

Socorro Independent School District
O'Shea Keleher Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Postsecondary Readiness



Board Approval Date: August 21, 2018
Public Presentation Date: August 21, 2018

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.

Board Members and Superintendent

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Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	6
School Processes & Programs	11
Perceptions	13
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	16
Goals	18
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.	18
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.	20
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.	41
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.	45
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.	51
PBMAS Intervention Strategies	55
State Compensatory	56
Budget for O'Shea Keleher Elementary:	56
Personnel for O'Shea Keleher Elementary:	58
Title I Personnel	59
Campus Improvement Team	60
District Funding Summary	61

Comprehensive Needs Assessment

Demographics

Demographics Summary

O’Shea Keleher Elementary is one of 49 campuses in the Socorro Independent School District. O’Shea opened its doors in 1986 and serves predominantly lower to middle class families. O’Shea currently serves approximately 890 students in grades PK - 5th grade and is the largest Pre-K hub in the district. The demographic breakdown is as follows:

PK/EE	K	1st	2nd	3rd	4th	5th	Total		
392	92	85	62	104	84	80	899		
African-Am	Anglo	Asian	Hispanic	Male	Female				
0.80%	2.60%	0.70%		463	436				
Eco Dis	BIL	GT	At-Risk	Sped					
722	249	12	376	130					
EOY Student Attendance			EOY Student Discipline Referrals						
95.56%			139						
Admin	Teachers	Instructional Aides	Paraprofessionals-non-instructional		Custodians	Counselors	Nurse	Librarian	
3	43	22	10		5	2	1	1	

O’Shea Keleher Elementary prides itself in promoting a college-going culture and established the school motto as "Crusaders are College Bound!"

Demographics Strengths

Our demographic strengths includes two areas we would like to highlight:

1. Staff retention- The campus only lost two teachers this year due to employee transfers. All other teachers will remain on campus and have many years of teaching experience behind them. The average years of experience for teachers at O'Shea is 13.5 years which is higher than the district and state averages.
2. Student performance- The overall preliminary campus accountability rating is "met standards" considering the campus is 78% economically disadvantaged and over 95% Hispanic.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance rate must improve at least 1.0% in the 2018-2019 school year. **Root Cause:** Changes in state attendance laws have affected student attendance rates slightly.

Student Academic Achievement

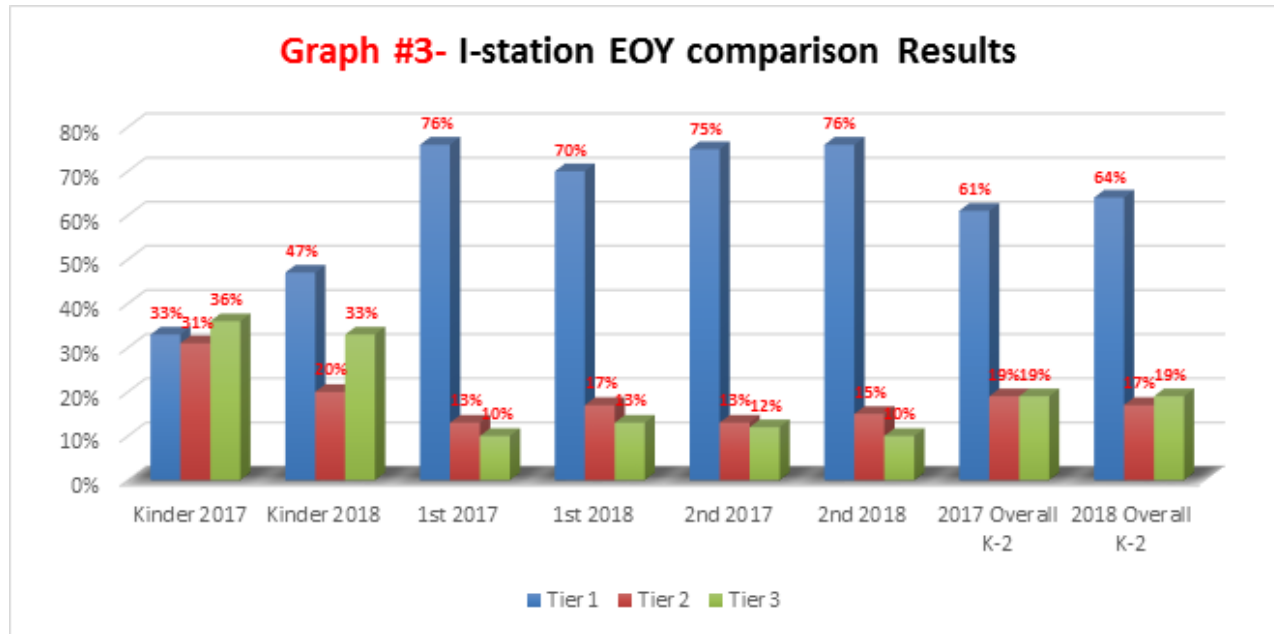
Student Academic Achievement Summary

STAAR Grade Level Results: 2017 compared to 2018

Tests	2016-2017 STAAR Results				2017-2018 STAAR Results				St. Achieve
	# of Stds	Approaches	Meets	Masters	# of Stds	Approaches	Meets	Masters	+/-
3 rd Reading	78	85.9%	56.4%	33.3%	101	82.2%	43.6%	21.8%	-9.4%
4 th Reading	78	85.9%	57.7%	30.8%	78	85.9%	61.5%	25.6%	-0.4%
5 th Reading	94	87.2%	51.1%	30.9%	77	98.7%	66.2%	40.3%	12%
3 rd Math	78	89.7%	64.1%	26.9%	101	83.2%	54.5%	22.8%	-6.8%
4 th Math	78	88.5%	55.1%	33.3%	78	93.6%	67.9%	28.2%	4.3%
5 th Math	94	87.2%	35.1%	9.6%	77	98.7%	58.4%	26%	17.1%
4 th Writing	78	89.7%	55.1%	12.8%	78	80.8%	48.7%	10.3%	-5.98%
5 th Science	94	78.7%	41.5%	14.9%	76	84.2	40.8%	11.8%	.6%
<p><i>Summary: Gain of 12% in 5th grade Reading and 4% in 4th grade Math and 17.1% in 5th grade Math and .6% in 5th grade Science; Overall decrease in student achievement for 3rd-4th Reading and decrease in 3rd grade Math; and a 5.98% decrease in 4th grade Writing</i></p>									

Istation Reading end of year results 2017-2018

Graph #3- I-station EOY comparison Results



The graph above is showing that Kinder had the following TIER results:

