

Lancaster Independent School District
Belt Line Elementary
2016-2017 Campus Improvement Plan



Mission Statement

The mission of Lancaster ISD, in collaboration with parents and communities, is to ignite learning that translates into sustainable success for all students in an ever-changing society.

The staff of Belt Line Elementary, in collaboration with all stakeholders, will ensure the implementation of 21st Century Learning through a rigorous academic curriculum, college and career readiness, and the development of principles of character for all students in a safe and nurturing environment.

Vision

In Lancaster ISD, all students achieve self-sustaining success and leave a lasting legacy.

THE LISD GRADUATE will:

transition from one work environment to another seamlessly.

execute every task and action with fidelity and excellence.

know themselves and how they fit into the world at large.

be knowledgeable of STEM and the opportunities available from STEM.

know how to apply what they have learned.

identify and utilize the technological tools to achieve a positive end result.

acquire the foundational skills of literacy and numeracy that are necessary to arrive at an end result without relying on technology.

persevere and achieve success despite barriers in life.

recognize and embrace diversity.

make socially responsible, personal, and professional decisions to support their future goals.

apply the ability and responsibility to positively improve their lives and impact others.

have the autonomy (free will) to channel their passions and strengths.

possess the confidence and curiosity to lead them into becoming responsible researchers.

use their creative thinking skills to generate innovative ideas.

demonstrate effective leadership skills and know when to lead and when to follow.

be able to communicate in multiple languages and will be proficient in all forms of communication.

understand how all parts of a system influence one another in order to stimulate critical thinking and problem solving.

Core Beliefs

In Lancaster ISD, we believe that:

Equity in education is a human right.

Educators, parents and students share in the responsibility of developing well-rounded individuals.

Engaged, relevant learning experiences provide for a quality education leading to quality of life.

Learning is a life-long process that is enhanced by taking risks.

A person has the capacity to learn from past experiences.

Purposeful planning to meet individual student needs leads to intentional outcomes for student success.

VISION 2020 KEY STRATEGY	CORRESPONDING DISTRICT GOALS
1. We will assimilate the use of technology to produce creative and innovative learners.	GOAL 1: INSTRUCTION GOAL 4: STUDENT SUPPORT SYSTEMS
2. We will provide collaborative, relevant training to all stakeholders that is interfaced with all instructional initiatives, including STEM, PBL, and CScope.	GOAL 1: INSTRUCTION GOAL 2: TEACHER RETENTION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT
3. We will utilize 21st century practices to design a recruitment, retention, and development system for personnel that capitalizes on strengths and talents.	GOAL 2: TEACHER RETENTION GOAL 4: STUDENT SUPPORT SYSTEMS
4. We will empower, educate, and encourage families to embrace involvement in education.	GOAL 3: COMMUNICATION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 5: CHARACTER DEVELOPMENT
5. We will create new experiences that will result in an overall positive perception of the community.	GOAL 3: COMMUNICATION GOAL 5: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT

<p>6. We will collaborate with businesses and community leaders to invest in the vision and mission of LISD.</p>	<p>GOAL 3: COMMUNICATION</p> <p>GOAL 6: SAFE ENVIRONMENT</p> <p>GOAL 7: FISCAL OPPORTUNITIES</p> <p>GOAL 2: TEACHER RETENTION</p>
<p>7. We will provide customized learning environments to ensure that all learners reach self-sustaining learning potential.</p>	<p>GOAL 1: INSTRUCTION</p> <p>GOAL 4: STUDENT SUPPORT SYSTEMS</p> <p>GOAL 6: SAFE ENVIRONMENT</p>

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Summary:

2015-2016 Enrollment: 597 , 2016 -2017 Enrollment: 612

Demographics Breakdown: 85.7% African American(512), 10.3% Hispanic (62), 4%%, Other (12 MR, 7W, 4AI, 1AI)

Economically Disadvantaged 96% (577)

Talented & Gifted (TAG): 7.2% (43)

Special Education (SPED): 8.2% (49)

English Language Learners (ELL): 1.34% (8)

Student Gender Distribution: 314 males & 283 females.

