

# Edgewood Independent School District

## Roy Cisneros Elementary School

### 2017-2018 Goals/Performance Objectives/Strategies

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in Reading/English Language Arts

Academic Achievement in Science

Top 25% Student Progress

Top 25% Closing Performance Gaps

Postsecondary Readiness



# Mission Statement

OUR CAMPUS MISSION STATEMENT

2016 - 2017

Our Mission is that students, educators, families, and communities work together to develop the whole child academically, socially, emotionally, and physically.

## Vision

To be an elite elementary campus that provides educational excellence while preparing responsible, tenacious and productive citizens.



# Table of Contents

Goals .....	5
Goal 1: Student Achievement: All students literate at or beyond grade level. ....	5
Goal 2: Student Achievement: Increased student academic performance in Pre-Kindergarten - Grade 12. ....	8
Goal 3: Student Achievement: All students college and/or career ready. ....	17
Goal 4: Student Achievement: Establish and implement effective instructional leadership to improve educational practices at the district level and all campuses. ....	19
Goal 5: Special Populations/Programs: Quality educational experience and equitable achievement for all exceptional learners. ....	20
Goal 6: Guidance and Counseling: All students proficient in 21st Century skills ....	27
Goal 7: Parental/Community Engagement: Build respectful and trustful partnerships with parents and families to improve students' academic success. ....	31
System Safeguard Strategies .....	33

# Goals

## Goal 1: Student Achievement: All students literate at or beyond grade level.


### Performance Objective 1: READING/WRITING

- Increase the percentage of students meeting Level II: Satisfactory performance on State of Texas Assessments of Academic Readiness (STAAR) 3- 5 grade Reading from 73% to 78%.
- Increase the percentage of students meeting Level II: Satisfactory standard in Index 1: Student Achievement from 75% to 80%.
- Increase the percentage of students meeting Level II: Satisfactory performance on STAAR 4th grade Writing from 69% to 74%.

**Evaluation Data Source(s) 1:** The performance of this objective will be evaluated using 2017-2018 STAAR Scores.

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Students will engage in vertically aligned lessons to include vocabulary development with depth and complexity based on intensive grade level planning that utilizes supplemental resources, and research based strategies.	1, 2, 3, 4, 9	Literacy Instructional Coach	Increased student performance on Campus Unit Assessments, Benchmarks, and STAAR				
	Funding Sources: 199 - State Compensatory - \$700.00						
2) Students will develop the knowledge and skills to begin reading by participating in research-based literacy instruction with a focus on effective instructional practices that promote early reading success (Kinder/First grade)	1, 2, 3, 4, 9	Literacy Instructional Coach	Increased student performance on the iStation Indicators of Progress (ISIP) Reading Assessment, Fountas & Pinnell reading levels, "Look-for" document and Campus Unit Assessments.				
3) Students will apply research based comprehension strategies that ensure reading TEKS objectives are met with appropriate depth and complexity.	1, 2, 3, 4, 9	Literacy Instructional Coach	Increased student achievement results on Campus Unit Assessments, benchmarks, STAAR and appropriate program assessments.				
	Funding Sources: 199 - State Compensatory - \$9,760.00						
4) Students will participate in guided reading / readers workshop lessons in which text selection is interesting, age appropriate, well written and accurately leveled.	1, 2, 3, 4, 9	Literacy Instructional Coach	Increased student achievement results on Campus Unit Assessments, benchmarks, STAAR,(Imagination Station) Istation reports and appropriate program assessments.				
<b>System Safeguard Strategy</b> 5) Students will apply research-based writing strategies that ensure Writing Texas Essential Knowledge and Skills (TEKS) objectives are addressed with appropriate depth and complexity.	1, 2, 3, 9	Literacy Instructional Coach	Increased student achievement results on Campus Unit Assessments, benchmarks, STAAR, expected writing products embedded in the YAG and appropriate program assessments.				
	Funding Sources: 199 - State Compensatory - \$840.00						

6) Students will implement the use of reading strategies and learning accommodations learned in the Dyslexia Intervention Program.	1, 2, 3, 9	Dyslexia and 504 Specialist	Increased students achievement in state, district, and local assessments as measured by the goals above.				
7) Provide staff development for Dyslexia teachers to identify and service students in the Dyslexia Program.		Dyslexia/504 Specialist	Increased student performance in state, district, and local assessments.				
8) Students will use reader response journals during independent reading to target specific outcomes within the TEKS.		Literacy Instructional Coach	Increased student performance in state, district, and local assessments.				
<b>System Safeguard Strategy</b> 9) Students will participate in Writers Workshop Daily	1, 2, 9	Literacy Coaches	Increased student performance in state, district, and local assessments.				
							


**Goal 1:** Student Achievement: All students literate at or beyond grade level.

**Performance Objective 2: EARLY LITERACY**

Increase the end-of-the-year performance for kindergarten through Second Grade (iStation) literacy skills from 65% to 70%.