- Tier 3 decrease 3%
- Tier 2 decrease 11%
- Tier 1 increase 14%

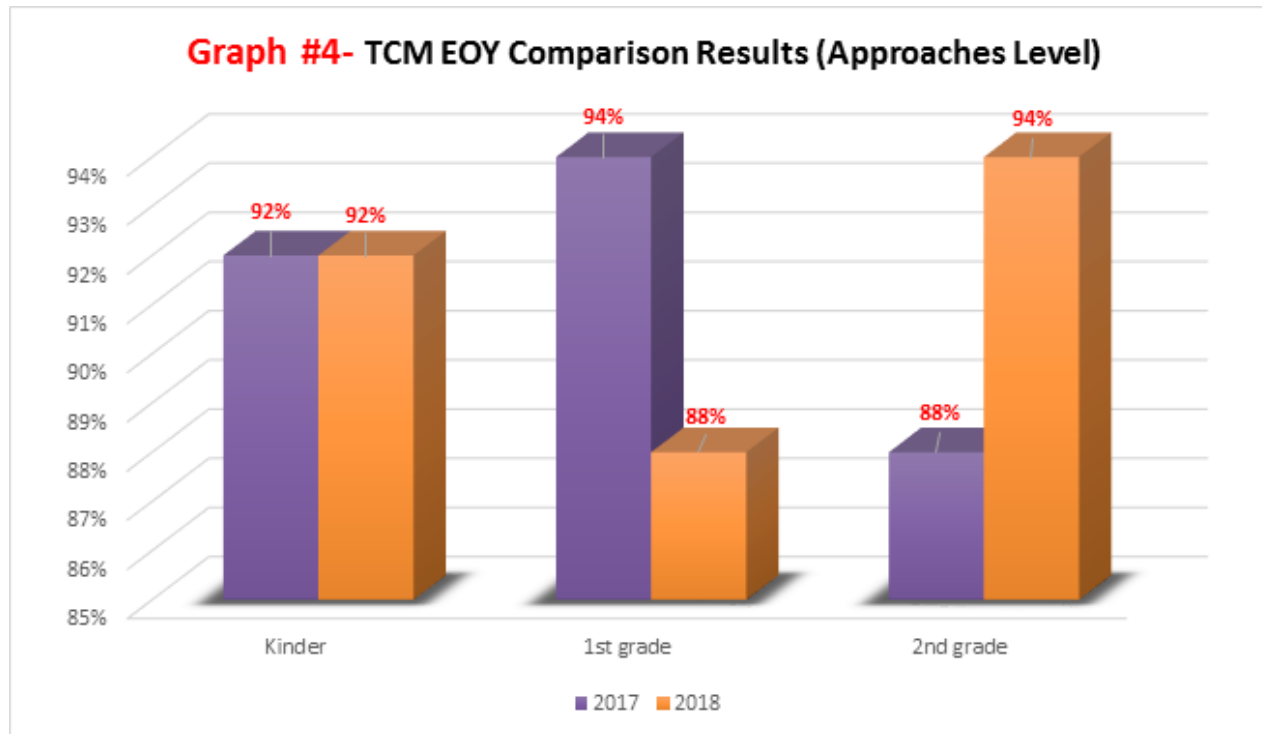
The graph above is showing that 1st grade had the following TIER results:

- Tier 3 increase 3%
- Tier 2 increase 4%
- Tier 1 decrease 6%

The graph above is showing that 2nd grade had the following TIER results:

- Tier 3 decrease 2%
- Tier 2 increase 2%
- Tier 1 increase 1%

TCM Math K-2 data 2017 compared to 2018



The graph above is showing the following:

- Kinder stayed the same at 92% from 2017 to 2018
- 1st grade decreased passing rate from 94% to 88% from 2017-2018
- 2nd grade increased passing rate from 88% to 94% from 2017-2018

TELPAS results will be available in August

TELPAS Student Progression-Proficiency Levels (Table 1)

Grade Level	Percentage of Students Who Progressed One Proficiency Level from 2016 to 2017	Percentage of Students Who Progressed Two Proficiency Levels from 2016 to 2017	Percentage of Students Who Progressed Three Proficiency Levels from 2016 to 2017	Percentage of Students Who Progressed at Least One Proficiency Level from 2016 to 2017
1st	19%	63%	13%	94%
2nd	55%	5%	0%	60%
3rd	50%	0%	0%	50%
4th	33%	0%	0%	33%
5th	56%	0%	0%	56%

The above table shows that there is a progression of students moving up at least one proficiency level in the lower grade levels. As students move to the upper grade levels, the growth tapers off and we see less progression. Students make little to no growth. This is due in part to the high number of students who have already achieved the Advanced Rating on TELPAS and have not yet moved to Advanced High. This is detailed in the Table below:

TELPAS Percentage of Students at Each Proficiency Rating by Grade Level (Table 2)

Grade Level	Percent of Students at Beginning Rating	Percent of Students at Intermediate Rating	Percent of Students at Advanced Rating	Percent of Students at Advanced High Rating
Kinder	83%	0%	6%	11%
1 st	12%	18%	29%	41%
2 nd	0%	19%	48%	33%
3 rd	13%	17%	48%	22%
4 th	6%	6%	50%	38%
5 th	16%	5%	58%	21%

As evidenced in the table above, there is a high number of students achieving the Advanced Rating on TELPAS, yet they are not moving on the Advanced High Rating. This correlates to the low number of students progressing at least one proficiency rating as detailed in Table 1.

Student Academic Achievement Strengths

The following are the student academic achievement strengths for O'Shea Keleher Elementary:

Increase of performance from 2017 to 2018

- 12% increase in student achievement for 5th grade reading
- 4.99% increase in student achievement for math 3-5
- 4.3% increase in student achievement for 4th grade math
- 17.1% increase in student achievement for 5th grade math
- .6% increase in student achievement for 5th grade science
- 2nd grade Istation Reading performance increased 1% in Tier 1
- 2nd grade Math TCM performance increase by 6%

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: In the 2017-2018 school year, there was a .05 point decrease in student achievement rate for Reading. **Root Cause:** Balanced Literacy program was inconsistently delivered based on different levels of understanding and training.

Problem Statement 2: In the 2017-2018 school year, there was a slight decrease in met and masters rate for 5th grade Science. **Root Cause:** Inconsistent progress monitoring of subpopulations to adjust differentiated instruction appropriately and provided tutoring interventions only during second semester.

Problem Statement 3: In the 2017-2018 school year, there was a decrease in passing rate for the bilingual subpopulation in 5th grade for Math and Reading. **Root Cause:** Inconsistent progress monitoring of the bilingual subpopulation data from benchmark tests and checkpoints during PLCS to adjust differentiated instruction appropriately.

Problem Statement 4: In the 2017-2018 school year, 38% of the K-2 students did not meet TIER 1 reading expectations. **Root Cause:** Due to lack of adequately functioning or limited technology, teachers are not able to full implement with fidelity a comprehensive reading program.

Problem Statement 5: Our SPED students did not meet PBMAS in writing. We were at a 2. **Root Cause:** Curriculum needs to be aligned from pre-K through 5th grade so that all students are writing consistently and systematically through the writing process.

Problem Statement 6: Our bilingual students did not meet PBMAS in science or writing. We were at a 3 in science and a 2 in writing. **Root Cause:** Curriculum needs to be aligned from pre-K through 5th grade so that all students are writing consistently and systematically through the writing process. Science instruction also needs to be aligned from our early childhood grades through 5th grade.

Problem Statement 7: Our bilingual students did not meet PBMAS in math. We were at a 2. **Root Cause:** Teachers inconsistently provide corrective instruction to students after every assessment/data analysis cycle.