Total Teaching Staff: 35, 100% Females and 0% Males

Teacher Demographics Breakdown: 2.8% Hispanic, 85.9% African American, 11.3% White

Teachers by years of experience: 22 teachers have 6 or more years of experience, 13 have 0-5 years of experience

2015-2016 Student Attendance Rate: 95.8

Belt Line currently serves 611 students in Head Start/Prek-4 through Fifth Grade. Staff includes 26 homeroom teachers, 4 Special Education teachers (2 life-skills, 1-Transition, 1 Inclusion/CM) 4 CLAMP teachers (Computer, Art, Music, PE), 1 Interventionists and two Master Teachers (Math and ELA).

Professional support staff consist of a nurse and a counselor. Support staff consists of a library assistant, and 10 instructional para-professionals (5-special

education) 1 Dyslexia para-professional, 1 ISS para, 2 Head-Start and 1 Pre-K4. Belt Line is also served by one administrative assistant and 1 PIEMS clerk. Belt Line has 4 teachers new to the campus and 3 new para-professionals for the 2016-2017 school year. All staff members meet the criteria for Highly Qualified as measured by NCLB.

Demographics Strengths

- The demographics of the teaching staff reflects the demographics of the student body.
- The teaching staff is experienced with the majority having more than 5 years of teaching experience.
- All teachers are highly qualified and certified to serve students.
- Enrollment has shown a slight increase from 2015-2016

Demographics Needs

- Talented and gifted students seem to be underrepresented.
- There is a need to increase the percentage of male teachers since slightly more than half of the student body are males.
- The vast majority of students are economically disadvantaged.
- There is a need to ensure that the staff includes Hispanic representation.
- Attendance continues to be a concern, we are averaging 95%-97% and our goal is 98%.

Student Achievement

Student Achievement Summary

Belt Line Elementary School received an accountability rating of Met Standard and received 4 distinctions increasing from 2 distinctions in 2015. Distinctions were earned in Reading, Science, student progress and closing achievement gaps. Intentional plans are being made to improve student performance on STAAR. A 3 year trend of STAAR data is depicted in the chart below:

Content	2013	2014	2015
3rd Math	45	69	79
4 th Math	41	40	62
5 th Math	71	89	86
3 rd Reading	51	53	64
4 th Reading	64	56	55
5 th Reading	62	86	73
4 th Writing	78	56	65
5 th Science	58	89	79

Student performance at level 3 advanced levels for 2016 is depicted in the chart below:

Content	3rd grade	4th grade	5th grade
Reading	13%	10%	19%
Math	11%	12%	17%
4th Writing	N/A	5%	N/A
5th Science	N/A	N/A	10%

Student Achievement Strengths

- Student achievement data in math across each tested grade level has shown steady growth since 2013.
- There were double digit gains at 3rd grade reading.
- 5th grade has a higher percentage of students performing at advanced rates than all other grade levels in both reading and math.

Student Achievement Needs

- 55% of 4th grade students met standard in reading; down from 56% in 2015.
- 5th grade science dropped from 89% in 2015 to 79% in 2016.
- 5th grade reading dropped from 86% in 2015 to 73% in 2016.
- Only five 4th graders scored at the advanced level in writing.

School Culture and Climate

School Culture and Climate Summary

This year, Belt Line welcomed its 4th principal in 7 years. Consequently, climate and culture has suffered with students, parents and the community. Upon interviewing teachers in grade level teams prior to the beginning of the school year, three areas of concern were mentioned by each grade level: 1) consistent discipline procedures and expectations 2) parent engagement and 3) timely and consistent communication from the school leaders.

In the 2015-16 school year 648 discipline incidents were documented in the Review 360 behavior management system. The majority of the incidents resulted in students being placed in In-School Suspension. The overuse of the ISS program caused the tool to be ineffective, and consequently students missed critical instructional time without opportunities to truly correct behaviors.

In 2015-16, the PTA met no more than twice and officers were selected in the second semester of school. In interviewing the PTA President, the PTA had no funds, and involvement was limited to the end-of-year field day for students. Other parent engagement events such as Muffins for Moms and Donuts With Dads were organized by the Head Start program and other staff members towards the end of the school year.

School Culture and Climate Strengths

- There are several parents who are willing to volunteer at the school as needed.
- The events that were schedule for parents in 2015-16 such as the Muffins for Moms and Donuts With Dads were well attended.
- PTA officers have been identified.
- Most discipline referrals did not require out of school suspension but received campus-based consequences.
- The staff is multi-generational offering varied view points.