**Evaluation Data Source(s) 2:** The performance of this objective will be evaluated using IStation results.

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Kinder - 2nd grade students will take the Istation Indicators of Progress (ISIP) monthly assessment to measure the student's reading ability and skill development over time.		Literacy Instructional Coach	Increase student performance on Istation beginning-of-year (BOY), middle-of-year (MOY), end-of-year (EOY) using Istation reports				
2) Kinder through 2nd grade students will participate in Istation intervention program based on their individual tier. Tier 3 students use the program for 90 or more minutes per week. Tier 2 students use the program for 60 minutes per week. Tier 1 students use the program for 30 minutes per week.		Literacy Instructional Coach	Increase student performance on Istation reports				
Funding Sources: 199 - Local - \$2,700.00							
3) Kinder English Language Learner (ELL) students will participate in a summer bilingual program to develop and enhance biliteracy skills to prepare students for subsequent grade levels.		Assistant Principal	Increase student achievement using Istation data				
4) K-2nd grade students will engage in word study lessons to include phonics, vocabulary, and spelling.		Literacy Coach	Increase student achievement using Istation data				
Funding Sources: 199 - State Compensatory - \$2,300.00							
							


## Goal 2: Student Achievement: Increased student academic performance in Pre-Kindergarten - Grade 12.

### Performance Objective 1: MATHEMATICS

- Increase the percentage of students meeting Level II: Satisfactory performance on STAAR 3-5 grade Math from 70% to 75%.
- Increase the percentage of students meeting Level II: Satisfactory standard in Index 1: Student Achievement from 75% to 80%. Increase end-of-year percentage of students on level in math skills Kindergarten through Second Grade with a baseline of 80% in 2017-2018.

**Evaluation Data Source(s) 1:** The performance of this objective will be evaluated using 2017-2018 STAAR Scores; The performance of this objective will be evaluated using Envision Diagnostic Tool results.

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Students will use the district problem solving approach that incorporates analyzing, planning, solving, justifying, and evaluating.		Math Instructional Coach	Increased student achievement on Campus Unit Assessments , benchmarks, STAAR, student products and "Look for" document that indicates instructional strategy is utilized.				
2) Students will use internet-based instructional materials on a variety of platforms to increase learning and achievement in the math classroom. These instructional materials include Reflex Math, publisher provided software and apps, and Think Through Math.		Math Instructional Coach	Increased student performance Campus Unit Assessment , Benchmarks, STAAR and software usage and performance data.				
3) K-1st students will participate in intervention for math fluency based upon the data received from the administration of the Texas Early Mathematics Inventory (TEMI).		Math Instructional Coach	Increased student achievement results on TEMI assessments.				
4) 2nd - 5th grade students will participate in intervention for Math concepts based upon data received from the administration of the MSTAR Universal Screener.	1, 2, 3, 8, 9	Math Instructional Coach	Increased student achievement on Campus Unit Assessments , benchmarks, STAAR, student products and "Look for" document that indicates instructional strategy is utilized.				
5) Students will utilize Math consumables to increase learning and achievement in the math classroom.		Math Instructional Coach	Increased student achievement on Campus Unit Assessments , benchmarks, STAAR, student products and "Look for" document that indicates instructional strategy is utilized.				
Funding Sources: 199 - State Compensatory - \$4,000.00							
							




**Goal 2:** Student Achievement: Increased student academic performance in Pre-Kindergarten - Grade 12.

**Performance Objective 2: SCIENCE**

- Increase the percentage of students meeting Level II: Satisfactory performance on STAAR 5th grade Science from 62% to 69%.
- Increase the percentage of students meeting Level II: Satisfactory standard in Index 1: Student Achievement from 75% to 80%.

**Evaluation Data Source(s) 2:** The performance of this objective will be evaluated using 2017-2018 STAAR Scores.

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Students will utilize research-based, TEKS aligned supplemental product Scientific Minds to improve and strengthen science vocabulary and engage in inquiry-based instruction.		Science Instructional Coach	Increased student achievement results on Increased student performance in state, district, and local assessments. , benchmarks, STAAR and appropriate program assessments.				
2) Students will engage in interactive conceptual world wall to reinforce and build science vocabulary and comprehension.		Science Instructional Coach	Increased student achievement results on Campus Unit Assessments, benchmarks, STAAR and Laserfiche reports.				
3) K-5 students will participate in a Science Fair. Students will explore scientific processes and applications of real-world scenarios.		Science Instructional Coach	Presentation of science projects.				
4) Students will engage in vertically aligned science lessons that focus on vocabulary development with depth and complexity based on intensive grade level planning that utilizes Science resources, such as, TCMPC Vertical Alignment document.		Science Instructional Coach	Increased student achievement results on Campus Unit Assessment, benchmarks, STAAR, appropriate program assessments and Laiser Fische reports.				
	Funding Sources: 199 - State Compensatory - \$1,300.00						
5) Students will participate in some type of formative assessments to monitoring student progress of science concept development.		Science Instructional Coach	Increased student achievement results on Campus Unit Assessment, benchmarks, STAAR and appropriate program assessments.				
6) Students will participate in engaging lessons through science labs & will demonstrate concepts through student performance assessments.		Science Instructional Coach	Increased student achievement results on Campus Unit Assessment, benchmarks, STAAR and Laiser Fische reports.				
	Funding Sources: 199 - State Compensatory - \$2,000.00						
							

**Goal 2:** Student Achievement: Increased student academic performance in Pre-Kindergarten - Grade 12.







**Performance Objective 3: SOCIAL STUDIES**

- Increase the percentage of students meeting Satisfactory performance on District Unit Performance Assessments

**Evaluation Data Source(s) 3:** The performance of this objective will be evaluated using 2017-2018 Campus Unit Assessments.

