

Socorro Independent School District
O'Shea Keleher Elementary
2016-2017 Campus Improvement Plan



Mission Statement

It is the mission of O'Shea Keleher Elementary School to provide a safe and positive learning environment in order to develop the highest academic, technological, psychological and social potential for all of our community thinkers. O'Shea Keleher Elementary School promotes independent and creative thinking, high moral values and positive self-esteem to ensure that all stakeholders are responsible, reflective and successful members of society.

Vision

Improving lives through Leading, Inspiring and Innovating.

Value Statement

Campus Principal: Mrs. Norma Myers

School Board Members: Gary Gandara, Tony Ayub, Paul Guerra, Cynthia Najera, Michael Najera, Hector Gonzalez, Angelica Rodriguez.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	11
Curriculum, Instruction, and Assessment	13
Family and Community Involvement	14
Technology	15
Comprehensive Needs Assessment Data Documentation	16
Goals	19
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.	19
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	23
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.	29
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.	33
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.	40
State System Safeguard Strategies	45
Federal System Safeguard Strategies	46
State Compensatory	47
Budget for O'Shea Keleher Elementary:	47
Personnel for O'Shea Keleher Elementary:	48
Title I	49
Title I Personnel	52
School Improvement and Operational Team	53
Campus Funding Summary	54

Comprehensive Needs Assessment

Demographics

Demographics Summary

O’Shea Keleher Elementary is one of 48 campuses in the Socorro Independent School District. O’Shea opened its doors in 1986 and serves predominantly lower to middle middle class families. O’Shea serves approximately 880 students in grades Prekindergarten to fifth grade, including a PK Hub, PK Collaborative Classroom, Kinder Bilingual Collaborative Classroom and 2 PPCD classrooms. Approximately, Prekindergarten has 350 students, Kindergarten has 75 students, 1st grade has 100 students, 2nd grade has 75 students, 3rd grade has 80 students, 4th grade has 85 students and 5th grade has 90 students. O’Shea Keleher prides itself in its community and the expectation and school motto that all Crusaders are College Bound!

The student population is .84% African-American, 2.63% Anglo, .24% Asian, 95.69% Hispanic, 52.51% male and 47.49% female with a low socioeconomic status of 78.11%.

The average daily attendance rate for students is 95.75%. The average daily attendance rate for staff is 96.42%. There are a total of 69 discipline referrals this year.

O’Shea Keleher Elementary serves 230 English Language Learner (ELL) students, 10 students in the Gifted and Talented program (40% males, 60% females), 37 students were identified for 504 services, 100 students are in the RTI process. Most students are Tier I and Tier II students with Tier II students monitored closely through the RTI process. 92 students are served through special education services (11%) and 100% of the students tested for Special Education qualified for special education services.

Demographics Strengths

The purpose of this plan is to look closely at our areas of strengths and plan for quality, research based strategies and best practices with the end goal of improvement. In analyzing the STAAR data from 2015 to 2016 we have increased in the following grade levels/subject areas:

	2015 Total passed	2015 % met	2015 % advanced	2016 Total paessed	2016 %met	2016 %advanced	Met % Change	Advanced%change
Grade 3 Math STAAR DATA	80	82.5%	13.8%	78	96.2%	33.3%	13.7% increase	19.9% increase

Grade 3	Reading STAAR data	80	85%	21.3%	78	94.9%	38.5%	9.9% increase	17.2% increase
Grade 4	Math STAAR data	73	68.5%	8.2%	83	79.5%	20.5%	11% increase	12.3% increase
Grade 4	Reading STAAR data	73	75.3%	16.4%	83	86.7%	19.3%	11.4% increase	2.8% increase
Grade 4	Writing STAAR data	73	82.2%	9.6%	83	83.1%	19.3%	.9% increase	9.7% increase
Grade 5	Math STAAR data	79	82.3%	11.4%	70	94.3%	7.1%	12% increase	
Grade 5	Reading STAAR DATA	81	91.4%	22.2%	70	92.9%	24.3%	1.5% increase	2.1% increase
Grade 5	Science STAAR data	80	60%	2.5%	69	92.8%	13.0%	32.8% increase	10.5% increase

Our results for the 4th grade Written Composition Rating Summaries are as following:

Expository Scores	2015-# of students	2016-# of students	Increase by:
0	0	0	
2	5	3	-2
3	13	16	+3
4	21	26	+5
5	20	17	-3
6	10	12	+2
7	1	9	+8
8	0	1	+1

Overall, we increased in the ratings of 8,7, 6,4 and 3. This is a strenght because we have increased the scores especially with the score of 7: from 1 in 2015 to 9 in 2016.

Our results for I Station indicate that we have the following increases for the following amount of TIER I students:

1st grade increased in the amount of students who were classified as Tier 1 students from August 2015 to May 2016: +12% increase from 52% to 64%

2nd grade increased in the amount of students who were classified as Tier 1 students from August 2015 to May 2016: +3 % increase from 73% to 76%

The selected data sources were analyzed and summarized in order to target the five SISD goals. The strength assessment is based on longitudinal and current year data disaggregation. Incorporated in to the plan are areas for improvement of student performance documented as measurable objectives followed by strategies/activities and/or programs.

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

Strengths:

O'Shea has a plan of action to ensure that its stakeholders feel safe at school and school events. Safety discussions are held at every monthly faculty meeting as well as every monthly SIT meeting. Safety is also mentioned in every weekly newsletter to teachers and staff. O'Shea's front desk reception area is manned throughout the school day and for after school tutoring time. Ten security cameras have been installed and others will be added. Students receive instruction on the importance of not letting anyone in through other than the front doors and to report any strangers they see on or around campus without a badge. Parents and visitors are greeted as they enter the building. They are asked sign in and for their id as well to ensure the safety of the campus as a whole. Teachers, staff and administrators are assigned duty stations both before and after school. Safety drills are conducted on a regular basis with committee debrief afterward and summary shared with the campus. The district provided offender list is printed weekly and a copy is available at the front desk. We will continue daily messages and weekly messages regarding Olweus. Disciplinary incidents will also be monitored more closely through the RTI process.

