	9, 10	Social worker, Counselor	Documentation of providing for needs of homeless students. At least 80% of students in homeless situations will perform at or above the passing standard on state and local assessments.				
2) Training Elementary will identify GT students and provide accelerated instruction opportunities. Some of these include Battle of the Books, UIL, and the use of DI in Tier 1 instruction.		CAS, Librarian	Student rosters will be reviewed at the end of the year to measure student participation. Students identified will perform at the advanced level on the STAAR test.				
3) All students that qualify for the dyslexia program or are in 504 will receive intense, research-based instruction.	9	CAS	Common Benchmark Assessments, six weeks grades. At least 80% of students identified as 504 will perform at or above the passing standard on state and local assessments.				
4) Monitor DAEP placements for over-represented groups, attendance rates, pre and post assessment results, dropout rates and recidivism rates.	9	Assistant principal; Counselor; CAS	Students who are involved in DAEP placements will return to campus without academic gaps and with strategies to help with discipline issues. They will have a reduction of office referrals and perform at the passing standards of the STAAR and local assessments.				
Funding Sources: 215 - Title I-D							

5) Training Elementary will provide training and updates to the TBSI team. The team will provide non-violent interventions during challenging discipline situations. Restraints will only be used as a last resort and when another person's safety is at stake.		Assistant Principal	Review the number of discipline referrals and restraint forms. Successful evidence would show a decrease in both as compared to the same time in the previous year.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Note: The purpose of this performance objective is to give you a place to put all of the mandates that are not associated with the things that you have identified as the big priorities. Many times these non-related mandates do not fit under other performance objectives, so this gives them a place. It also makes them easy to find when they are grouped together.

There are other mandates that can probably be included in this section. This is just a sample.

System Safeguard Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	<p>Implement Personalized Literacy in order to raise reading performance for each individual student. Phase 1 is Professional Development for teachers to be held on August 20-21, 2015.</p> <p>Training topics include how to: (a) create rotations of blended learning based on the Daily 5. (b) encourage and help students identify "good fit books" based on their own Lexile reading levels. (c) select appropriate online reading programs. (d) teach close reading with fiction and non-fiction text. CNA: SA 1, 2, 3</p>
1	2	1	<p>When planning each new instructional unit, the grade level PLC will use last year's CBA results to evaluate the effectiveness of the collaborative lessons they designed and taught. They will make adjustments for lessons where students scored below 80% on the math standards. If the standard now appears in a different grade level, the PLC leader will ensure that the information is given to the appropriate PLC leader.</p> <p>CNA: SA 1, 3, 4 and CIA 1</p>

State Compensatory

Budget for Training Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
192.11.6113.02.999.14.24.748	6113 Subs and Staff Development	\$60,669.00
6100 Subtotal:		\$60,669.00
6200 Professional and Contracted Services		
199.11.6297.GD.999.14.24.706	6299 Miscellaneous Contracted Services	\$55,000.00
6200 Subtotal:		\$55,000.00
6300 Supplies and Services		
193.11.6399.02.999.14.24.735	6399 General Supplies	\$40,000.00
6300 Subtotal:		\$40,000.00

WRITING TIP: Ask your trainer how 806 Technologies can work with your business department to automatically upload this State Compensatory Education financial data for you.

Don't forget that simply uploading the SCE budget isn't all that is required. If money is allocated for your campus, it is important that you show that the way your campus spends State Compensatory Education money results from identified needs in the comprehensive needs assessment. Address the needs through well-written, specific strategies.

Personnel for Training Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
David Wrangle	4th Grade Assistant	Paraprofessional	1
Helen Adams	1st Grade Assistant	Paraprofessional	.50
Joe Bond	Kinder Assistant	Paraprofessional	.50
Sara Sanchez	Counselor	at-risk support	.40

WRITING TIP: Salaries for these people are funded through State Compensatory Education. It is very important that this list is accurate.

Title I

WRITING TIP: Describe how the campus addresses Title 1 as a whole and then each of the 10 Schoolwide or 8 Targeted Assistance Components. What procedures do you use to ensure the Components are appropriately addressed? If your written procedures are located elsewhere, then note that here and you won't have to rewrite them.

Schoolwide Program Plan

Training Elementary has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title 1.

The six steps that our campus follows include:

1. Establishing and training our site-based planning team;
2. Clarifying the vision for school reform;
3. Creating our school's profile;
4. Identifying data sources and gathering the data;
5. Analyzing the data;
6. Reporting data findings to the entire site-based planning team and collecting reflections and feedback.

WRITING TIP: The procedures in this sample plan are examples only and they do not reflect the ONLY way to implement Title I. Also, note that they are not as detailed as the procedures in your actual Title I Procedures Manual. It is important that what you write in this section directly reflects the practices in your district and on your campus.

Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our schoolwide program.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Training Elementary has conducted a comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data and in collaboration with teacher leaders and others. Root causes were identified, written as needs and reported to the site-based planning team. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

2: Schoolwide Reform Strategies

Our schoolwide reform strategies provide opportunities for all children to meet the state's proficient or advanced levels of student performance. These strategies are based on effective means of improving achievement for all students. The following are activities we utilized in this plan:

1. Review program documentation to ensure that all instructional programs/instruction strategies are supported by scientifically-based research. Identify how each activity in our school strengthens the core academic program.
2. Identify scientifically-based research programs that increase the amount and quality of learning time.
3. Review the master schedule to identify opportunities for extended learning time.
4. Investigate how manipulatives are used in the various core areas.
5. Identify programs within our school that address enriched and accelerated curriculum issues.
6. Disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all our students.