School Processes & Programs

School Processes & Programs Summary

For the 2017-2018 School Year, the following programs were implemented and/or continued with fidelity:

- Full Day PreKindergarten (3 sections)
- AVID Program was implemented beginning with 5th Grade Cohort.
- Bilingual Teachers continued to implement SIOP framework in their classrooms.
- GT Program will test students and hopes to increase in the identification of students.
- Mass Testing of all 2nd Grade students to identify any student who meets the criteria for GT Program.
- UIL Competition will continue to be an opportunity for students to showcase their talents.
- Robotics Program will continue with our 4th-5th grade students. Students will continue to compete in District Competitions.
- Destination Imagination (DI) will continue for our 4th grade students. Students will continue to compete at the district/city level.
- Chess Club will continue for our 4th grade students.
- Yearbook Club will continue with students creating, designing, and putting together the layout of the annual yearbook.
- A 90 minute reading model was introduced as teachers were trained on Balanced Literacy for the 2017-2018 School Year.
- Teacher support continued for the initiatives and programs that have been introduced in prior years:

SISD Math

iStation

Johnny Can Spell

Fundamental 5

For the 2018-2019 School Year, the above programs will be continued with fidelity as well as:

- Implementing a new Breakfast Bell at 7:30 to get students into classrooms earlier for safety reasons
- Having 6 full day pre-kinder sections to increase that early childhood learning; 14 sections of half-day pre-kinder will also be available

School Processes & Programs Strengths

O'Shea Keleher implements the following programs and processes to ensure that it is meeting the mission of its WHY statement: Reach ALL, Teach ALL.

These programs and processes are designed to maximize student success and to ensure that the needs of all students are being met and students are mastering their educational goals.

- Super School: Kinder teachers provide intervention and small group instruction to Tiered students in 3rd grade in the areas of Math and Reading. Support is provided 5 days a week and Kinder teachers provide instruction in a small group setting inside the classroom. Teachers track student's progress and provide this data to homeroom teacher. Student progress is entered into Eduphoria At-Risk Tab.
- CIS Coordinator offers student support in 3rd and 4th grade with the M&M's Club. This club operates during lunch time and students are provided support in the area of multiplication facts.
- CIS Coordinator also meets on a weekly basis with students for a Homework Check Club. Club meets weekly after school.
- Tutoring is provided to all 3rd, 4th, and 5th Grade Tier 3, Placed/Retained, SPED/504 students on a weekly basis. Tutoring starts in September and runs until May.
- Tutoring is offered to all 1st and 2nd Grade ELL students starting in September. Tutoring focuses on the areas of math and reading.
- Attendance incentives offered to all students: Free Dress Fridays, Class Trophy, Popcorn Parties, Pizza Parties.
- A and A/B Honor Roll students have incentives every 9 Weeks: Ice Cream Sundaes, Hot Dogs, Snow Cones, Cookies, Brownies.
- Party at the Playground: Held for all 3rd/4th/5th Grade students who show effort and use strategies on the STAAR exams.
- AR Pool Day: All students in 1st-5th grades can participate in a pool day at the SAC if they earn a certain amount of point in the AR program.
- RTI process is implemented for all students needing intervention in the area of academics. RTI convenes at least three times a year or as needed on a student basis.
- TIAS provide support to students in the areas of math, reading, and science. TIAS use a pull out program, or work with students in the classroom.
- PreK TIAS provide small group intervention in the classroom based on CPALLS testing results. Small group interventions focus on phonics, letter and number recognition, writing skills.
- At-Risk Aides work with students in the areas of dyslexia, reading interventions, and SIOP strategies.
- SCEI coach provides small group intervention to Tier 3 students in the areas of math and reading on a weekly basis.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Only about 30% of Kinder students are at a Tier 1 status which does not meet district level standards. **Root Cause:** Due to lack of adequately functioning or limited technology, teachers were unable to implement with fidelity a 90 minute reading model which includes at least 30 minutes for iStation use based on student's tier status.

Problem Statement 2: Only 15 students have been identified as GT at O'Shea Keleher. For the size of our campus, we should have at least 20-25 students identified as GT. **Root Cause:** Teachers & parents were provided with the procedures of the referral process for the GT program this past year; however, we believe the district GT assessment instrument is extremely difficult and maybe limiting the number of qualifying students.

Perceptions

Perceptions Summary

For the 2018-2019 school year, we will make every effort to communicate with all stakeholders using a variety of means, to include but not limited to: student planner communication logs, notices/flyers sent home, campus newsletters/calendars, phone messaging system, campus website, social media, parent/community nights, and/or parent/community meetings. Our campus also has the Communities in Schools Program which is managed and run by a program coordinator to enhance the partnerships with the community. This coming school year we will be working with a parent volunteer who will serve as our parent volunteer coordinator to help build our school and family connections.

At the end of the 2016-2017 school year, a survey was provided to students, parents, and staff to collect information on the effectiveness of our campus. It was evident that students and teachers like and enjoy being at O'Shea Keleher Elementary, however, there is still room for improvement. From the information gathered, an action plan was developed to address specific areas for growth for the 2017-2018 and 2018-2019 school years. The district-wide student/parent/teacher climate surveys are only administered in odd numbered years. We will continue to use our School Improvement Team to address the needs of the students, faculty, staff and community.

Perceptions Strengths

Below is a summary of the strengths based on the survey results.

Strengths	Item No.	Item	Score
Strength: (Parents)	8	My child's teachers let him/her know when he/she does a good job.	3.61
Strength: (Parents)	13	My child's school building is kept clean.	3.61
Strength: (Students)	7	My teacher thinks I will be successful.	3.70
Strength: (Students)	11	My teacher believes I can learn.	3.77
Strength: (Teachers)	1	I feel safe and secure.	3.53
Strength: (Teachers)	8	I like working at my school.	3.48

It is imperative to maintain a culture in which teachers enjoy working with students and students enjoy coming to school. We will welcome all students each day and support our teachers and staff so they can help students excel in the classroom.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The campus administrator makes me feel good about visiting my child's school. **Root Cause:** Lack of organization, communication, and procedures from the office staff and administration.

Problem Statement 2: Students at my school treat me with respect. **Root Cause:** Limited amount of classroom presentations throughout the year on character building and bullying prevention.

Problem Statement 3: I have received adequate training and support on all new technologies. **Root Cause:** Lack of upgraded technology campus wide.

Priority Problem Statements

Problem Statement 1: Our SPED students did not meet PBMAS in writing. We were at a 2.

Root Cause 1: Curriculum needs to be aligned from pre-K through 5th grade so that all students are writing consistently and systematically through the writing process.

Problem Statement 1 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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)
- 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 for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: August 21, 2018

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 2018-2019 school year, O'Shea Keleher Elementary will increase the number of students that indicate strongly agree from 140 (58%) to 180 (75%) on the SISD student climate survey.

Evaluation Data Source(s) 1: SISD 2016-2017 and 2018-2019 student climate survey results

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue providing a safe and secure environment for students

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Beginning of year grade level meetings K-5 will be held by administration to review campus expectations.	2.4	Administrators	Set campus expectations and share with students to ensure a positive climate/environment.			
2) Purchase and implementation of Social-Emotional Learning district initiative at all grade levels PK-5.	2.4, 2.6	Counselors, Administration, Teachers	Improve student/student, student/teacher, student/parent relationships thus creating an improved campus climate for students			
3) Provide teachers (PK-5) training on Positive Behavior Interventions and Supports (PBIS) training by Region 19 throughout year.	2.4, 2.6	Administration	Teachers to implement PBIS strategies and re-inforce positive behaviors with all students and staff to improve behavior.			
Funding Sources: 211 - Title I, Part A - 0.00						
= Accomplished = 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 2018-2019 school year, the number of bullying-related incidents reported at O'Shea Keleher Elementary will decrease from 42 in 2016-2017 to less than 10 in 2018-2019.