School Culture and Climate Needs

Professional development needs to be provided for teachers who struggle with classroom management.

The Sunshine/Hospitality Committee should be organized to support and plan staff events or activities to enhance climate/culture.

A system for communicating concerns should be created for staff, parents and students.

A teacher committee needs to be organized to brainstorm and implement strategies for parental involvement and volunteerism.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teacher Retention

For the 2016-17 school, Belt Line retained all but 4 teachers- 3 SPED and 1 fifth grade Science teacher.

Staff Quality

In 2015-16, 34 of 35 teachers were highly qualified. Instructional support being provided at the campus included full time master teachers for reading and math, grade level leads and the administrative team. Master teachers led cluster(PLC) meetings each week which focused on the implementation of the TAP rubric.

Teacher Recruitment

All teacher candidates for hire at Belt Line participate in a panel interview consisting of administrators, master teachers and teacher leaders when available. Ongoing, job-embedded professional development were provided as a means for recruiting and retaining effective teachers.

Staff Quality, Recruitment, and Retention Strengths

All but one teacher in the STAAR tested areas returned for the 2016-17 school year. These teachers each played an important part in the school achieving 4 distinctions in the areas of Reading, Science, student progress and closing the achievement gap. Belt Line Elementary acquired 3 veteran teachers with proven track records of high student achievement as well as an experienced administrative team.

Staff Quality, Recruitment, and Retention Needs

There continues to be a need to increase the number of male staff members. In addition, there is a need to ensure that the campus recruits Hispanic and preferably bilingual staff to address the increasing Hispanic population. There is a need to support teachers in the planning

process so as to improve the quality of instruction and consequently student achievement.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Systemic district-created tools such as the year-at-a glance documents, assessment blue prints and common formative assessments (CFA) are used with fidelity to plan instruction at Belt Line. Teachers review data to drive instructional decisions and attempt to modify their instruction based on student needs. Interventions are designed based on the targeted needs of identified students and school-wide supports such as Academic Ambush, pull out programs and Saturday School sessions have been implemented in response to the data. In- class station work is also a tool utilized by some teachers as a means to differentiate instruction.

The curriculum is monitored through frequent classroom observations, weekly lesson plan reviews and data meetings following common assessments once per six weeks. School-wide instructional strategies have been implemented such as the problem-solving strategy as well as a comprehension strategy for both fiction and non-fiction texts. Daily Math Problems (DMPs) and Target Teach lessons for reading are aligned with student learning needs and spiraled as needed based on the data. The "I do," "We do," "You do" lesson design is embedded in the lesson plan template to maximize student engagement and foster a positive learning environment.

Curriculum, Instruction, and Assessment Strengths

- Data meetings are used to front-load instruction.
- HOT SEs are spiraled throughout the scope and sequence.
- Weekly walk-throughs allow administrator to see and provide feedback on the curriculum being implemented.
- Documents such as the Year-at-a-glance (YAG), Instructional Focus Documents(IFDs) and assessment blue prints are created to support a managed instructional program.

Curriculum, Instruction, and Assessment Needs

There is a need to ensure a balanced approach to literacy instruction to include reading, writing , listening and speaking.

There is a need to support lesson planning with a more hands-on approach.

There is a need to intentionally plan interventions for those students with the potential to perform at advanced levels.

A dedicated interventionist is necessary to provide intensive reading intervention with a focus on K-2nd grades.

Family and Community Involvement

Family and Community Involvement Summary

Parent and community involvement at Belt Line continues to be a prioritized area of focus. During the 2015-16 school year parent events included an open house program, Muffins for Mom and Donuts for Dad. The PTA officers were organized during the second semester of the school year and were able to support the school's field day event. There were several key parents and community members who volunteered at the school on a regular basis supporting field trips, assisting with clerical tasks as well as lending their time during arrival and dismissal. A Site-Based Decision Making (SBDM) Committee President was identified, however the committee did not meet during the 2015-16 school year. The Dad's Club President is an active volunteer at the school, however he works alone. Partnerships do exist between Crossroads Baptist Church and WalMart Market Place and consist primarily of donations for student incentives, volunteer support and teacher appreciation events.