Writing Tip: These six activities serve as [examples](#). There are many effective strategies that can be used as schoolwide reform strategies. Also, the number of strategies will vary according to campus needs.

3: Instruction by highly qualified professional teachers

Instruction by highly qualified professional teachers is an important component of our schoolwide plan. Procedures in use at Training Elementary to ensure that instruction is provided by highly qualified teachers include:

1. Provide time off for high-quality professional development.
2. Provide an effective mentoring system.
3. Assign teachers for a "best-fit" of their strengths.
4. Provide professional development for existing programs prior to new school year for new staff or those wanting refreshers.
5. Monitor effectiveness of teachers by frequent walk-throughs.
6. Provide time for teachers to observe master teachers in the classroom.
7. Provide training and opportunities for collaboration in looking at formative and summative student achievement data.
8. Implement strategies to provide clear lines of communication between teachers and administrators.

Writing Tip: Again, these serve as [examples](#). There are many effective strategies that can be used for highly qualified teachers strategies. Also, the number of strategies will vary according to campus needs.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Training Elementary utilizes high-quality and ongoing professional development to ensure teachers are equipped to face the challenge of helping students meet the state's academic achievement standards. Procedures include:

1. Select the professional development that meet the needs of all principals, teachers, paraprofessionals, parents, and others, as appropriate.
2. Provide opportunities for all staff to obtain training in programs and initiatives that are already in place.
3. Provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance.
4. Allow teachers to attend professional developments throughout the year on content areas specific to teacher's assignment.
5. Provide blocks of time during and after school for collaborative meetings or planning time across grade levels and content areas.

5: Strategies to attract highly qualified teachers

The campus follows district procedures for recruiting and attracting highly qualified teachers. Please refer to the highly qualified teachers procedures document located in the addendums for this plan.

6: Strategies to increase parental involvement

Our campus understands that parental involvement is a major key to students' success. Three years ago, we hired a Parent Coordinator and we are seeing significant improvement in parental involvement. One key action that is lead by the Parent Coordinator is the implementation of a special parent advisory team. The composition of this parent team is quite varied and as we make plans for parental involvement, we bring our ideas to this parent team for feedback. The parent team has been charged to think about how the ideas/activities/projects impact their busy home lives and then they provide their opinions about successful implementation. This helps us make better decisions about how to increase parental involvement and obtain higher levels of parent participation.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

The campus recognizes and emphasizes the value of creating a coherent and seamless educational program for at-risk students. Our campus does not currently have an early childhood program; however, when new students enroll, we make sure that we identify any preschool siblings so that we can share information about the early childhood programs in the district. It is important that the academic achievement of every preschool student is closely monitored. Because the early childhood programs provide a foundation for later academic success, we work hard to be sure that our parents know what options are available for them and for neighborhood children who might not have older siblings in school.

Although this component primarily addresses transitions to elementary from early childhood, Training Elementary spends time reviewing activities at all critical transition points to ensure the implementation of a coherent and seamless education program.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

In addition to STAAR results, teachers receive current and ongoing assessment data that describe student achievement. The data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The campus provides teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Each grade level is included in the formative review process for our improvement plan. This allows teachers to consistently evaluate the effectiveness of our academic assessments and the overall instructional program.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Each grade level identifies individual students who need additional learning time to meet standards. The teachers then provide those students with timely, additional assistance that is tailored to their needs. The assistance and support looks different at each grade level; however it is always available to all students in the school who need it.

10: Coordination and integration of federal, state and local services and programs

Because we are a schoolwide Title 1 campus, we have flexibility to integrate services and programs with the aim of upgrading our entire educational program and helping all students reach proficient and advanced levels of achievement. In addition, through our improvement planning and budgeting process, we are able to combine most Federal, State and local funds in order to maximize the impact of the resources available to carry out the schoolwide Title 1 program for the purpose of increasing student achievement.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aggie Gonzalez	Parent Coordinator	School-wide Program	1
Jane Smith	3rd - 5th grade teacher	Reading Interventionist	1
Joe Reyes	3rd - 5th grade teacher	Math Interventionist	1

WRITING TIP: This page is optional.

ADDITIONAL FEATURES IN PLAN4LEARNING: There are other components in the software that are not included in this sample plan such as the site-based decision making committee membership page, the formative review notes page, the addendums section, and the plan notes section. There is also a score card for tracking data and a live budget tracking feature. Contact us for information about these and other additional Plan4Learning components.

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Personalized Literacy Consultant		\$2,000.00
1	1	1	Personalized Literacy Materials for Teachers		\$500.00
1	1	2	Personalized Literacy Consultant		\$1,000.00
1	1	4	WRITING TIP: Identify what you are buying with your money.		\$0.00
2	1	1	Software Purchase		\$500.00
2	1	2	Purchase puppets for presentations		\$200.00
2	1	2	Conflict resolution materials		\$50.00
5	1	2	books		\$1,500.00
Sub-Total					\$5,750.00
215 - Title I-D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Math		\$500.00
5	1	1	Supplies and materials for students		\$3,000.00
5	1	4	Materials for pre- and post-assessments		\$0.00
Sub-Total					\$3,500.00
255 - Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Math consultant		\$800.00
Sub-Total					\$800.00
Donated by PTA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Coffee and danish		\$200.00
Sub-Total					\$200.00
Grand Total					\$10,250.00

WRITING TIP: The software automatically generates this report for you based upon the strategies you put into your plan. The data can be sorted in several different ways. This report does not have to be printed with your improvement plan.