Evaluation Data Source(s) 2: PEIMS Bully-related report for 2016-2017 and 2018-2019

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Through social and emotional lessons, decrease bullying-related incidents to less than five

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Hold a campus-wide anti-bully free rally in September for all grade levels to participate in.	2.4, 2.6	CIS Coordinator, Counselors, Administration	Better student relationships and decrease number of bully-related incidents			
Funding Sources: 211 - Title I, Part A - 0.00						
2) Parent training sessions on SEL and PBIS	2.4, 2.6, 3.1, 3.2	CIS Coordinators/Counselors	Better communication and understanding of school behavior expectations.			
= Accomplished = 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.





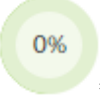

Performance Objective 1: For the 2018-2019 school year, the O'Shea Keleher Elementary percentage of students that meet standard on the state assessment in Reading/ELA will improve from 88% to 90%.

Evaluation Data Source(s) 1: Student state assessment data

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Since we only have fifth grade data to compare at this time, Reading/ELA will improve from 90% to 92%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Data talks: Collect and analyze data, identify low scoring TEKS, spiral TEKS, small group instruction based on data analysis to include: Tier grouping, reteaching and differentiation.	2.4, 2.5, 2.6	Administration/SCEI coach	Data talks: Teacher will spiral the lowest scoring TEKS throughout the year. Small group instruction will target the needs of the students especially sub populations.			
2) Cognitive coaching sessions: Administration will meet with teachers to discuss data, student/classroom profiles, progress monitoring, areas of reinforcement and refinement.	2.4, 2.6	Administration/teachers	Cognitive coaching sessions: Administration will have cognitive coaching sessions with teachers to establish a culture of continuous growth based on the areas of planning, instruction, learning environment and professional practices and responsibilities.			
3) Purposeful small group instruction: after-school tutoring, Saturday tutoring, Intersession interventions, summer, and super school	2.4, 2.5, 2.6	teachers	Purposeful small group instruction will produce increases in all academic areas with all students			
Funding Sources: 199 - General Fund: SCE - 11541.00, 211 - Title I, Part A - 867.00						
4) Professional Development: Teachers will receive professional development based on areas of refinement such as Balanced Literacy, 90 minute framework, I-station, Accelerated Reading, etc.	2.4, 2.6	Administration	Teachers will receive purposeful and targeted professional opportunities to refine the teaching in the classroom			
5) Continue with class size reduction at 5th grade level to positively impact student learning.	2.4, 2.5, 2.6	Administration	Improved assessment scores at 5th grade			
Funding Sources: 199 - General Fund: SCE - 75000.00						

<p>6) Provide scientifically research-based programs, materials, and/or resources for our teachers to assist with improving of student learning and performance.</p> <p>Thinking Maps WFTB ISNs Technology Inclusion PSB SIOP Kilgo Scan Tek Science Lab Forde Ferrier Power Planning Library Resources Renaissance Learning Mentoring Minds</p> <p>Kamico Lone Star Learning Stem Scope Scholastic Motivation Math Motivation Reading Being a Writer DRA IStation Nine Enterprises People's Education Curriculum and Associates Teacher Created Materials (TCM) Movie Licensing Brain Pop Starfall Lakeshore Office Depot School Specialty</p>	<p>2.4, 2.6</p>	<p>Administrators, SCEI Coach</p>	<p>Improve student performance on the state assessments and district check points.</p>			
<p>Funding Sources: 211 - Title I, Part A - 39224.75, 199 - General - 5261.61</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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.

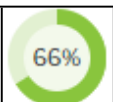
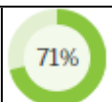
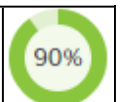

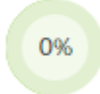

Performance Objective 2: For the 2018-2019 school year, the O'Shea Keleher Elementary percentage of students that meet standard on the state assessment in Writing will improve from 81% to 85%.

Evaluation Data Source(s) 2: STAAR Writing scores

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Since we don't have writing scores yet, next year's student achievement will increase by 2%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Data talks: Collect and analyze data, identify low scoring TEKS, spiral TEKS, small group instruction based on data analysis to include: Tier grouping, reteaching and differentiation.	2.4, 2.5, 2.6	administration/SCEI coach	Data talks: Teacher will spiral the lowest scoring TEKS throughout the year. Small group instruction will target the needs of the students especially sub populations.			
2) Cognitive coaching sessions: Administration will meet with teachers to discuss data, student/classroom profiles, progress monitoring, areas of reinforcement and refinement.	2.4, 2.6	administration/teachers	Cognitive coaching sessions: Administration will have cognitive coaching sessions with teachers to establish a culture of continuous growth based on the areas of planning, instruction, learning environment and professional practices and responsibilities.			
3) Purposeful small group instruction: after-school tutoring, Saturday tutoring, Intersession interventions, summer, and super school	2.4, 2.5, 2.6	teachers	Purposeful small group instruction will produce increases in all academic areas with all students			
Funding Sources: 199 - General Fund: SCE - 11541.00, 211 - Title I, Part A - 867.00						
4) Professional Development: Teachers will receive professional development based on areas of refinement such as Empowering Writers, Johnny Can Spell, Write from the beginning, etc.	2.4, 2.6	Administration	Teachers will receive purposeful and targeted professional opportunities to refine the teaching in the classroom			
5) Continue with class size reduction at 5th grade level to positively impact student learning.	2.4, 2.5, 2.6	Administration	Improved assessment scores at 5th grade			
Funding Sources: 199 - General Fund: SCE - 0.00						

<p>6) Provide scientifically research-based programs, materials, and/or resources for our teachers to assist with improving of student learning and performance.</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) Movie Licensing Brain Pop Starfall 	<p>2.4, 2.6</p>	<p>Administrators, SCEI Coach</p>	<p>Improve student performance on the state assessments and district check points.</p>			
<p>Funding Sources: 211 - Title I, Part A - 0.00</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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 2018-2019 school year, the O'Shea Keleher Elementary percentage of students that meet standard on the state assessment in Mathematics will improve from 91% to 92%.

Evaluation Data Source(s) 3: Student state assessment data

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Students will increase student progress in math by 2%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Data talks: Collect and analyze data, identify low scoring TEKS, spiral TEKS, small group instruction based on data analysis to include: Tier grouping, reteaching and differentiation.	2.4, 2.5, 2.6	Administration/SCEI coach	Data talks: Teacher will spiral the lowest scoring TEKS throughout the year. Small group instruction will target the needs of the students especially sub populations.			
2) Cognitive coaching sessions: Administration will meet with teachers to discuss data, student/classroom profiles, progress monitoring, areas of reinforcement and refinement.	2.4, 2.6	administration/teachers	Cognitive coaching sessions: Administration will have cognitive coaching sessions with teachers to establish a culture of continuous growth based on the areas of planning, instruction, learning environment and professional practices and responsibilities.			
3) Purposeful small group instruction: after-school tutoring, Saturday tutoring, Intersession interventions, summer, and super school	2.4, 2.5, 2.6	teachers	Purposeful small group instruction will produce increases in all academic areas with all students			
Funding Sources: 199 - General Fund: SCE - 11541.00, 211 - Title I, Part A - 867.00						
4) Professional Development: Teachers will receive professional development based on areas of refinement such as lonestar, SIOP model, Math framework/guided math, etc.	2.4, 2.6	Administration	Teachers will receive purposeful and targeted professional opportunities to refine the teaching in the classroom			
5) Continue with class size reduction at 5th grade level to positively impact student learning.	2.4, 2.5, 2.6	Administration	Improved assessment scores at 5th grade			
Funding Sources: 199 - General Fund: SCE - 0.00						

<p>6) Provide scientifically research-based programs, materials, and/or resources for our teachers to assist with improving of student learning and performance.</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) Movie Licensing Brain Pop Starfall 	<p>2.4, 2.6</p>	<p>Administrators, SCEI Coach</p>	<p>Improve student performance on the state assessments and district check points.</p>			
<p style="text-align: center;">Funding Sources: 211 - Title I, Part A - 0.00</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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 2018-2019 school year, the O'Shea Keleher Elementary percentage of students that meet standard on the state assessment in Science will improve from 84% to 86%.