Student mobility rate sits at approximately 26.1 percent based on the 2014-15 TAPR report. This mobility rate sometimes impacts the school's ability to sustain parent organizations such as PTA and SBDM, however, school leaders at Belt Line have committed to taking a hands-on approach to improving family and community involvement.

Family and Community Involvement Strengths

- Current partnerships exist between Crossroads Baptist Church and Wal-Mart Market Place.
- PTA officers were elected in Spring 2016.
- Dad's Club President is an active and visible volunteer at the school.
- Muffins for Mom and Donuts for Dad events were well attended in 2015-16.

Family and Community Involvement Needs

- There is a need to increase communication between the home and school to ensure that parents are aware of how they can become engaged at the school.
- The partnerships with Crossroads and Walmart can be enhanced to align with specific goals of the school.
- There is a need to increase parental involvement events such as Muffins for Moms and Donuts for Dads.

School Context and Organization

School Context and Organization Summary

Belt Line Elementary school strives to provide a safe and orderly learning environment in which all students are provided high quality instruction on a daily basis. With that in mind the leadership team and staff are working diligently to protect instructional time, reduce distractions and disruptions, and eliminate barriers that would limit our ability to do that. We have implemented a master schedule that blocks mandatory instructional breaks such as teacher planning time and lunches in second through 5th grades. This allows us to provide Reading and Mathematics instruction in 90 minute sessions- which allows for instruction and intervention in each class group. Our master schedule also allows our teachers to meet vertically in content area planning to discuss content, share instructional strategies and suggest reteach and intervention activities to benefit all students.

School Context and Organization Strengths

Belt Line Elementary currently employs a highly qualified leadership team consisting of a Principal, Assistant Principal, 2 Master Teachers who support reading and math instruction, one interventionist to support K-2 literacy/math, and one counselor. A Campus Instructional Leadership Team (CILT) has been established to lead grade level teams. We also have an experienced staff with the average years of teaching experience at 9 years. Our staff is highly qualified according to TEA standards and has the desire to improve instructional practice that will effect the positive change we expect for our students.

School Context and Organization Needs

There is a need to increase the number of volunteers to support teachers during duty assignments such as arrival and dismissal.

Technology

Technology Summary

Belt Line Elementary School currently has 1 computer lab and 3 mobile technology carts for instructional use. Teachers also have laptops provided for classroom and work related usage and interactive white board capabilities in all core classrooms. We have outfitted each classroom with 4-5 mobile technology units to be utilized for instruction and intervention purposes.

Technology Strengths

1. Interactive white boards and projectors in all core classrooms.
2. 4-5 mobile computing devices in each classroom.
3. Technology teacher in elective rotation.
4. Monthly technology PD modules provided by Blended Learning Specialist

Technology Needs

Belt Line would benefit from having a second computer lab that would remain open for whole class use as our current lab is a part of our CLAMP (Elective) rotation and has limited open use times. We would also benefit from having additional mobile devices to distribute for classroom use. We would like to increase the number of units to eventually get to a 1:1 ratio and provide mobile units and projectors to Elective area classrooms as well.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Staff surveys and/or other feedback

- Campus leadership data

Support Systems and Other Data

- Organizational structure data

Goals

Goal 1: By November, 70% of our students will meet the literacy, math and science standard for mastery on Benchmarks, istation and STAAR, and 90% will meet standard by June 2017.

Performance Objective 1: All students at Belt Line will increase STAAR passing rates for reading and writing from 64% and 65% respectively to 90% by May 2017.