The campus regularly implements scheduled drills such as fire drills, reverse evacuations, and lock downs. Results are promptly shared with the campus to ensure improvements are met if needed. Custodians are seen maintaining the building as to prevent accidents from happening and hosting a clean learning environment.

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.

Strengths:

As a College Bound campus, O'Shea's teachers will continue to be familiar with the requirements for House Bill 5 in order to have a college and career plan for all students. O'Shea students will continue to receive a quality education with rigorous instructional standards. O'Shea teachers are highly qualified and they are prepared to challenge students. As we increase the instructional rigor across all content areas, we will strive to improve student state assessment scores by 10%.

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.

Strengths of Staff:

For the 2016-2017 school year we will focus on District K-12 Initiatives inclusive of Kagan, Balanced Literacy, Guided Reading, Guided Math, Response to Intervention through Differentiated Instruction, brain compatible strategies and resources, CSCOPE and STAAR EOC Readiness. Teachers are also given one day per nine weeks for instructional planning with the SCEI coach and Administration. Teachers will also receive a CScope checkpoint planning date at the 3rd and 6th week periods. As a result of our Stetson training, special education teachers will receive an additional planning day with their cooperating teachers to assist with inclusion lesson planning. Walkthroughs and T-Tess will show an increase in instructional effectiveness.

O'Shea has managed to retain highly qualified teachers. Our goal is to increase professional development opportunities by 10%. We will continue to budget for the purchase of scientifically research-based programs and materials.

As indicated in our 2013-2014 climate survey, teachers like working at O'Shea (3.45); Sets high standards for academic performance (3.61). (0-4).

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.

Strengths of Parents/Community:

O'Shea Keleher Elementary is privileged to host a Family Literacy Program that works closely with Mothers who desire to learn English to impact their lives as well as the lives of their children. While the moms are in their classroom learning, across from their room is the classroom for their children to participate in an early educational intervention program as well. The preschool children are learning social skills, classroom routines, calendar, recognition of letters and sounds, English acquisition, songs, centers, sharing, and overall student expectations. This early intervention assists students with being school ready.

O'Shea will continue to host events that involve collaborating with parents. To promote teamwork and unity we will continue offering: Fall and Spring Parent Conference Nights, Math, Reading, Science, and Writing Nights, and Family Literacy Nights. The O'Shea Keleher Parent Liaison and CIS will hosts these successful opportunities for parents: Olweus Training, Nutrition Classes, Technology classes, support for GED testing and Citizenship, and parenting classes to address any needs brought up through the survey. This next school year, the Parent Liaison will also be working closely with the SCEI Coach to educate parents about content areas that their children may be struggling with.

O'Shea will continue to provide effective communication to parents via school newsletters in English and Spanish, informing parents of upcoming events. O'Shea will add a CIS for the 2016-2017 school year to assist families. Teachers will continue to document any parent contact on a parent contact log. Positive post cards will continue next year as they are a great way to recognize student effort, growth and achievement. The campus will make scientific research based student planners available to students K-5. This will assist with parental communication and information as the student handbook will be included in the first few pages. This next year we would like to maintain our current Partner in Education members and increase the number of partners by 10%.

Goal 5: 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.

Strengths:

The RTI process has facilitated providing students with meaningful and effective academic interventions to ensure academic growth. Teachers will continue to receive opportunities for professional development to achieve professional growth and positively affect student academic achievement. Administration will continue to utilize the support of district personnel to receive pertinent feedback. School events will increase to continue to impact the community and parents as a valuable member in the process of ensuring academic and behavioral success of their child.

Summary

In summary, O'Shea Keleher Elementary School will continue to ensure a safe school environment for students, staff and community members. We will also provide students with a quality education with rigorous instructional standards as we work on reading, math, science and writing to obtain at least the highest level of academic achievement possible for all of our student populations. We will continue to recruit and retain 100% highly qualified staff and support personnel as well as provide opportunities for staff development to remain abreast of the most current research based strategies and methodologies to ensure student success. We will continue to build upon our current parent and community relationships through frequent communication, customer service and school events. Our goal is to ensure that students receive a quality education by working collaboratively toward the fulfillment of educational goals at the federal, state, and district level. O'Shea Keleher will continue to strive to produce students that will be college and career ready to meet the expectations of the state and beyond- Crusaders are College Bound!

Demographics Needs

The purpose of this plan is to look closely at our areas of needs and plan for quality, research based strategies and best practices with the end goal of improvement. This plan will guide O'Shea Keleher's instruction by planning and aligning the instruction, interventions, and assessments to positively impact student achievement. This plan was created by the staff and the administrative team at O'Shea Keleher Elementary.

After reviewing the data for the 2016 STAAR assessments, I station assessments, CScope assessments, mock assessments and benchmarks, and TELPAS results; this plan will highlight our strengths and needs in all areas.

The selected data sources were analyzed and summarized in order to target the five SISD goals. The needs assessment is based on longitudinal and current year data disaggregation. Incorporated in to the plan are areas for improvement of student performance documented as measurable objectives followed by strategies/activities and/or programs.

Our school-wide Title I program consists of parent involvement activities, extended day for math, reading, science and writing, math and reading

professional development and one SCEI coach. Our State Compensatory Program (SCE) consists of an academic coach training teachers in best practices for assisting at-risk students, extended week for math, reading, science and writing. SCEI Coach and TIA's provide small group targeted intervention in Reading, Math and Science during super school intervention time Monday through Thursday.

The site-based decision-making team looked at last year's program evaluations, survey results, and the following data: STAAR, I Station, Benchmarks, Mocks, Nine Weeks tests, Attendance (students and staff).