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Students will engage in Social Studies instruction designed around process standards by incorporating stimuli, various instructional strategies and identified critical thinking skills		Social Studies Instructional Coach	Increased student achievement results on Campus Unit Assessments, benchmarks, STAAR and Laserfische reports.				
2) Students will analyze primary sources and other stimuli to build reading, critical thinking, and writing skills to deepen their understanding of history in grades 3-5.		Social Studies Instructional Coach	Increased student achievement results on Campus Unit Assessments, benchmarks, STAAR, interactive notebook samples, campus walkthroughs and appropriate program assessments.				
3) Students will utilize dual coded STAAR based assessment questions to help increase conceptual understanding of social studies TEKS.		Social Studies Instructional Coach	Increased student achievement results on Campus Unit Assessments, benchmarks, STAAR and appropriate program assessments.				
4) Students will participate in strategies for direct vocabulary instruction involving content and academic terminology in Social Studies grades K-5.		Social Studies Instructional Coach	Increased student achievement results on Campus Unit Assessments, benchmarks, STAAR and Laserfische reports.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 2:** Student Achievement: Increased student academic performance in Pre-Kindergarten - Grade 12.


**Performance Objective 4: MEDIA LITERACY**

Student Achievement: Increase digital learning activities and information access to promote collaboration, creativity, innovation and critical thinking.

**Evaluation Data Source(s) 4:** Technology integrated lessons and technology products.

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Students in K - 5 will participate in engaging technology lessons using Learning.com for the purpose of improving reading, math, writing, science and social studies instruction.		Media Teacher	Technology products created by students through the use if 12 essentials of digital learning.				
2) Students will participate in viable technology lessons that support, extend and enhance the core content area lessons.		Principal	Technology products created by students				



✓ = Accomplished  
 ➔ = Continue/Modify  
 ● = Considerable  
 ● = Some Progress  
 ● = No Progress  
 ✗ = Discontinue


**Goal 2:** Student Achievement: Increased student academic performance in Pre-Kindergarten - Grade 12.

**Performance Objective 5: PHYSICAL EDUCATION**

To enhance a students educational well-being by developing their physical and social skills through participation in interscholastic sports, physical education, and instilling life-time sports.

**Evaluation Data Source(s) 5:** Increased successful student participation in athletic programs.

**Summative Evaluation 5:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Students will participate in strength, conditioning, agility, and skills building programs.		Principal	Measurement chart of student progress				
2) Students will be provided the tools, resources and venues to successfully participate in the athletic program		Principal	Monthly evaluations on student progress				
							

**Goal 2:** Student Achievement: Increased student academic performance in Pre-Kindergarten - Grade 12.

**Performance Objective 6:** HIGHLY EFFECTIVE INSTRUCTIONAL STAFF and TEACHER RETENTION


Increase the effectiveness of instructional staff and teacher retention.

-Offer and support the implementation of targeted needs-based professional development in accordance with district initiatives to 100%

**Evaluation Data Source(s) 6:** The performance of this objective will be measured using Eduphoria reports.

**Summative Evaluation 6:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Increase expertise in TEKS through development of supplemental materials, assessment, data analysis, curriculum review.	5	Literacy Instructional Coach	Increased student performance on Campus Unit Assessments and STAAR				
	Funding Sources: 199 - Local - \$9,500.00, 199 - State Compensatory - \$6,000.00						
2) Elementary K-5 ELAR teachers will participate in training and coaching sessions in writing and/or reading to ensure that all components of the Balanced Literacy Model are addressed.	5	Literacy Instructional Coach	CWT's using look for documents, student writing products, increase in student instructional reading levels and writing performances. Campus Unit Assessments and STAAR data				
3) Science classroom teacher will participate in PLC's to develop science concepts, increase rigor and to improve delivery of science instruction.	5	Science Instructional Coach	Increased student achievement results on Campus Unit Assessments, benchmarks, STAAR and appropriate program assessments.				
4) K to 5th grade math teachers will participate in grade-level appropriate staff development focused on pedagogy and content knowledge to improve student problem solving skills and conceptual understanding.	5	Math Instructional Coach	Increased student achievement results on Campus Unit Assessments, benchmarks, STAAR and appropriate program assessments.				
5) Participate in conferences and staff development sessions to advance improvement in education and target campus and district needs with a focus on accountability, innovation and school improvement through research-based practices.	5	Principal	Increased research based strategies that target school improvement and student success				
	Funding Sources: 199 - Local - \$230.00						
6) Provide a qualified mentor to newly hired teachers with 0-3 years of experience. New Teacher Mentoring program includes Texas Beginning Educator and Support System (TxBESS) training for the mentor and regular mentor and new teacher meetings and new teacher observations of peers.	5	Instructional Coach	Mentor Training Schedule, Mentor Support Logs, New Teacher Peer Observation Logs, end of the year surveys				