Evaluation Data Source(s) 4: Student state assessment data

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: Based on benchmark scores, students will increase student achievement by 2.5%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Utilize StemScopes during 5th grade Science classes and/or after school tutoring to address science gaps based on checkpoint data and STAAR data	2.4, 2.6	5th grade science teacher	An increase in data results from the checkpoints			
2) Data talks: Collect and analyze data, identify low scoring TEKS, spiral TEKS, small group instruction based on data analysis to include: Tier grouping, reteaching and differentiation.	2.4, 2.6	Administration/SCEI coach	Data talks: Teacher will spiral the lowest scoring TEKS throughout the year. Small group instruction will target the needs of the students especially sub populations.			
3) Cognitive coaching sessions: Administration will meet with teachers to discuss data, student/classroom profiles, progress monitoring, areas of reinforcement and refinement.	2.4, 2.6	administration/teachers	Cognitive coaching sessions: Administration will have cognitive coaching sessions with teachers to establish a culture of continuous growth based on the areas of planning, instruction, learning environment and professional practices and responsibilities.			
4) Purposeful small group instruction: after-school tutoring, Saturday tutoring, summer, Intersession interventions and super school	2.4, 2.5, 2.6	teachers	Purposeful small group instruction will produce increases in all academic areas with all students			
Funding Sources: 199 - General Fund: SCE - 11540.00, 211 - Title I, Part A - 867.00						
5) Professional Development: Teachers will receive professional development based on areas of refinement such as Stemscores, 5E Science framework, etc.	2.4, 2.6	Administration	Teachers will receive purposeful and targeted professional opportunities to refine the teaching in the classroom			
6) Continue with class size reduction at 5th grade level to positively impact student learning.	2.4, 2.5, 2.6	Administration	Improved assessment scores at 5th grade			
Funding Sources: 199 - General Fund: SCE - 0.00						

<p>7) Provide scientifically research-based programs, materials, and/or resources for our teachers to assist with improving of student learning and performance.</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) Movie Licensing Brain Pop Starfall 	<p>2.4, 2.6</p>	<p>Administrators, SCEI Coach</p>	<p>Improve student performance on the state assessments and district check points.</p>			
<p style="text-align: center;">Funding Sources: 211 - Title I, Part A - 2929.50</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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 2018-2019 school year, the O'Shea Keleher Elementary percentage of Bilingual/ESL students that meet standard on the state assessments will improve by 3%.

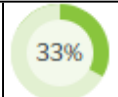
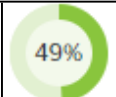
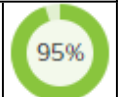



Evaluation Data Source(s) 5: Student state assessment data

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 5: For 2019-20, student achievement for bilingual students will increase by 3%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) ELPS implementation: Integrate second language instruction with content area instruction to: *make content comprehensible -integrate second language instruction with content area instruction to make content comprehensible *build academic language proficiency	2.4, 2.5, 2.6	Bilingual teachers	ELPS implementation: 1. Bilingual teachers will integrate their ELPS with the different content areas. 2. Bilingual teachers will have to show evidence of ELPS implementation in their lesson plans and their lesson frame posted in the classroom.			
2) SIOP strategies: Teachers will be SIOP trained	2.4, 2.6	SCEI Coach	Teachers who have not been SIOP trained will be trained. SCEI coach will embed SIOP strategies during PD sessions with teachers.			
3) Implement the Latino Family Literacy Project	2.4, 2.5, 2.6, 3.2	Asst. Principal	Involve the parents of bilingual/ESL students in the learning for their children.			

<p>4) Provide scientifically research-based programs, materials, and/or resources for our teachers to assist with improving of student learning and performance.</p> <p>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) Movie Licensing Brain Pop Starfall</p>	2.4, 2.6	Administrators, SCEI Coach	Improve student performance on the state assessments and district check points.			
Funding Sources: 211 - Title I, Part A - 0.00, 199 - General Fund: Bilingual - 1499.28						
<p style="text-align: center;">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>5) Utilize Empowering Writers program for fourth grade teachers. Send teachers to PD for essay writing and editing and revising. Develop pre-K - 5th grade writing plan to align with literary anthology.</p>	2.4, 2.5, 2.6	Administrators, SCEI Coach	Improve student performance on state assessments, checkpoints and grades, especially for bilingual students.			
Funding Sources: 211 - Title I, Part A - 0.00						

<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>6) Ensure that all math and science curriculum are aligned from pre-K through 5th grade</p>	<p>2.4, 2.5, 2.6</p>	<p>Administrators, SCEI Coach</p>	<p>Improve student performance on state assessments, checkpoints and grades, especially for bilingual students</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						




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 2018-2019 school year, the O'Shea Keleher Elementary percentage of Special Education students that meet standard on the state assessments will improve by 3%.

Evaluation Data Source(s) 6: Student state assessment data

Summative Evaluation 6: Exceeded Performance Objective

Next Year's Recommendation 6: For the 2019=20 school year, student achievement for SPED students will increase by 5%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Continue to implement and monitor the Co-teaching model in our special education classrooms.	2.4, 2.5, 2.6	Administration SCEI Coach	Improve lesson delivery to students in the co-teach environment			

<p>2) Provide scientifically research-based programs, materials, and/or resources for our teachers to assist with improving of student learning and performance.</p> <p>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) Movie Licensing Brain Pop Starfall</p>	2.4, 2.6	Administrators, SCEI Coach	Improve student performance on the state assessments and district check points.			
<p>Funding Sources: 211 - Title I, Part A - 0.00, 199 - General Fund : Special Education - 797.53</p>						
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Utilize Empowering Writers program for fourth grade teachers. Send teachers to PD for essay writing and editing and revising. Develop pre-K - 5th grade writing plan to align with literary anthology.</p>	2.4, 2.5, 2.6	School administration; SCEI coach	All students especially special education students will improve STAAR writing scores and improved classroom grades and improved benchmark scores			
<p>Problem Statements: Student Academic Achievement 5 Funding Sources: 211 - Title I, Part A - 1000.00</p>						
<p> = Accomplished = No Progress = Discontinue</p>						

Performance Objective 6 Problem Statements:

Student Academic Achievement

Problem Statement 5: Our SPED students did not meet PBMAS in writing. We were at a 2. **Root Cause 5:** Curriculum needs to be aligned from pre-K through 5th grade so that all students are writing consistently and systematically through the writing process.