Committees were formed to look for areas of weaknesses and strengths. The data showed:

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

Needs/Weaknesses: O'Shea needs to be more consistent with entering and exiting out the main doors as a safety precaution. A few people still exit and enter through other doors rather than the main entrance during school hours and this will be addressed.

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.

Needs/Weaknesses:

Some of the needs that are currently being addressed are equalizing teacher and student resources. Teachers will be provided with the appropriate instructional materials necessary to carry out their instructional needs. The RTI process will also assist with securing that students are being provided the necessary interventions to be prepared for the next grade level.

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.

Needs of Staff:

This year O'Shea lost teacher who retired or have moved to a different campus. Currently, teachers are encouraged to become certified in Bilingual Education. O'Shea Keleher will increase the retention rate of all "Highly Qualified" teachers by conducting campus staff development training, building a positive campus culture, and providing attendance incentives for teachers. The future needs of staff will also be identified through the district climate survey in January 2017.

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.

Needs of Parents/Community:

O'Shea Keleher will improve parental/community involvement by creating effective home-to-school communications and increasing family learning opportunities through various methods. O'Shea Keleher will offer opportunities for parents to visit the campus by offering assistance to teachers, attending

parenting classes and/or trainings, and volunteering for various school committees. O'Shea will seek out customer training for the office staff. The parent volunteer program coordinator will focus on recruiting more volunteers.

Goal 5: 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.

Needs:

O'Shea will increase in communication and collaboration among the grade levels and school wide. We will increase the data feedback sessions as we meet with teachers during grade levels. We are in the process of equalizing the resources available to teachers and students. We will also strive to increase parental involvement by 10%.

Student Achievement

Student Achievement Summary

The following are problem statements and they are listed in priority order.

1. 2015 STAAR Writing data reveals that fourth grade bilingual students scored significantly below other students. The root cause is the need for greater structures and strategies for providing support, acceleration and interventions to newcomers and bilingual students in general.
2. 2015 Math STAAR data reveals that fourth grade monolingual students scored significantly below other students. The root cause is the need for greater structures and strategies for providing support, acceleration and interventions to monolingual students in general.

Throughout the year O'Shea teachers meet with our SCEI coach and leadership team to review data from the 3, 6 and 9 week checkpoint data, benchmark data and previous STAAR data. These data talks allowed for us to see gaps in instruction, student's individual needs, teacher needs and an analysis of special populations such as economically disadvantaged, LEP and SPED students. Based on these needs, targeted lesson planning occurred, TEK specific professional development, targeted small group, TIA support and increase and improvement of the RTI process. Due to all the above mentioned factors O'Shea did exceptionally well on the STAAR test for the 2015-2016 academic school year. Overall, there were significant gains in all areas tested.

Student Achievement Strengths

The following are the student achievement strengths from 2015 to 2016 STAAR data:

		2015 Total passed	2015 % met	2015 % advanced	2016 Total passed	2016 % met	2016 % advanced	Met % Change	Advanced % change
Grade 3	Math STAAR DATA	80	82.5%	13.8%	78	96.2%	33.3%	13.7% increase	19.9% increase
Grade 3	Reading STAAR data	80	85%	21.3%	78	94.9%	38.5%	9.9% increase	17.2% increase
Grade 4	Math STAAR data	73	68.5%	8.2%	83	79.5%	20.5%	11% increase	12.3% increase
Grade 4	Reading STAAR data	73	75.3%	16.4%	83	86.7%	19.3%	11.4% increase	2.8% increase

Grade 4	Writing STAAR data	73	82.2%	9.6%	83	83.1%	19.3%	.9% increase	9.7% increase
Grade 5	Math STAAR data	79	82.3%	11.4%	70	94.3%	7.1%	12% increase	
Grade 5	Reading STAAR DATA	81	91.4%	22.2%	70	92.9%	24.3%	1.5% increase	2.1% increase
Grade 5	Science STAAR data	80	60%	2.5%	69	92.8%	13.0%	32.8% increase	10.5% increase

Student Achievement Needs

Overall in comparing the 2015 and 2016 STAAR data the needs are as the following:

We need to increase in 5th grade Math for the Advanced performance by 5% because their was a decease of 4.2%.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

For the 2016-2017 school year we will focus on District K-12 Initiatives inclusive of Johnny Can Spell, Kagan, Balanced Literacy, Guided Reading, Guided Math, Response to Intervention through Differentiated Instruction, brain compatible strategies and resources, CSCOPE and STAAR EOC Readiness. Teachers are also given one day per nine weeks for instructional planning with the SCEI coach and Administration. Teachers will also receive a CScope checkpoint planning date at the 3rd and 6th week periods. As a result of our Stetson training, special education teachers will receive an additional planning day with their cooperating teachers to assist with inclusion lesson planning. Walkthroughs and PDAS will show an increase in instructional effectiveness. O'Shea has managed to retain highly qualified teachers. Our goal is to increase professional development opportunities by 10%. We will continue to budget for the purchase of scientifically research-based programs and materials.

Curriculum, Instruction, and Assessment Strengths

O'Shea will continue to provide rigorous lessons based on data decisions by individual teacher and as a grade level. Based on these data decisions instruction and follow through will be monitored through observations and walk thoughts. Weekly meetings with grade level, SCEI instructional coach and leadership will continue as to review data, set up instructional goals based on weaknesses in data and set up instructional plans for the individual needs of students.

Curriculum, Instruction, and Assessment Needs

This year O'Shea lost two teachers through movement. Currently, teachers are encouraged to become certified in Bilingual Education. O'Shea Keleher will increase the retention rate of all "Highly Qualified" teachers by conducting campus staff development training, building a positive campus culture, and providing attendance incentives for teachers. The future needs of staff will also be identified through teacher surveys.