7) Provide professional development opportunities (Region 20, CAST, Dana Center and STEM Conference) to keep up to date with current instruction in order to increase student engagement and performance.	5	Science Instructional Coach	Student performance on Campus Unit Assessments, benchmarks and STAAR EOC.				
8) Teachers will use Wayfind for personal training and professional development, and complete their School Technology and Readiness (STaR) Chart.	5	Media Teacher	Wayfind reports				
9) Teachers will participate in Comprehension Toolkit strategies that will focus on reading and critical thinking strategies as tools to acquire knowledge.	5	Literacy Instructional Coach	Increased student achievement results on Campus Unit Assessments, benchmarks, STAAR and appropriate program assessments.				
10) Teachers will attend professional development focusing on Social Studies process standards and integration of a variety of stimuli.	5	Social Studies Instructional Coach	Increased student achievement results on Campus Unit Assessments, benchmarks, STAAR and samples of interactive notebooks.				
11) Science classroom teachers will receive professional development to increase critical thinking and rigorous lessons. The professional development will help teachers encourage and support Science related academic programs.	5	Science Instructional Coach	Increased student achievement results on Campus Unit Assessments, benchmarks, STAAR, Laiser Fische reports and appropriate program assessments.				
12) Teachers will have continuous growth opportunities in the area of Oral Language Development and differentiated instruction.	5	Instructional Coach	Implementation of New Learning via Campus Walkthroughs.				
13) Teachers will participate in campus wide book studies	5	Principal	Implementation of New Learning via Campus Walkthroughs.				
							

**Goal 2:** Student Achievement: Increased student academic performance in Pre-Kindergarten - Grade 12.

**Performance Objective 7: MEASUREMENT & ASSESSMENT**

Student Achievement: Implement an assessment program to measures student achievement and provide feedback on instruction.

**Evaluation Data Source(s) 7:** Compliance reports, assessments and program evaluations

**Summative Evaluation 7:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Students will participate in Campus Unit Assessments and benchmarks to monitor student progress in TEKS mastery throughout the year.  Resources: Data Management for Assessment and Curriculum (DMAC), STAAR ONE, STAAR Maker, Eduphoria, Test Hound, Lead4ward, and TEKS Bank item bank		Instructional Coach	Increased student achievement results on Campus Unit Assessments, benchmarks, STAAR and appropriate program assessments.				


**Goal 2:** Student Achievement: Increased student academic performance in Pre-Kindergarten - Grade 12.

**Performance Objective 8:** ATTENDANCE

To increase campus-wide student attendance to 97% or higher.

**Evaluation Data Source(s) 8:** PEIMS reports on student attendance rates

**Summative Evaluation 8:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Participate in neighborhood partnerships with community members and local businesses to promote campaigns such as "Edgewood Proud" and "Edgewood Night Out" to raise awareness of the importance of attendance.		Assistant Principal	Review attendance data				
2) Follow parent / student "Attendance Agreement" to promote family accountability and responsibility in increasing attendance.		Assistant Principal	Review attendance data				
							



### Goal 3: Student Achievement: All students college and/or career ready.


#### Performance Objective 1: COLLEGE and CAREER READY

- To increase performance in Index 4:Post-Secondary Readiness from 24 to 29.

**Evaluation Data Source(s) 1:** The performance of this objective will be evaluated using College Board Reports, Achieve 300 reports, and advanced level III STAAR performance.

#### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Students will engage in a variety of literary genres and modes of writing in preparation for future college admission assessments.		Literacy Instructional Coach	Increased student performance on state assessments (STAAR)				
2) Students will participate in curricular knowledge in real world situations by participating in extra curricular activities such as: -UIL -Robotics -Chess -Fine Arts - Academic Decathlon -Athletics		Assistant Principal	Student performance in extra curricular activities as evidenced by increased student performance on STAAR.				
Funding Sources: 199 - Local - \$475.00							
3) Students will participate in Science, Technology, Engineering and Mathematics (STEM) connections through Project Based Learning (PBL) that includes problem solving skills with real world applications such as Star Base Kelly and Scobee Challenger Center San Antonio.		Instructional Coach	Increased student achievement results on Campus Unit Assessments, benchmarks, STAAR, formative assessments and appropriate program assessments.				
4) Students will participate in the analysis of stimuli, discussion, and debate to formulate their own ideas and to write evidence-based arguments.		Instructional Coach	Increased student achievement results on Campus Unit Assessments, benchmarks, STAAR and student products.				
5) Counselors and Social Workers will Conduct Career Day at each campus where speakers discuss course of study students need to follow in order to enter chosen career/profession.		Principal	Increased career awareness.				
6) Students will engage in grade level appropriate educational field trips across content areas to increase student achievement in Kindergarten Grade 5 in the areas of reading, writing, mathematics, science and social studies.	1, 2	Principal	Increased student achievement results on Campus Unit Assessments, benchmarks, STAAR and student products.				
Funding Sources: 199 - Local - \$7,000.00							