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 2018-2019 school year, the O'Shea Keleher Elementary overall percentage of K-2 students that meet Tier I standard on the I-station assessment will improve from 64% to 66%.

Evaluation Data Source(s) 7: Student I-station assessment data

Summative Evaluation 7: Met Performance Objective

Next Year's Recommendation 7: For the 2019-20 school year, % of K-2 students who meet Tier 1 standard on I-station will increase by 2%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May

<p>1) Provide scientifically research-based programs, materials, and/or resources for our teachers to assist with improving of student learning and performance.</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) Movie Licensing Brain Pop Starfall 	<p>2.4, 2.6</p>	<p>Administrators, SCEI Coach</p>	<p>Improve student performance on the state assessments and district check points.</p>			
<p>Funding Sources: 211 - Title I, Part A - 0.00</p>						
<p>  = Accomplished  = 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.

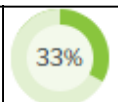
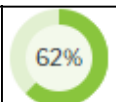
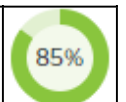



Performance Objective 8: For the 2018-2019 school year, the O'Shea Keleher Elementary overall percentage of K-2 students that meet standard on the TCM assessment will improve from 91% to 94%.

Evaluation Data Source(s) 8: Student TCM student assessment data

Summative Evaluation 8: Met Performance Objective

Next Year's Recommendation 8: For the 2019-20 school year, % of K-2 students who meet standard on TCM assessment will increase by 2%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May

<p>1) Provide scientifically research-based programs, materials, and/or resources for our teachers to assist with improving of student learning and performance.</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) Movie Licensing Brain Pop Starfall 	<p>2.4, 2.6</p>	<p>Administrators, SCEI Coach</p>	<p>Improve student performance on the state assessments and district check points.</p>			
<p>Funding Sources: 211 - Title I, Part A - 0.00</p>						
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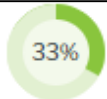
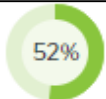

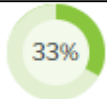


Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

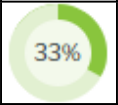
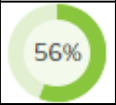




Performance Objective 9: For the 2018-2019 school year, the O'Shea Keleher Elementary overall percentage of students that increase at least one performance level on the state TELPAS assessment will increase by 5%.

Evaluation Data Source(s) 9: Student TELPAS state assessment data

Summative Evaluation 9: Met Performance Objective

Next Year's Recommendation 9: For the 2019-2020 school year, the O'Shea Keleher Elementary overall percentage of students that increase at least one performance level on the state TELPAS assessment will increase by 5%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) ELPS implementation: Integrate second language instruction with content area instruction to: *make content comprehensible -integrate second language instruction with content area instruction to make content comprehensible *build academic language proficiency	2.4, 2.5, 2.6	Bilingual teachers	ELPS implementation: 1. Bilingual teachers will integrate their ELPS with the different content areas. 2. Bilingual teachers will have to show evidence of ELPS implementation in their lesson plans and their lesson frame posted in the classroom.			
2) SIOP strategies: Teachers will be SIOP trained	2.4, 2.6	SCEI Coach	Teachers who have not been SIOP trained will be trained. SCEI coach will embed SIOP strategies during PD sessions with teachers.			

<p>3) Provide scientifically research-based programs, materials, and/or resources for our teachers to assist with improving of student learning and performance.</p> <p>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) Movie Licensing Brain Pop Starfall</p>	<p>2.4, 2.6</p>	<p>Administrators, SCEI Coach</p>	<p>Improve student performance on the state assessments and district check points.</p>			
<p>Funding Sources: 211 - Title I, Part A - 0.00</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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 10: For the 2018-2019 school year, the O'Shea Keleher Elementary overall percentage of GT students who mastered all standards on the state assessment will improve from 36% to 50%.

Evaluation Data Source(s) 10: Student state assessment data

Summative Evaluation 10: Met Performance Objective

Next Year's Recommendation 10: For the 2019-2020 school year, the O'Shea Keleher Elementary overall percentage of GT students who mastered all standards on the state assessment will improve from 50% to 60%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) GT coordinator and librarian will hold Data Talks with the GT students discussing their checkpoints data and will track data by graphing results	2.4, 2.6	GT coordinator/librarian	Students will track their data by using checkpoint data to graph their results.			
2) Increase number of GT identified students by providing written and website notice to parents and teachers regarding process for nominations and deadline dates	2.4, 2.6, 3.2	GT Coordinator Librarian	Increase the number students being referred for student nominations			
Funding Sources: 199 - General: Gifted and Talented - 1350.00						
= Accomplished = 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 2018-2019 school year, the number of teachers who demonstrate increased instructional effectiveness (as measured by T-TESS, walkthroughs, etc.) will be a minimum of 30 out of 36.

Evaluation Data Source(s) 1: Observed teachers who demonstrate increased instructional effectiveness (as measured by T-TESS, walkthroughs, etc.) will be a minimum of 30 out of 36.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: For the 2019-2020 school year, the number of teachers who demonstrate increased instructional effectiveness (as measured by T-TESS, walkthroughs, etc.) will be a minimum of 30 out of 36

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Campus administration will conduct weekly walk throughs (Power Walks & T-TESS) to collect data and provide feedback to faculty.	2.4, 2.6	Administration, SCEI Coach	Better alignment to the Fundamental 5 strategies by classroom teachers			
Funding Sources: 199 - General - 0.00						
= Accomplished = 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: During the 2018-2019 school year, the number of professional development opportunities offered to O'Shea Keleher teachers, encompassing content areas, will be a minimum of 8 professional development opportunities.

Evaluation Data Source(s) 2: O'Shea Keleher employees will be offered a minimum of 8 professional development opportunities.

Summative Evaluation 2: Exceeded Performance Objective

Next Year's Recommendation 2: During the 2019-2020 school year, the number of professional development opportunities offered to O'Shea Keleher teachers, encompassing content areas, will be a minimum of 8 professional development opportunities.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide opportunities for professional development (on-campus, in-district, or out-of-district) to all campus teachers to address individual/grade-level needs. Trainings may include Region 19 trainings.	2.4, 2.6	Administration, SCEI Coach	Increase in student achievement through implementation of best practices in classrooms			
	Funding Sources: 199 - General - 0.00, 211 - Title I, Part A - 13578.48					
= Accomplished = 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.

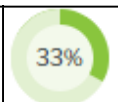
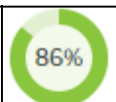
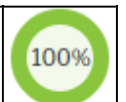
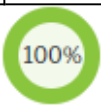
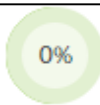

Performance Objective 3: During the 2018-2019 school year, O'Shea Keleher will allocate funding to purchase evidence-based programs, materials, and/or resources for our teachers.

Evaluation Data Source(s) 3: purchase orders, campus budget

Summative Evaluation 3: Exceeded Performance Objective

Next Year's Recommendation 3: During the 2019-2020 school year, O'Shea Keleher will allocate funding to purchase evidence-based programs, materials, and/or resources for our teachers.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May

<p>1) Provide scientifically research-based programs, materials, and/or resources for our teachers to assist with improving of student learning and performance.</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 Barnes and Nobles DRA IStation Nine Enterprises People's Education Curriculum and Associates Teacher Created Materials (TCM) Movie Licensing Brain Pop Starfall 	<p>2.4, 2.6</p>	<p>Administrators, SCEI Coach</p>	<p>Improve student performance on the state assessments and district check points.</p>			
<p>Funding Sources: 211 - Title I, Part A - 650.00</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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.