Family and Community Involvement

Family and Community Involvement Summary

O'Shea Keleher Elementary is privileged to host a Family Literacy Program that works closely with mothers who desire to learn English to impact their lives as well as the lives of their children. While the moms are in their classroom learning, across from their room is the classroom for their children to participate in an early educational intervention program as well. The preschool children are learning social skills, classroom routines, calendar, recognition of letters and sounds, English acquisition, songs, centers, sharing, and overall student expectations. This early intervention assists students with being school ready.

The parent volunteer program is strong and the volunteer coordinator will focus on recruiting more volunteers.

Family and Community Involvement Strengths

O'Shea will continue to host events that involve collaborating with parents. To promote teamwork and unity we will continue offering: Fall and Spring Parent Conference Nights, Math, Reading, Science, and Writing Nights, and Family Literacy Nights. The O'Shea Keleher CIS Coordinator will host these successful opportunities for parents: Olweus Training, Nutrition Classes, Technology classes, support for GED testing and Citizenship, and parenting classes to address any needs brought up through the survey. This next school year, the CIS Coordinator will also be working closely with the SCEI Coach to educate parents about content areas that their children may be struggling with.

O'Shea will continue to provide effective communication to parents via school newsletters in English and Spanish, informing parents of upcoming events. Teachers will continue to document any parent contact on a parent contact log. Positive post cards will continue next year as they are a great way to recognize student effort, growth and achievement. The campus will make scientific research based student planners available to students K-5. This will assist with parental communication and information as the student handbook will be included in the first few pages. This next year we would like to maintain our current Partner in Education members and increase the number of partners by 10%.

Family and Community Involvement Needs

O'Shea Keleher will improve parental/community involvement by creating effective home-to-school communications and increasing family learning opportunities through various methods. O'Shea Keleher will offer opportunities for parents to visit the campus by offering assistance to teachers, attending parenting classes and/or trainings, and volunteering for various school committees. Currently, Parental Involvement is at 25% at the end of the 2015-2016 school year. We want this percent to increase to 50% by the end of 2016-2017 school year. This information will be tracked through the use of Parent Volunteer Logs maintained by the Parent Volunteer Coordinator. O'Shea will seek out customer training for the office staff.

Technology

Technology Needs

Current technology needs on campus are projectors/IWBs. The ones that are currently in classrooms are beginning to run their course and need to be replaced. New projectors/IWBs are already budgeted for the upcoming school year and the plan is to replace as many as is fiscally possible throughout the school year. Teacher input is utilized to determine technology needs especially when technology is old, outdate, or not functioning properly anymore. Our librarian, who is also our campus technology support, uses this data to inform us of campus needs.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

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, O'Shea Keleher Elementary will develop and implement a plan of action to ensure that its stakeholders feel safe at school and school events. By utilizing a safety survey, results will be tabulated and compared to last year's safety survey. We expect a 10% increase in the number of stakeholders feeling safe and secure.

Evaluation Data Source(s) 1: Compare to previous year incidents.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>1) All campus personnel will be trained on all required drills protocols and procedures. Students and parents will be trained on Olweus strategies to determine what is considered bullying. Parents will be educated in the preparedness drills and safety precautions that are implemented in the school.</p>	1, 2, 6, 9	Assistant Principal, Teachers, Administration, Counselors, SCEI	Drill documentation, effective evacuation of building, and reduction in discipline/conflict incidents and parent cooperation			
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, O'Shea Keleher Elementary will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Source(s) 2: Comparative data from previous years

Summative Evaluation 2: Met Performance Objective


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Fire drills will be conducted on a monthly basis. Students will be educated about all safety drills that are practiced during the year. Students will practice all required drills at least once a semester.	1, 2	Administration, Faculty and Staff, Safety committee	Documentation of drills and walkthroughs, community feedback, and student participation.	✓	✓	✓
Funding Sources: 211 - Title I, Part A - 0.00						

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 number of bullying-related incidents reported at O'Shea Keleher Elementary will decrease by 10% based on PEIMS Discipline Data.

Evaluation Data Source(s) 3: Student Olweus surveys, and the number of incidents reported to PEIMS will be used to evaluate the effectiveness of this goal.

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) Students will receive regular Olweus lessons. Students will participate in bully free activities. Adults on campus will be able to identify, prevent and stop bullying incidents. The Olweus committee will meet on a regular basis to assess the effectiveness of the program implemented on campus.	1, 2, 3	Counselors, Teachers, CIS, Faculty, staff, and administration	Active participation in identification/prevention of bullying incidents weekly Olweus class lessons and reduction of bullying incidents. PEIMS discipline data from 2015-2016 school will be compared to 2016-2017 school year.	✓	✓	✓
Funding Sources: 199 - General - 0.00						
						

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, the total number of disciplinary incidents at O'Shea Keleher Elementary will decrease by 10%.

Evaluation Data Source(s) 4: Reduction of incident referrals, comparison of PEIMS Discipline data from 2015-2016 to 2016-2017.

Summative Evaluation 4: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will be encouraged to handle classroom discipline issues that do not present danger to others or inhibit the learning process. Students will be rewarded for positive behavior.	2	Administration, Faculty, Counselors, Staff, CIS	Walkthroughs, student conferences, parent conferences, classroom management training as needed, positive behavior report			
	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, O'Shea Keleher Elementary students in special education classes will improve the student state assessment scores by 5%.