Summative Evaluation: STAAR Results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide professional development on how the components of balanced literacy are supported by district-funded resources such as Texas Treasures.	2, 4	Principal, Assistant Principal, Master Teacher for Reading	70% of all students will meet standard in reading on the districtwide Benchmark in November.				
2) Establish a 6-week writing plan that includes the genre focus, mentor texts, mini-lessons, writing process and rubric focus areas.	2, 4	Principal, Assistant Principal, Master Teacher for Reading	70% of all students will meet standard for writing on the districtwide benchmark in November.				
3) Require all students to read for a minimum of 20 minutes each night and complete a reading response log to be signed by parents.	2, 6	Principal, Assistant Principal, Master Teacher for Reading	All students will demonstrate positive tier movement on istation by November 2016.				
4) Schedule 6 Weeks Composition Walks to review and provide feedback on student writing portfolios.	2, 4, 8	Principal, Assistant Principal, Master Teacher for Reading	70% of all students will meet standard for writing on the districtwide benchmark in November.				
5) Establish a Literacy Library that contains class sets of novels, leveled books and other literacy resources for use in the literacy classrooms.	2, 4	Principal, Assistant Principal, Master Teacher for Reading	70% of all students will meet standard for reading on the districtwide benchmark in November.				
6) Employ an Interventionist to support K-2 reading and math to ensure that the targeted needs of students who struggle are met as soon as those needs are identified.	2, 8, 9	Principal, Assistant Principal, Master Teacher for Reading, Interventionist	70% of all K-2 students will meet standard for reading on the districtwide benchmark in November.				

7) Establish an Incentive Plan for Accelerated Reading for students who complete the required number of book assessments.	2, 6, 8	Principal, Assistant Principal, Master Teacher for Reading, Library staff	70% of all students will meet standard for reading on the districtwide benchmark in November.				
8) Purchase resources such as Texas Target Reading, class sets of novels, portfolios and Motivation Reading to support balanced literacy instruction	1, 2	Principal, Assistant Principal, Master Teacher for Reading	70% of all students will meet the standard for reading and writing on the districtwide benchmark in November.				
9) Create a computer lab schedule that provides additional time for K-2 students to complete istation lessons.	1, 2, 9, 10	Principal, Assistant Principal, Master Teacher for Reading	70% of all students will meet the standard for reading on the districtwide benchmark in November.				



= Accomplished



= Considerable



= Some Progress



= No Progress








= Discontinue

Goal 1: By November, 70% of our students will meet the literacy, math and science standard for mastery on Benchmarks, istation and STAAR, and 90% will meet standard by June 2017.

Performance Objective 2: All students at Belt Line will increase STAAR passing rates for math from 75% to 90% by May 2017.


Summative Evaluation: STAAR Results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Plan weekly cluster meetings that focus on lesson planning through the context of the TAP rubric and the TEKS.	1, 3, 4	Principal, Assistant Principal, Master Teacher	70% of all students will meet the standard for math on the districtwide benchmark in November.				
2) Establish bi-monthly Professional Learning Communities by vertical teams to strengthen content knowledge and instructional pedagogy.	1, 2, 4, 5	Principal, Assistant Principal, Master Teacher	70% of all students will meet the standard for math on the districtwide benchmark in November.				
3) Create a schoolwide data monitoring system including data analysis tools, classroom and school data walls, student data folders and ongoing systems to inform parents of student progress.	1, 2, 6, 8, 9	Principal, Assistant Principal, Master Teacher	70% of all students will meet the standard for math on the districtwide benchmark in November.				
4) Embed an intervention block into the master schedule for each content area, and plan schoolwide interventions such as after school tutoring so that students' targeted needs may be met.	1, 2, 8, 9	Principal, Assistant Principal, Master Teachers	70% of all students will meet the standard for math on the districtwide benchmark in November.				
5) Provide professional development on schoolwide problem solving and test-taking strategies across the content areas.	1, 2, 3, 4	Principal, Assistant Principal, Master Teachers	70% of all students will meet the standard for math on the districtwide benchmark in November.				
6) Create Daily Math Problem (DMP) folders for each student and embed a critical thinking task once per six weeks to increase the number of students scoring at the advanced level on STAAR.	1, 2, 9	Principal, Assistant Principal, Master Teachers	70% of all students will meet the standard for math on the districtwide benchmark in November.				
7) Create a calendar of observations and feedback to ensure high quality instruction.	1, 2, 3, 4, 5	Principal, Assistant Principal, Master Teachers	70% of all students will meet the standard for math on the districtwide benchmark in November.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: By November, 70% of our students will meet the literacy, math and science standard for mastery on Benchmarks, istation and STAAR, and 90% will meet standard by June 2017.

Performance Objective 3: All students at Belt Line will increase STAAR passing rates for science from 79% to 90%by May 2017.