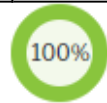
Performance Objective 1: During the 2018-2019 school year, O'Shea Keleher will provide at least 11 collaborative educational involvement activities and events for parents and community members in order to promote teamwork and unity in the education of students.

Evaluation Data Source(s) 1: At least 11 events will be offered by the Communities in Schools (CIS) coordinator for parent and community members.

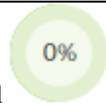
Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: During the 2019-2020 school year, O'Shea Keleher will provide at least 11 collaborative educational involvement activities and events for parents and community members in order to promote teamwork and unity in the education of students.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) O'Shea Keleher will provide opportunities for parents and community members to attend campus activities such as but not limited to: Meet & Greet, Career Day, Terrific Kids, STAAR Pep Rally, OKE to Stay in Shape, Fall Festival, Parent/Teacher Nights (2), Awards Ceremonies, Parent Classes, Literacy Night, Math & Science Night, etc. (3) snacks and refreshments, supplies and materials as needed for all workshops	2.4, 2.6, 3.1, 3.2	Counselors, CIS Coordinator, Teachers, Secretary, Administration Librarian	Increased parent/community involvement at the campus level			
	Funding Sources: 211 - Title I, Part A - 600.00					
2) O'Shea Keleher will provide a Pre-K and Kinder orientation day in July 2018 so that students, parents, and family members can prepare and adjust for the transition from home to school to ensure student success at school.	2.4, 2.6, 3.1, 3.2	Administration	Increase parent involvement and help PK/K students adjust to school setting			
3) PK and Kinder teachers will send a monthly family project home.	2.4, 2.5, 2.6, 3.1, 3.2	PK & Kinder Teachers	Increase parental involvement			
4) O'Shea Keleher will purchase updated technology to assist CIS Coordinator in serving parents for family engagement.	3.1, 3.2	CIS Coordinator, Administration, Secretary	Increased parent/community involvement at the campus level			



= Accomplished



= 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: By the end of the 2018-2019 school year, O'Shea Keleher will offer a minimum of 7 partnership activities with businesses and other outside agencies to support student education.

Evaluation Data Source(s) 2: Number of partnership activities to be at least 7.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: By the end of the 2019-2020 school year, O'Shea Keleher will offer a minimum of 7 partnership activities with businesses and other outside agencies to support student education.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Increase the number of partnerships with businesses/outside agencies by inviting them to different school events such as: Career Day, Terrific Kids, STAAR Pep Rally, OKE to Stay in Shape Day, etc.	3.1, 3.2	CIS Coordinator, Administrators	Business partnerships to increase to at least 6 for this school year.			
	Funding Sources: 199 - General - 0.00					
= Accomplished = 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 March 2019, O'Shea Keleher will increase the overall participation in the Title I Annual Meeting to 180 parents (total am/pm).

Evaluation Data Source(s) 3: Sign in sheets for Title 1 Meetings

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: y the end of March 2020, O'Shea Keleher will increase the overall participation in the Title I Annual Meeting by 10%.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) CIS Coordinator will hold several Title I Annual Meetings at times that are convenient to parents so that participation may increase from last year.	3.1, 3.2	CIS Coordinator, Administrators	Increase in the number of parents that attend the annual meeting to at least 270			
= Accomplished = 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: O'Shea Keleher Elementary will communicate 100% with parents and family members in the format and to the extent practical in English/Spanish that parents and family members can understand.

Evaluation Data Source(s) 4: Copy of letters being sent home to parents in English and Spanish

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: O'Shea Keleher Elementary will communicate 100% with parents and family members in the format and to the extent practical in English/Spanish that parents and family members can understand.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Campus staff will ensure that notices sent home and messages sent by call out system are provided in both English and Spanish.	3.1, 3.2	Administration, office staff, teachers, counselors, SCEI Coach	Parents are able to understand the communication being sent by campus personnel.			
	Funding Sources: 199 - General - 0.00					
= Accomplished = 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 5: During the 2018-2019 school year, CIS coordinator will be provided with district professional development on the value of working with parents and families as partners with the goal of improving student achievement.

Evaluation Data Source(s) 5: District professional development agendas

Summative Evaluation 5: Met Performance Objective

Next Year's Recommendation 5: During the 2019-2020 school year, CIS coordinator will be provided with district professional development on the value of working with parents and families as partners with the goal of improving student achievement.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) CIS Coordinator will be provided the opportunity to attend professional development sessions throughout the school year.	2.4, 2.6, 3.1, 3.2	Administration, CIS Coordinator	Improve student achievement and parental involvement			
Funding Sources: 199 - General - 0.00						
= Accomplished = 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 2018-2019 school year, the average daily attendance for students at O'Shea Keleher grades K-5th will increase from 96.21% to 97%.

Evaluation Data Source(s) 1: Student attendance will increase from 96.21% to 97%.

Summative Evaluation 1: No progress made toward meeting Performance Objective

Next Year's Recommendation 1: For the 2019-2020 school year, the average daily attendance for students at O'Shea Keleher grades K-5th will increase to 97%.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Student incentives will be provided for students who have perfect attendance for the entire week, month, 9 weeks, semester (i.e., traveling trophy, popcorn Fridays, dances, free dress, etc.)	2.4, 2.6	Attendance Clerk & AP	Increase student attendance %			
= Accomplished = 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: For the 2018-2019 school year, the average daily attendance for students at O'Shea Keleher Pre-K grade will increase from 94.26% to 96%.

Evaluation Data Source(s) 2: Student attendance will increase from 94.26% to 96%.

Summative Evaluation 2: No progress made toward meeting Performance Objective

Next Year's Recommendation 2: For the 2019-2020 school year, the average daily attendance for students at O'Shea Keleher Pre-K grade will increase to 96%.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Students incentive will be provided for PK students who have perfect attendance during specific weeks during second semester. These students will be attending an Elmo event or similar as provided by the district.	2.4, 2.6	Attendance clerk & AP	Increase PK student attendance during second semester.			
Funding Sources: 199 - General - 0.00						
2) Student incentives will be provided for students who have perfect attendance for the entire week, month, 9 weeks, semester (i.e., traveling trophy, popcorn Fridays, dances, free dress, etc.)	2.4, 2.6	Attendance clerk & AP	Increase student attendance % in PK			
= Accomplished = 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: For the 2018-2019 school year, O'Shea Keleher counseling department will provide 2 anti-bullying parent presentations and 4 campus based presentations.

Evaluation Data Source(s) 3: Agendas and sign in sheets

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: For the 2019-2020 school year, O'Shea Keleher counseling department will provide 2 anti-bullying parent presentations and 4 campus based presentations.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Counselors will prepare and present anti-bullying parent presentations at the following events: Meet & Greet Anti-bullying Kick-off Parent/Teacher Conference Night HB5 AVID career showcase SEL	2.4, 2.6, 3.1, 3.2	Counselors	Increase parent involvement to positively impact student learning			
2) Counselors will prepare and present Olweus information to campus staff and/or students as follows: Staff development for teachers Classroom lessons (pk-5) G.R.E.A.T. Program (Grades 4-5)	2.4, 2.6	Counselors				
= Accomplished = No Progress = Discontinue						





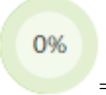

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 4: For the 2018-2019 school year, O'Shea Keleher counseling department will continue with implementation of SEL district initiative.