Evaluation Data Source(s) 1:

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

<p>1) Continue implementation of research based and data driven curriculum in the following areas with the assistance of the SCEI Coach and District Instructional Officers to support teachers and instructional curriculum:</p> <ul style="list-style-type: none"> Thinking Maps WFTB ISNs Technology Inclusion PSB SIOP Kilgo Scan Tek Science Lab Forde Ferrier Power Planning Library Resources Renaissance Learning Mentoring Minds Kamico Lone Star Learning Stem Scope Motivation Math Motivation Reading Being a Writer DRA IStation Nine Enterprises People's Education Curriculum and Associates Teacher Created Materials (TCM) 	<p>1, 2, 3, 8, 10</p>	<p>Teachers, SCEI Coach, Administration, Aides,CIS, Early Childhood Interventionist</p>	<p>Walk Throughs, 9 week plans, grade levels, Planning</p>			
<p>Funding Sources: 199 - General - 0.00</p>						
<p>2) Analyze Eduphoria data</p>	<p>1, 2, 3, 8, 10</p>	<p>SCEI Coach, Teachers, Administration</p>	<p>Data reports, Report cards</p>			
<p>Funding Sources: 199 - General - 0.00</p>						
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

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, O'Shea Keleher Elementary shall increase the advanced level performance across the core content areas, to indicate an overall improvement in student state assessment scores by 5%.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide opportunities for professional development to all O'Shea Keleher Elementary teachers	1, 2, 3, 4, 5, 10	Administration, SCEI Coach	Sign in sheets, Agendas			
Funding Sources: 199 - General - 1600.00						
2) Participation in district wide staff development training for all O'Shea Keleher teachers in the areas of TRS, Balanced Literacy, Kilgo, RTI, Differentiated Instruction, GT, Kagan, Fundamental Five, Guided Math and STAAR	1, 4, 5, 10	SCEI Coach, Administration, Teachers	Sign in sheets			
Funding Sources: 199 - General - 0.00						
3) TIA will assist with small group reading instruction for ELL students. Math TIA to work with 3rd, 4th and 5th	1, 2, 10	TIA, SCEI Coach, Administration, Early Childhood Interventionist	Students getting additional assistance, Classroom observations			
Funding Sources: 211 - Title I, Part A - 45000.00, 199 - General - 15000.00						
4) Teachers will be provided with equitable instructional tools across all classrooms to include: projectors for IWB's, iPads, iPad minis, and instructional hardware and software to provide rigorous, instructional experiences to address student needs in small-group interventions.	1, 2, 9	Administration, Librarian SCEI Coach	Students participating in instructional activities using instructional/learning tools			
Funding Sources: 211 - Title I, Part A - 11000.00						
= 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, O'Shea Keleher Elementary will improve its student state assessment scores in Reading by 8% as compared to the 2015-2016 state assessment scores.

Evaluation Data Source(s) 3:

Summative Evaluation 3:







Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all of the core curriculum areas such as Reading, Math, Science, Social Studies and Language Arts including special populations such as SpEd, 504, LEP, GT, At-Risk, and Dyslexia	1, 2, 3, 4, 8, 10	Teachers, SCEI Coach, Administration, Instructional Aides, SpEd teachers, Early Childhood Interventionist	Lesson plans, Walk throughs, Planning, Modeling of lessons, Grade levels	✓	✓	✓
	Funding Sources: 211 - Title I, Part A - 10000.00, 199 - General - 5300.00					
						

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 4: For the 2016-2017 school year, O'Shea Keleher Elementary will improve its student state assessment scores in Mathematics by 10% as compared to the 2015-2016 state assessment scores.

Evaluation Data Source(s) 4:

Summative Evaluation 4:








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all of the core curriculum areas such as Reading, Math (based on 2015-2016 Math STAAR scores), Science, Social Studies and Language Arts including special populations such as SpEd, 504, LEP, GT, At-Risk, and Dyslexia	1, 2, 3, 8, 10	Teachers, SCEI Coach, Administration, Instructional aides, SpEd teachers, TIA's	Lesson Plans, Walk throughs, Planning, Modeling of lessons, Grade levels			
	Funding Sources: 211 - Title I, Part A - 55000.00, 199 - General - 21300.00					
 = 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: For the 2016-2017 school year, O'Shea Keleher Elementary will improve its student state assessment scores in advanced level performance in Science by 5% as compared to the 2015-2016 state assessment scores.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all of the core curriculum areas such as Reading, Math, Science, Social Studies and Language Arts including special populations such as SpEd, 504, LEP, GT, At-risk, and Dyslexia	1, 2, 3, 8, 10	Teachers, SCEI Coach, Administration, Instructional Aides, SpEd teachers	Lesson plans, Walk throughs, Planning, Modeling of lessons, Grade levels			
	Funding Sources: 211 - Title I, Part A - 55000.00, 199 - General - 21100.00					
2) Continue using the Science lab for students to have hands on experiences	1, 2, 10	Instructional aide, Teachers, Administration	Lab schedule, Lesson plans, Grade levels, Projects displayed			
	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, O'Shea Keleher Elementary will improve its (test: EOY benchmark, state assessment) scores in Writing by 9%.

Evaluation Data Source(s) 6:







Summative Evaluation 6:

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, the number of teachers that demonstrate increased instructional effectiveness (as measured by T-TESS walkthroughs, etc.) will increase by 10%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) O'Shea will provide staff development with existing district and new state initiatives such as: *TRS *Balanced Literacy: Leveled reading/Guided reading *Guided math *Kilgo (ELAR, Math, Science) *RTI/Differentiated Instruction *STAAR *Fundamental Five *Writing-Writer's Workshop Model *T-TESS *Book Study: The End of Molasses Classes	1, 2, 3, 4, 10	SCEI Coach, Administration, District Personnel	T-TESS Walk throughs, RTI, District Common Assessments, Instructional Rounds			
Funding Sources: 199 - General Fund: Bilingual - 4000.00, 199 - General - 14000.00, 211 - Title I, Part A - 1000.00						
 = 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, O'Shea Keleher Elementary will maintain 100% Highly Qualified teachers in all core academic subjects.