7) Kinder - 5th grade students will participate in standards-based online learning in the areas of reading, writing, mathematics, science and social studies.	1, 2, 9	Principal	Increased student achievement results on Campus Unit Assessments, benchmarks, STAAR and student products.				
	Funding Sources: 199 - State Compensatory - \$9,500.00						
8) Kinder - 5th grade students will participate in after school enrichment program Children In Action (CIA) to build critical thinking skills.	1, 2, 3, 8, 9	Principal	Increased student achievement results on Campus Unit Assessments, benchmarks, STAAR and student products.				
	Funding Sources: 211 - Title I - \$34,200.00						
							

**Goal 4: Student Achievement: Establish and implement effective instructional leadership to improve educational practices at the district level and all campuses.**

**Performance Objective 1: EFFECTIVE LEADERSHIP**

Place Holder

**Evaluation Data Source(s) 1:**

State assessment scores and monitoring reports

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Perform Comprehensive Needs Assessment (CNA) and implement campus/district improvement plans to improve student performance.		Instructional Coach	CNA and Campus Improvement Plan (CIP)/ District Improvement Plan (DIP) development				
2) Students will participate in hands-on, engaging lessons in all content areas of math, science, ELAR and social studies that include Texas Curriculum Management Program Cooperative (TCMPC), and district supplemental documents as a supplemental resource.		Principal	Increased student performance on curriculum based assessments, STAAR, Kindergarten (K)-1 performance indicators and Envision Diagnostic Tool				
3) Students will be recognized for their Academic Achievements through out the year.	6	Assistant Principal	Increased achievement in all academic areas.				
	Funding Sources: 199 - Local - \$1,500.00						
4) Campus leadership will provide a conducive working environment for teachers conferences	5	Principal	Increased achievement in all academic areas.				
	Funding Sources: 199 - Local - \$1,500.00						

**Goal 5: Special Populations/Programs: Quality educational experience and equitable achievement for all exceptional learners.**

**Performance Objective 1: SPECIAL EDUCATION**


Increase the number of Special Education students meeting the STAAR passing standard Phase-in 1 Level II in grades 3 - 8 (PBMAS Indicators)

- Increase Special Education student performance in Reading STAAR (3-5) from 50% to 55%
- Increase Special Education student performance in 4th grade Writing STAAR from 50% to 55%
- Increase Special Education student performance in Science STAAR 5th grade from 50% to 55%

**Evaluation Data Source(s) 1:** This objective will be evaluated using 2017-2018 PBMAS results.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Students will participate in specialized instruction by a special education teacher targeting individual student needs utilizing a variety of a modalities.		Principal	Increased student achievement results on Campus Unit Assessments, benchmarks, STAAR and appropriate program assessments.				
2) Students will receive special education services and will have an assigned case manager that will maintain data, monitor progress, and ensure modifications and accommodations are in place, to guide stakeholders to make informed decisions.		Principal	Review of case manager data				
3) Students will receive related services as identified by the ARDC. Consultants will provide services such as: speech therapy, OT/PT Therapy, Deaf Interpreters, language interpretation, music therapy and psychological assessment.		Principal	Increased student performance on Campus Unit Assessments, benchmarks, STAAR, and appropriate program assessments.				
4) Students will participate in guided reading instruction in resource classrooms, that incorporates both formal and informal reading assessments.		Principal	Increased student achievement results on Campus Unit Assessments, benchmarks, STAAR and appropriate program assessments.				
5) Students will utilize academic applications on iPads to extend and/or enhance lessons in the classroom.		Principal	Increased student achievement results on Campus Unit Assessments, benchmarks, STAAR and appropriate program assessments.				

6) Students will engage in differentiated instruction that addresses individual student needs as specified in their Individualized Education Plans (IEPs).		Principal	Increased student achievement based on IEP report card				
7) Students will participate in specialized instruction by a special education teacher targeting individual student needs utilizing a variety of a modalities.		Principal	Increased student achievement results on Campus Unit Assessments, benchmarks, STAAR and appropriate program assessments.				
8) Special education teachers will use eSped to document ARDs. Bilingual ARDs will be audio recorded. Parents will receive an audio copy of the ARD. Program specialists are meeting with teachers to ensure that teachers have a complete understanding of eSped. Professional development: Ongoing		Principal	use of eSped for all ARDs				
9) Special education teachers will participate in professional development sessions to include research based instructional practices and strategies, accommodations, and modifications that address the academic, functional, and behavioral needs of students with disabilities.		Principal	Increased student achievement among students who participate in Special Education				
10) Classroom teachers, AITs, coaches and Special Education teachers, will participate in intensive planning sessions utilizing resources to ensure appropriate vertical alignment, vocabulary development, depth and complexity.		Principal	Increased student achievement results on Campus Unit Assessments, benchmarks, STAAR, "Look for" document and appropriate program assessments.				
11) Special education teachers will provide consultation and support to general education teachers in the instruction of students with disabilities.		Principal	Increased student achievement results on Campus Unit Assessments, benchmarks, STAAR and appropriate program assessments.				
12) Students will engage in differentiated instruction that addresses learning gaps identified through a variety of data sources as analyzed by special education case managers and teachers.		Principal	Increased student achievement results on Campus Unit Assessments, benchmarks, STAAR and appropriate program assessments.				
13) Special Education students will receive a continuum of services in accordance with student needs.		Principal	Increased student achievement as a result of Campus Master Schedules that demonstrates a continuum of services				
14) Provide and monitor special education resources and instruction for effectiveness and consistency.	1, 2, 9	Principal	Increased student achievement results on Campus Unit Assessments, benchmarks, STAAR and appropriate program assessments.				
Funding Sources: 199 - State Compensatory - \$975.00							
							