Evaluation Data Source(s) 4: Agendas, sign in sheets and/or schedules.

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: For the 2019-2020 school year, O'Shea Keleher counseling department will continue with implementation of SEL district initiative.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Counselors will utilize the SEL program activity kit to implement the campus-based lessons.	2.4, 2.5, 2.6	Administrators, Counselors	Improve student/student, student/teacher relationships to improve learning in the classroom			
 = Accomplished  = No Progress  = Discontinue						

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
2	5	5	Utilize Empowering Writers program for fourth grade teachers. Send teachers to PD for essay writing and editing and revising. Develop pre-K - 5th grade writing plan to align with literary anthology.
2	5	6	Ensure that all math and science curriculum are aligned from pre-K through 5th grade
2	6	3	Utilize Empowering Writers program for fourth grade teachers. Send teachers to PD for essay writing and editing and revising. Develop pre-K - 5th grade writing plan to align with literary anthology.

State Compensatory

Budget for O'Shea Keleher Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6118.00.103.7.30.5.00.	6118 Extra Duty Stipend - Locally Defined	\$17,496.00
199.11.6118.00.103.7.30.9.00.	6118 Extra Duty Stipend - Locally Defined	\$16,195.00
199.11.6119.00.103.7.30.0.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$55,947.00
199.11.6119.00.103.7.30.8.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$78,229.00
199.12.6129.00.103.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$8,755.00
199.11.6141.00.103.7.30.8.00.	6141 Social Security/Medicare	\$1,495.00
199.12.6141.00.103.7.30.0.00.	6141 Social Security/Medicare	\$127.00
199.11.6142.00.103.7.30.0.00.	6142 Group Health and Life Insurance	\$6,621.00
199.11.6142.00.103.7.30.8.00.	6142 Group Health and Life Insurance	\$13,242.00
199.12.6142.00.103.7.30.0.00.	6142 Group Health and Life Insurance	\$3,311.00
199.11.6143.00.103.7.30.0.00.	6143 Workers' Compensation	\$247.00
199.11.6143.00.103.7.30.8.00.	6143 Workers' Compensation	\$456.00
199.12.6143.00.103.7.30.0.00.	6143 Workers' Compensation	\$39.00
199.11.6146.00.103.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$1,150.00
199.11.6146.00.103.7.30.8.00.	6146 Teacher Retirement/TRS Care	\$2,067.00
199.11.6146.00.103.7.30.9.00.	6146 Teacher Retirement/TRS Care	\$572.00
199.12.6146.00.103.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$46.00
199.11.6149.00.103.7.30.0.00.	6149 Employee Benefits	\$668.00
199.11.6149.00.103.7.30.5.00.	6149 Employee Benefits	\$99.00
199.11.6149.00.103.7.30.8.00.	6149 Employee Benefits	\$1,298.00
199.11.6149.00.103.7.30.9.00.	6149 Employee Benefits	\$1,103.00

199.12.6149.00.103.7.30.0.00.	6149 Employee Benefits	\$131.00
		6100 Subtotal: \$209,294.00
6200 Professional and Contracted Services		
199.32.6299.99.103.7.30.0.00.	6299 Miscellaneous Contracted Services	\$17,500.00
		6200 Subtotal: \$17,500.00
6300 Supplies and Services		
199.11.6399.00.103.7.30.9.00.	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>
Annette Gonzalez	SCEI Coach	SCE	1
Gabriela Munoz	Library Aide	SCE	.50
Mercedes Martinez	CSR Teacher	SCE	1
Tanya Durbin	CIS	SCE	.50

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alberto Lujan	TIA	Title I	1
Cathey Kaiser	Instructional Aide	Title I	1
Jacqueline Puga	TIA	Title I	1
Tanya Durbin	CIS	Title I	.50
Virginia Lucero	TIA	Title I	1

Campus Improvement Team

Committee Role	Name	Position
Administrator	Laura Garcia	Principal
Administrator	Rosario Flores	Assistant Principal
Administrator	Martha Santana-Garcia	Assistant Principal
Non-classroom Professional	Annette Gonzalez	SCEI Coach
Classroom Teacher	Lorena Luevano	Pre-K Teacher
Classroom Teacher	Yazmin Hernandez	EPAC Alternate
Classroom Teacher	Danahe Hernandez	Kinder Teacher/EPAC
Classroom Teacher	Hilda Maturino	1st Grade Teacher
Classroom Teacher	Carrie Soderstrom	2nd Grade Teacher
Classroom Teacher	Laura Lujan-Garcia	3rd Grade Teacher
Classroom Teacher	Sofia Reyes-Reyes	4th Grade Teacher
Classroom Teacher	Nellie Hernandez	5th Grade Teacher
Classroom Teacher	Karina Balderrama	SPED Teacher
District-level Professional	Mary Ann Paez	District Representative
Non-classroom Professional	Nancy Jimenez	Librarian
Community Representative	Ramon Rivera	Farmers Insurance
Parent	Nidia Chavez	Parent
Non-classroom Professional	Carmen Bebon	Counselor
Non-classroom Professional	Guadalupe Contreras	Counselor
Non-classroom Professional	Tanya Durbin	CIS Coordinator

District Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6			\$5,261.61
3	1	1			\$0.00
3	2	1			\$0.00
4	2	1			\$0.00
4	4	1			\$0.00
4	5	1			\$0.00
5	2	1	Transportation		\$0.00
Sub-Total					\$5,261.61
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$11,541.00
2	1	5			\$75,000.00
2	2	3			\$11,541.00
2	2	5	Funded above		\$0.00
2	3	3			\$11,541.00
2	3	5	funded from above		\$0.00
2	4	4			\$11,540.00
2	4	6	funded from above		\$0.00
Sub-Total					\$121,163.00
199 - General Fund : Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	6	2		199.11.103.23.99.000.6399	\$797.53
Sub-Total					\$797.53
211 - Title I, Part A					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	2	1			\$0.00
2	1	3			\$867.00
2	1	6		211.11.103.24.00.000.6329.2119A	\$39,224.75
2	2	3			\$867.00
2	2	6	funded through 2.1.6		\$0.00
2	3	3			\$867.00
2	3	6	funded from 2.1.6	211.11.103.24.00.000.6399.2119A	\$0.00
2	4	4			\$867.00
2	4	7		211.11.103.24.00.000.6399.2119A	\$2,929.50
2	5	4			\$0.00
2	5	5	Money addressed in 6.3		\$0.00
2	6	2			\$0.00
2	6	3	Funding for Empowering Writers		\$1,000.00
2	7	1	funded through 2.1.6		\$0.00
2	8	1	funded from 2.1.6		\$0.00
2	9	3	funded through 2.1.6		\$0.00
3	2	1	Training for teachers (Region 19, etc.)	211.13.103.24.00.000.6499.2119A	\$13,578.48
3	3	1	books		\$650.00
4	1	1		211.61.103.24.00.000.6499.2119A	\$600.00
Sub-Total					\$61,450.73
199 - General Fund: Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	4		199.11.103.25.99.000.6399	\$1,499.28
Sub-Total					\$1,499.28
199 - General: Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

2	10	2			\$1,350.00	
					Sub-Total	\$1,350.00
					Grand Total	\$191,522.15