Evaluation Data Source(s) 2:

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) Maintain accurate certification and licensing	1, 2, 4, 5, 10	Administration, District personnel	Certifications, Professional development			
				Funding Sources: 199 - General - 0.00		
2) Conduct instructional rounds	1, 2, 4, 5, 10	Administration, District Instructional Officers, SCEI Coach	Instructional rounds notes			
				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 3: During the 2016-2017 school year, O'Shea Keleher Elementary will increase the number of professional development opportunities offered to employees by 15% as compared to the 2015-2016 school year.

Evaluation Data Source(s) 3:

Summative Evaluation 3:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) O'Shea will provide staff development with existing district and new state initiatives such as: *TRS *Balanced Literacy: Leveled reading/Guided reading *Guided math *Kilgo (ELAR, Math, Science) *RTI/Differentiated Instruction *STAAR *Writing-Writer's Workshop Model	1, 2, 3, 4, 10	SCEI Coach, Administration, district personnel	Walk throughs, Sign in sheets, Grade levels, Flex days, Faculty meetings, Planning,			
	Funding Sources: 199 - General - 4000.00, 199 - General Fund: Bilingual - 4000.00, 211 - Title I, Part A - 10000.00					
 = 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, O'Shea Keleher 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:

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Continue implementation of research based and data driven curriculum in the following areas with the assistance of the SCEI Coach and District Instructional Officers to support teachers and instructional curriculum: Thinking Maps WFTB ISNs Technology Inclusion PSB SIOP Kilgo Scan Tek Science Lab Forde Ferrier Power Planning Library Resources Renaissance Learning Mentoring Minds Kamico Lone Star Learning Stem Scope Motivation Math Motivation Reading Being a Writer DRA IStation STAAR Master	1, 2, 3, 8, 10	SCEI, Administration, District personnel, Aides	Walk throughs, 9 week plans, Grade levels, Planning, faculty meetings			
Funding Sources: 211 - Title I, Part A - 10000.00						


 = 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: During the 2016-2017 school year, the number of teachers at O'Shea Keleher Elementary certified in Bilingual Education, English as a Second Language, and/or Special Education will increase by at least 5%.

Evaluation Data Source(s) 5: Trainings for our at-risk sub populations will also be provided to ensure that students know how to effectively provide interventions and increase the success of our students.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) All candidates selected for interviews for teaching positions will meet all certification and licensing requirements to include certifications in Bilingual Education and Special Education	1, 2, 5, 10	Administration, District personnel	Highly qualified faculty and staff, and trainings for teachers to ensure that they know how to effectively work with at-risk populations and provide interventions. (balanced literacy, balanced math, iStation)	✓	✓	✓
Funding Sources: 199 - General - 0.00						
						

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 6: By the end of the 2016-2017 school year, 100% of O'Shea Keleher Elementary teachers will be familiar with the requirements of House Bill 5.

Evaluation Data Source(s) 6: By May 2017, STAAR scores will show improvement.






Summative Evaluation 6:







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, O'Shea Keleher Elementary will increase the number of collaborative educational involvement activities and events for parents and community members by 10% as compared to the 2015-2016 school year to promote teamwork and unity in the education of students

Evaluation Data Source(s) 1: Partners participation with campus goals and parent/teacher/community surveys.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) O'Shea Keleher will increase Partners in Education participation by inviting business partners to different school events such as Career Day, Terrific Kids, STAAR Pep Rally, Ok to Stay in Shape day, etc.	1, 4, 6, 10	Counselors, CIS Coordinator, Teachers, Secretary, Administration	Increase in the number of Partners in Ed			
	Funding Sources: 211 - Title I, Part A - 0.00					
2) O'Shea Keleher will increase parent volunteer participation by providing incentives such as breakfast or lunch recognitions	1, 2, 4, 6, 10	Counselors, CIS Coordinator, Teachers, Office staff	Increase in number of parent volunteers, Parent performance			
	Funding Sources: 199 - General - 0.00					
3) O'Shea Keleher will continue to provide Parent nights such as Literacy Night, Math/Science Night, PK and K Orientation nights, and Family Latino Project nights, and Parent teacher conference nights	1, 2, 4, 6, 10	Counselors, SCEI Coach, CIS Coordinator, Teachers, Administration	Sign in sheets demonstrating increased parental involvement.			
	Funding Sources: 199 - General - 0.00					


4) CIS Coordinator will continue parent training sessions to include bully-free, homework help, Math TIPS, STAAR help/Tips and ESL classes, and will continue to send parents to conferences for opportunities for parent learning to encourage parents to attend trainings, CIS Coordinator will provide refreshments and supplies to use during workshop	1, 2, 4, 6, 10	Counselors, SCEI Coach, CIS Coordinator, Teachers, Administration	Increase in numbers, Parent performance, sign in sheets, agendas, Fall/Spring Newsletter, pamphlets, and informational fliers.			
Funding Sources: 211 - Title I, Part A - 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 2: For the 2016-2017 school year, O'Shea Keleher Elementary will increase the number of notifications, sent via newsletters, email, etc. to parents, business, and community members by 10%.

Evaluation Data Source(s) 2: Increase in student performance

Summative Evaluation 2:







Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) O'Shea builds on positive communication by: Hosting: fall and spring parent conference nights, Open House, math and science nights, PK and K orientation nights, Sending home a monthly newsletter in english and spanish, Implementing the Latino Family Literacy Project, a Literacy night, Fall and Spring book fair nights, a student talent show, a "Be Fit" day, Fall Festival, Thanksgiving lunch day for families, Utilizing the school marquee Utilizing Blackboard (district phone messaging system), Communicating via student planners, Fliers, Updating our web page with current information, and being visible and available on a daily basis	1, 2, 4, 6, 10	Teachers, Aides, Librarian, CIS Coordinator, SCEI Coach, Counselors, Administration, volunteers	Increase in parental involvement, increase in student performance, sign in sheets	✓	✓	✓
Funding Sources: 199 - General - 0.00						
						

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, O'Shea Keleher Elementary will increase, by 5% over the previous year, the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