**Goal 5:** Special Populations/Programs: Quality educational experience and equitable achievement for all exceptional learners.

**Performance Objective 2:** ENGLISH LANGUAGE LEARNERS (BILINGUAL/ESL)


Increase the number of English learners students meeting the STAAR passing standard Phase-in 1 Level II in grades 3 - 5 (PBMAS Indicators)

- Increase English learners performance in Reading STAAR (3-5) from 79% to 85%.
- Increase English learners performance in Writing STAAR (3-5) from 90% to 95%
- Increase English learners performance in Science STAAR (3-5) from 77% to 83%
- Decrease TELPAS beginning and intermediate Composite Rating levels for students in U.S. schools multiple years from 32% to 25%.

**Evaluation Data Source(s) 2:** The performance of this objective will be measured using STAAR Progress measure or ELL progress measure data.

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) ELL students will develop English language proficiency through participation in sheltered instruction classes, dual language classes, and cultural/academic activities. - Provide bilingual resources as needed to support curriculum.	2, 8	Principal	ELL student performance on curriculum based assessments, Texas English Language Proficiency Assessment System (TELPAS) and STAAR				
Funding Sources: 199-Bilingual - \$1,410.00							
2) ELL students will engage in instructional programs to address their linguistic needs based on Language Proficiency Assessment Committee (LPAC) recommendations utilizing the ELlevation Platform.		Assistant Principal	Increased student achievement results on Campus Unit Assessments, benchmarks, STAAR, appropriate program assessments and ELL student performance on TELPAS				
3) ELL students will participate in sheltered instruction classes, dual language classes, and cultural/academic activities to assist with making content comprehensible, develop academic language and increase student achievement.		Principal	Increased student achievement results on Campus Unit Assessments, benchmarks, STAAR, TELPAS and appropriate program assessments.				
4) ELL student writing samples and TELPAS proficiency level descriptors (PLDs) will be consistently used to rate ELL students		Literacy Instructional Coaches	Students will engage in writing activities based on ELPS English Language Proficiency Standards.				

5) Provide training to teachers in sheltered instruction strategies to address the needs of ELL students, such as Questioning, integrating language skills (reading, writing, listening and speaking), use of cognates, building academic language, visual tools, response signals, structured conversations, structured reading and writing activities, and others.		Principal	Increased EL student achievement results on Campus Unit Assessments, benchmarks, STAAR, TELPAS and appropriate program assessments.				
6) Dual language teachers will participate in training opportunities to promote literacy in both Spanish and English.		Principal	Increased student achievement results on Campus Unit Assessments, benchmarks, STAAR, Eduphoria reports and appropriate program assessments.				
							

**Goal 5:** Special Populations/Programs: Quality educational experience and equitable achievement for all exceptional learners.

**Performance Objective 3: MIGRANT EDUCATION**

Ensure that identified Priority for Service (PFS) migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children. 100% of Priority for Service (PFS) migrant students will receive priority access to supplemental instructional and support opportunities.

Increase the number of Migrant students meeting the STAAR passing standard Phase-in 1 Level II in grades 3 - 8 (PBMAS Indicators)


- Maintain Migrant student performance in Reading STAAR (3-5) at 100%
- Maintain Migrant student performance in 4th grade Writing at 100%