Summative Evaluation: STAAR Results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) One-on-one planning support will be provided to the strengthen content knowledge and ensure alignment to the standards.	1, 2, 3, 4	Principal, Assistant Principal	70% of all 5th grade science students will demonstrate mastery on the district benchmark in November.				
2) Resources such as Kamico, Motivation Science and Measuring Up will be purchased to support mastery of the standard.	1, 2, 9	Principal, Assistant Principal	70% of all 5th grade science students will demonstrate mastery on the district benchmark in November.				
3) Instructional staff will incorporate hands on activities into daily science instruction with at least 20% of science class time being hands on/lab work.	1, 2, 9	Principal, Assistant Principal	70% of all students will demonstrate mastery on the district benchmark in November.				
4) All students will take part in at least one Science/STEM related field trip within the 2016-17 school year.	1, 2, 9	Principal, Assistant Principal	70% of all students will demonstrate mastery on the district benchmark in November.				
							

Goal 2: By November, 70% of all students will meet proficiency on a critical thinking task and 90% will meet proficiency by June 2017 resulting in a 5% increase in students scoring advanced level III on STAAR.

Performance Objective 1: The percent of students performing at or about advanced level III on STAAR will increase 10% for each tested area.


Summative Evaluation: STAAR results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Writing will be incorporated across the content areas through the critical thinking task, exit tickets and daily reading logs.	1, 2, 9	Principal, Assistant Principal, Master Teachers	Reading log, exit ticket and critical thinking task grades.				
2) High performing students will rotate through the teacher's intervention station at least once per week.	9	Principal, Assistant Principal, Master Teachers	Anecdotal teacher notes from the teacher station.				
3) Small group station activities will be incorporated during the instructional block to meet the targeted needs of high performing students.	1, 2, 9	Principal, Assistant Principal, Master Teachers	Lesson plans and grade book				
4) Rubrics will be used to score and provide feedback on the critical thinking task for math.	1, 2, 9	Principal, Assistant Principal, Master Teachers	Rubric scores				
							

Goal 3: By November, 70% of all parents and teachers who complete a climate survey will respond positively to 70% of the questions and 90% will respond positively by May 2017.

Performance Objective 1: The number of discipline referrals will decrease by 10% from the May 2016 to May 2017.

Summative Evaluation: Review 360 data system report

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) A school-wide discipline management plan will be created to provide clarity and consistency across the school community.	6	Principal, Assistant Principal, Counselor	Posted rules, consequences and rewards throughout the building.				
2) A school-wide color-coding system will be created to provide consistency to students and parents as they matriculate through the grades.	6	Principal, Assistant Principal, Counselor	Color coding charts in all classrooms.				
3) Expectations Assemblies will be conducted twice per year to communicate the school-wide discipline management plan.	6	Principal, Assistant Principal	Expectations Assembly powerpoint				
4) Discipline data will be shared once per year with the entire staff to open the lines of communication regarding ways to improve classroom management.	1, 2, 4	Principal, Assistant Principal, Counselor	Sign-in sheets, PD evaluations				
5) Clubs and organizations will be created as a strategy to engage more students in the school community.	1, 2, 9	Principal, Assistant Principal, Counselor	Club lists, sign in sheets				
							

Goal 3: By November, 70% of all parents and teachers who complete a climate survey will respond positively to 70% of the questions and 90% will respond positively by May 2017.

Performance Objective 2: Benchmark data will be collected in 2016-17 to measure an increase in parental involvement.

Summative Evaluation: Sign in sheets, parent surveys

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) PTA meetings will be scheduled to highlight specified grade levels each month.	6	Principal, Assistant Principal	Sign-in sheets				
2) A Dad's Club will be organized to increase the male presence at the school and provide male role models for boys at the school.	1, 6	Principal, Assistant Principal	Sign-in sheets				
3) Volunteers will be solicited and assigned based on school needs.		Principal, Assistant Principal	Volunteer sign in sheets				
4) Weekly electronic newsletters will be distributed to communicate school activities and events.	1, 6	Principal, Assistant Principal	Electronic newsletter reports				
5) Various activities will be scheduled to celebrate parents, and community members including Grandparents Day, Muffins for Moms, Donuts for Dads and Veteran's Day activities.	6	Principal, Assistant Principal	Event flyers, sign-in sheets				