Evaluation Data Source(s) 3: Increase in student performance

Summative Evaluation 3:









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) O'Shea Keleher will continue to seek and secure business partnerships to support student education.	1, 2, 6, 10	Counselors, CIS Coordinator, Administration	Increase in student recognitions, Student motivation			
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, O'Shea Keleher Elementary will have a minimum of 2 customer service training(s) to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 4: Positive feedback from stakeholders, Survey, Positive school culture

Summative Evaluation 4: Met Performance Objective


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) O'Shea Keleher will participate in customer service trainings to ensure a positive and welcoming school climate for all stakeholders.	1, 2, 4, 6, 10	Administration, District personnel, Office staff	Positive feedback from stakeholders, Survey, Positive school culture			
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, 85% of all students in all subgroups at O'Shea Keleher Elementary will meet district, state, and federal accountability standards and measured by reports such as the Performance-Based Monitoring Analysis System.

Evaluation Data Source(s) 1: Increase in STAAR scores and district and campus assessments .

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide tutoring for Math, Science, Reading/LA afterschool, Saturdays, Intersession, for all sub groups at O'Shea Keleher	1, 2, 3, 4, 10	Teachers, SCEI Coach, Aides, CIS Coordinator, Administration, Early Childhood Interventionist	Increase in student performance. Increase in STAAR scores and district and campus assessments .	✓	✓	✓
Funding Sources: 211 - Title I, Part A - 10000.00, 199 - General Fund: Bilingual - 10000.00, 199 - General Fund: SCE - 30000.00						
						

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 O'Shea Keleher 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: Increase in student performance on assessments

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Ensure a budget to provide meaningful and effective interventions for academic growth (tutoring for Math, Science, Reading/LA during the day, afterschool, Saturdays, Intersession, for all subgroups)	1, 2, 3, 10	Administration, Secretary	Increase in student performance on assessments.			
	Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: Bilingual - 3000.00, 199 - General Fund: SCE - 30000.00					

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: For the 2016-2017 school year, O'Shea Keleher Elementary administrators will increase, by 25%, the number of campus teachers provided with professional development support and resources to achieve professional growth and high student academic achievement rates.

Evaluation Data Source(s) 3: Increase in student performance on assessments

Summative Evaluation 3:







Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) O'Shea will continue to purchase resources and provide staff development with existing district and new state initiatives such as: *CScope *Balanced Literacy: Leveled reading/Guided reading *Guided math *Kilgo (ELAR, Math, Science) *RTI/Differentiated Instruction *STAAR *Writing-Writer's Workshop Model *Johnny Can Spell *Fundamental 5 *Fluency Folders	1, 3, 4, 5, 10	SCEI Coach, District Personnel, Administration, Secretary	Increase in student performance on assessments	✓	✓	✓
	Funding Sources: 199 - General Fund: Bilingual - 4000.00, 199 - General - 4000.00, 211 - Title I, Part A - 11000.00					
						

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 4: During the 2016-2017 school year, O'Shea Keleher Elementary administrators will schedule at least 2 data feedback session(s) with Curriculum and Instruction personnel to acquire support and resources.

Evaluation Data Source(s) 4: Increase in student performance on assessments

Summative Evaluation 4:



Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) O'Shea Keleher will schedule 2 data sessions with Curriculum and Instruction personnel to acquire support and resources	1, 2, 3, 4, 10	Administration, SCEI Coach	Increase in student performance on assessments			
	Funding Sources: 199 - General - 8000.00					
 = 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 5: During the 2016-2017 school year, O'Shea Keleher Elementary personnel will actively engage parents in the education process to ensure the academic and behavioral success of students by increasing parent attendance at school meetings and events by 10% as compared to the 2015-2016 school year.

Evaluation Data Source(s) 5: O'Shea Keleher will increase parental participation by 10% for parent nights such as Literacy Night, Math/Science Night, PK and K Orientation nights, and Parent teacher conference nights. Teachers will collect sign in sheets and will be compared to the 2015-2016 sign in sheets.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) O'Shea Keleher will increase parental participation by 10% for parent nights such as Literacy Night, Math/Science Night, PK and K Orientation nights, and Parent teacher conference nights		Teachers, Administration, Counselors, CIS Coordinator.	Increase on student performance on assessments			
	Funding Sources: 199 - General - 0.00					
						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	All campus personnel will be trained on all required drills protocols and procedures. Students and parents will be trained on Olweus strategies to determine what is considered bullying. Parents will be educated in the preparedness drills and safety precautions that are implemented in the school.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	All campus personnel will be trained on all required drills protocols and procedures. Students and parents will be trained on Olweus strategies to determine what is considered bullying. Parents will be educated in the preparedness drills and safety precautions that are implemented in the school.

State Compensatory

Budget for O'Shea Keleher Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.103.30.39.000.6118	6118 Extra Duty Stipend - Locally Defined	\$6,510.00
6100 Subtotal:		\$6,510.00
6300 Supplies and Services		
199.11.103.30.39.000.6399	6399 General Supplies	\$6,510.00
6300 Subtotal:		\$6,510.00

Personnel for O'Shea Keleher Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anabel Trujillo	CSR 5th Grade Teacher		
Annette Gonzalez	SCEI-Coach		

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).

O'Shea: This goal will be accomplished by utilizing data from eduphoria, benchmarks, checkpoints, milestones, and teacher anecdotal notes. Migrant and other at-risk groups will be given interventions in the form of small group, tutoring, and accelerated instruction during intersession/summer breaks.

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.

O'Shea: Campus will utilize research based materials such as but not limited to Kamico, STAAR Ready, Motivation Workbooks, fluency folders, Johnny Can Spell. These materials will be used in conjunction with district provided materials and TRS.

3: Instruction by highly qualified professional teachers

1. 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.

O'Shea: Teacher certification records will be maintained by leadership. Teachers who need to renew their certification will be given ample notice to complete it.