**Evaluation Data Source(s) 3:** Provided through shared service arrangement with Region 20

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Provide all migrant parents a copy of the PFS criteria, what it means, and implications for the student to ensure awareness.	6	Literacy Instructional Coach	PFS Criteria letter, sign-in sheets from Community Outreach, recruiter logs				
		Funding Sources: Region XX Shared Services Agreement - \$0.00					
2) Provide parents of PFS students with the knowledge of local and state requirements for promotion, graduation and post-secondary opportunities Timeline: Community Outreach Fair, PAC meetings; individual meetings/phone calls with parents as needed		Literacy Instructional Coach	Counselor follow-up, student feedback, agendas, sign-in sheets; tutor timesheets				
		Funding Sources: Region XX Shared Services Agreement - \$0.00					
3) Provide parents of PFS students an update on the academic progress of their child. Timeline: Year Round		Literacy Instructional Coach	Parent evaluations/feedback, counselor follow-up, phone logs, email documentation, mail out list				
		Funding Sources: Region XX Shared Services Agreement - \$0.00					
4) Provide parents of PFS students information about available community and /or social services.		Literacy Instructional Coach	Parent evaluations/feedback, counselor follow-up, tutor feedback, student feedback				
		Funding Sources: Region XX Shared Services Agreement - \$0.00					
5) Provide appropriate placement/programs for students not meeting the state content standards or mastering TEKS objectives. Ex: tutoring, state assessments, remediation, online migrant course work, summer school, or community resources/services. Timeline: Year Round		Literacy Instructional Coach	Increased number of students completing partial credit and/or passing state assessments. Partial credit report, retention report, formal/informal assessment.				
		Funding Sources: Region XX Shared Services Agreement - \$0.00					



6) Provide on-line and face to face opportunities for district/campus staff to attend staff development for enhancing their knowledge of the migrant student population including migrant student needs. Videos, Face to Face overviews. Timeline: Year Round	Literacy Instructional Coach	Increase the number of participants at the ESC sessions/contact meetings by 100%. Participant evaluations, participant feedback, sign-in sheets.				
	Funding Sources: Region XX Shared Services Agreement - \$0.00					
						

**Goal 5:** Special Populations/Programs: Quality educational experience and equitable achievement for all exceptional learners.

**Performance Objective 4:** GIFTED and TALENTED

Increase advanced Level III student performance with Gifted and Talented students in 3rd through 5th grade Reading from 55% to 60%.

**Evaluation Data Source(s) 4:** Advanced Level III STAAR performance

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) GT students will be offered a GT curriculum that includes the GT Texas Performance Standards.	3	District GT Teacher	Project completion for every GT student				
	Funding Sources: 199 - Gifted & Talented - \$300.00						
2) Provide parents GT informational sessions	6	District GT Teacher	Increased student achievement results on Campus Unit Assessments, benchmarks, STAAR and appropriate program assessments.				
3) Elementary GT students (K-5) will participate in advanced level math lessons.	1, 2, 3	District GT Teacher	Final Level II performance				

## Goal 6: Guidance and Counseling: All students proficient in 21st Century skills

### Performance Objective 1: GUIDANCE PROGRAM

To provide proactive developmental guidance program that addresses responsive services that supports social and emotional well-being of students, parents and staff.

**Evaluation Data Source(s) 1:** Increased academic achievement and graduation rate

#### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Counselors and social workers staff will conduct morning, lunch and after school groups targeting character traits, social skills and organizational skills	2	Assistant Principal	Decrease in the number of discipline referrals				
2) Social workers will utilize curriculum and work with student groups to build social skills, increase morale, on campus and encourage community service opportunities completed by students e.g. Random Acts of Kindness	2, 4	Assistant Principal	Decrease in the number of discipline referrals				
Funding Sources: 199 - Local - \$1,270.00							
3) Counselors and Social Workers will organize events to promote positive family relationships. e.g. Daughter's Hero Banquet, Mother's Day out	2	Assistant Principal	Positive survey results				
Funding Sources: 199 - Local - \$445.00							
4) Provide guidance content in a systematic way to all students via classroom guidance and small groups. Areas addressed through: GUIDANCE CURRICULUM Self-confidence development - Motivation to succeed - Decision-making, goal- setting, planning, and problem-solving skills - Interpersonal effectiveness - Communication Skills - Cross Cultural Effectiveness - Responsible Behavior	2, 4	Assistant Principal	Increased number of guidance lessons provided to students will promote student success.				
Funding Sources: 199 - Local - \$1,370.00							

<p>5) Address the immediate concerns of students for the purpose of prevention and intervention via individual counseling and small groups. Areas addressed through RESPONSIVE SERVICES:</p> <ul style="list-style-type: none"> <li>-Academic Concerns</li> <li>- School-related issues</li> <li>- Tardiness</li> <li>-Absences</li> <li>- Truancy</li> <li>- Misbehavior</li> <li>- School-avoidance</li> <li>-Drop-out Prevention</li> <li>-Relationship concerns</li> <li>-Physical/sexual/emotional abuse</li> <li>-Grief/loss</li> <li>-Substance abuse</li> <li>-Family issues</li> <li>-Harassment Issues</li> <li>-Coping with stress</li> </ul>	2	Assistant Principal	Decreased in discipline referrals. Increased in Student Attendance.				
<p>6) Assist students to monitor and understand their own development for the purpose of student planning and goal setting Areas addressed through: INDIVIDUAL PLANNING:</p> <p>Educational:</p> <ul style="list-style-type: none"> <li>- Acquisition of study skills</li> <li>- Awareness of educational opportunities</li> <li>- Lifelong learning</li> <li>- Utilization of test scores</li> </ul> <p>Career:</p> <ul style="list-style-type: none"> <li>- Knowledge of potential career opportunities</li> <li>- Knowledge of career and technical training</li> <li>- Knowledge of positive work habits</li> </ul> <p>Personal-Social:</p> <ul style="list-style-type: none"> <li>- Development of healthy self-concepts</li> <li>- Development of adaptive and adjustive social behavior</li> </ul>	2	Assistant Principal	Students will gain self-knowledge and awareness of personal/social development.				
<p>7) Social Workers will provide case management to our students that need on-going counseling. They will provide intense case management to include home visits.</p>	2	Assistant Principal	Increase in Student Academic Success.				
Funding Sources: 199 - Local - \$400.00							