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

O'Shea hosts district and campus professional development for teachers and staff. Our SCEI Coach receives relevant PD at monthly district meetings and it is shared with teachers at grade level meetings, faculty meetings and early release dates. Teachers also attend writing trainings offered at Region 19 in order to impact our fourth grade writing scores.

5: Strategies to attract highly qualified teachers

1. **1.** 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.

O'Shea: Campus will utilize the district job website to advertise available positions. Applicants will be pre-screened by campus staff to ensure candidates are highly qualified and able to fulfill the duties of the job assignment.

6: Strategies to increase parental involvement

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

O'Shea: Campus will utilize CIS Coordinator, Parent Volunteer Coordinator, and faculty and staff to increase parental involvement. Incentives will be given such as free dress passes, no homework passes, etc. to motivate students and parents to attend school events. Parent logs will be kept of those who attend.

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

1. **1.** 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.

O'Shea: Campus will have a Parent Orientation prior to school starting to ensure that the transition for all PREK students is smooth. Parents will also be allowed to visit with their child's teacher after orientation to familiarize themselves with the classroom. Head Start parents/students have a yearly scheduled visit to the campus in May.

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

1. **1.** 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.

O'Shea: Academic assessments utilized at the campus are checkpoints, milestones, benchmarks, teacher created tests. Teachers disaggregate the data duing weekly grade levels and look for trends, areas of strenght/weakness. This data is then used to spiral TEKS and to form small groups for the following week.

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

1. **1.** 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.

O'Shea: Students who are at-risk/struggling will be provided with weekly tutoring and Saturday School, intervention pull out by our TIAs, small group instruction in the classroom. Students will also be brought to the RTI committee to document interventions and track the student's progress.

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.

O'Shea: Campus has an Even Start program on campus which provides ESL classes for parents as well as a PREK type program for their children ages 2 to 4.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alberto Lujan	Temporary Instructional Aide		
Cathey Kaiser	At-Risk Aide		
Gabriela Munoz	Library Aide		
Mercedes Martinez	Temporary Instructional Aide		

School Improvement and Operational Team

Committee Role	Name	Position
Administrator	Norma Myers	Principal
Administrator	Richard Estrada	Assistant Principal
Administrator	Maritza Fernandez	Assistant Principal
Business Representative	Charlie Alvarez	Sport's World Owner
Classroom Teacher	Karina Balderrama	Kinder Teacher
Classroom Teacher	Diana Goetz	2nd Grade Teacher
Classroom Teacher	Jennifer De	SPED Teacher
Classroom Teacher	Monica Rocha	PREK Teacher
Classroom Teacher	Anabel Trujillo	5th Grade Teacher
Classroom Teacher	Olga Tumarin	3rd Grade Teacher
Classroom Teacher	Dana Valenzuela	1st Grade Teacher
Classroom Teacher	Tina Valero	4th Grade Teacher
Community Representative	Debra Chavez	
Non-classroom Professional	Susan Campos	Counselor
Non-classroom Professional	Abril Martinez	Counselor
Parent	Kathy Gaffney	

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	2	1	Professional Development Costs/Fees		\$1,600.00
2	2	2			\$0.00
2	2	3	Bilingual TIA intervention		\$15,000.00
2	3	1	SPED instructional Materials		\$2,400.00
2	3	1	GT Instructional Materials		\$500.00
2	3	1	Bilingual Materials		\$2,400.00
2	4	1	Bilingual TIA		\$15,000.00
2	4	1	SPED instructional Supplies		\$2,400.00
2	4	1	GT instructional Supplies		\$500.00
2	4	1	Bilingual Instructional Supplies		\$3,400.00
2	5	1	Bilingual TIA		\$15,000.00
2	5	1	SPED supplies		\$2,400.00
2	5	1	GT supplies		\$500.00
2	5	1	Bilingual Instructional Supplies		\$3,200.00
2	5	2			\$0.00
3	1	1	Substitues		\$4,000.00
3	1	1	Instructional Materials		\$10,000.00
3	2	1			\$0.00
3	2	2			\$0.00

3	3	1	Staff Development		\$4,000.00
3	5	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	2	1			\$0.00
4	3	1			\$0.00
4	4	1			\$0.00
5	3	1	Staff Development		\$4,000.00
5	4	1	Data Binders		\$8,000.00
5	5	1			\$0.00
Sub-Total					\$94,300.00

199 - General Fund: SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Extra Duty		\$30,000.00
5	2	1	Extra Duty		\$30,000.00
Sub-Total					\$60,000.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Budget as needed		\$0.00
2	2	3	TIA intervention		\$45,000.00
2	2	4	Technology		\$10,000.00
2	2	4	Library Technology		\$1,000.00
2	3	1	Instructional Materials		\$10,000.00
2	4	1	TIA's		\$45,000.00
2	4	1	Instructional Supplies		\$10,000.00
2	5	1	TIA's		\$45,000.00
2	5	1	Instructional Supplies		\$10,000.00
3	1	1	Reading material		\$1,000.00

3	3	1	Instruction Materials		\$10,000.00
3	4	1	Instructional Supplies		\$10,000.00
4	1	1			\$0.00
4	1	4			\$0.00
5	1	1	Extra Duty		\$10,000.00
5	2	1	Instructional Materials		\$10,000.00
5	2	1	Extra Duty		\$10,000.00
5	3	1	Instructional Materials		\$10,000.00
5	3	1	Library/Reading Materials		\$1,000.00
Sub-Total					\$238,000.00
199 - General Fund: Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Substitutes		\$4,000.00
3	3	1	Bilingual Staff Development		\$4,000.00
5	1	1	Extra Duty		\$10,000.00
5	2	1	Extra Duty		\$3,000.00
5	3	1	Staff Development		\$4,000.00
Sub-Total					\$25,000.00
Grand Total					\$417,300.00