8) Identify homeless students and coordinate support services to ensure that homeless students are present at school	2	Assistant Principal	Increased attendance rate for homeless student population				
9) Implementation of anti-bullying comprehensive curriculum in K-12 classrooms	2	Assistant Principal	Decreased number of bullying incidents				
10) Counselors and Social Workers will provide training opportunities on anti-bullying prevention, policy and procedures to students, staff and parents	2	Principal	Positive survey results and reduced bullying incidents				
11) Childsafe will provide required training on child and sex abuse reporting policies to all staff members	2	Principal	Childsafe reports				
12) Counselors and Social Workers will provide training opportunities on suicide prevention, policy and procedures to students, staff and parents.	2	Principal	Student Support Service log				


 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 6:** Guidance and Counseling: All students proficient in 21st Century skills

**Performance Objective 2:** Decrease the number of students whose health screenings go unaddressed to fewer than 6.8% for vision, and fewer than 1.6% for hearing.

**Evaluation Data Source(s) 2:** The performance of this objective will be evaluated using reports from the Child Health Reporting System.

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) School nurses will connect with parents of students who are uninsured to resources providing assistance for the identified needs(s).	2	Assistant Principal	Student referral log data				
							

**Goal 7: Parental/Community Engagement: Build respectful and trustful partnerships with parents and families to improve students' academic success.**


**Performance Objective 1: PARENTAL and COMMUNITY INVOLVEMENT**

Increase the number of parents involved in their children's school by 10%.

**Evaluation Data Source(s) 1:** The performance of this objective will be evaluated by attendance numbers of parents participating in meetings and events.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Parent Liaison will present to parents the implementation of Department of Education Dual Capacity-Building Framework.	6	Parent Liaison	Increase in parent involvement on campus				
2) Parent Liaison will collaborate with Counselors and Social Workers to connect parents with community organizations and outside referrals.	6	Assistant Principal	Sign in documentation				
3) Parents Liaison will keep web pages updated weekly with new information, relevant dates and monthly projects	6	Principal	Distribution of Campus Parental Involvement website URL links, usage statistics, and the availability of computer labs for parent use.				
4) Conduct surveys to parents at the beginning of the year and at the end of the year to find out what topics parents are interested in to increase their awareness and participation in meetings.	6	Parent Liaison	Number of Returned Surveys				
5) Provide parents the Title I Parent Involvement Policy and a Parent Engagement brochure that includes services and resources for parents.	6	Parent Liaison	Increase in Parental Involvement				
6) Parent Liaisons will conduct a Community Walk once a month to visit families and share department services and encourage parents to get involved.	6	Principal	Number of families visited.				
7) Parent Liaisons will promote the Parent Portal to parents. This will help parents keep up with their child's progress.	6	Principal	Number of parents using Parents Portal.				
8) Parent Liaisons will send out a Campus Newsletter keeping parents informed and up to date with campus activities.	6	Principal	Increase in Parental Involvement.				

9) Increase parent involvement with a campus PTA initiative to include the PTA Summit.	6	Principal	Increase in Parental Involvement.				
10) Collaborate with Instructional Coaches to conduct workshops for parents. To present strategies and skills to students master TEKS. In addition present to parents strategies on how to support their child's learning. Learning activities will be given to students to take home.	6	Principal	Parent Questionnaire and Sign In Sheets				
Funding Sources: 211 - Title I - \$975.00							
11) Campus Based Parent Meeting that will provide information to Parents on STAAR requirements. To help parents understand passing standards.	6	Principal	Parent Questionnaire and Sign In Sheets				
12) Campus Based meeting to provide parents of K-1 students to provide training in ESL, dual language and early literacy, in collaboration with Bilingual/ESL Department	6	Principal	Parent Questionnaire and Sign In Sheets				
13) Parent Liaisons will provide training sessions, tools, meetings and activities to help parents and teachers develop skills to support learning at home during the school year and summer months to help transition into the next school grade.	6	Principal	Survey of parents at the end of each training in order to generate understanding of content area and increase knowledge of materials presented				
Funding Sources: 211 - Title I - \$1,200.00							
14) Parent Liaison and parents will attend out of District training.	6	Principal	Increase in Parental Involvement.				
Funding Sources: 211 - Title I - \$150.00							
							



## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	5	Students will apply research-based writing strategies that ensure Writing Texas Essential Knowledge and Skills (TEKS) objectives are addressed with appropriate depth and complexity.
1	1	9	Students will participate in Writers Workshop Daily