

Lancaster Independent School District
Belt Line Elementary
2017-2018 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 Belt Line Elementary staff, in collaboration with parents and community, will passionately invest in the self-sustaining success of all students.

Vision

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

At Belt Line Elementary, all students are eager to take ownership of their learning and work towards self-sustaining success.

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Summary:

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

Demographics Breakdown: 86.9% African American, 8.3% Hispanic, 5%, Other

Economically Disadvantaged 91.9%

Talented & Gifted (TAG): 12%

Special Education (SPED): 11%

English Language Learners (ELL): 2.1%

Student Gender Distribution: 314 males & 283 females.

Total Teaching Staff: 37, 92% Females and 8% Males

Teacher Demographics Breakdown: 2.8% Hispanic, 91.4% African American, 5.7% White

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

2016-2017 Student Attendance Rate: 95.5

Belt Line currently serves 612 students in Head Start/Prek-4 through Fifth Grade. Staff includes 26 homeroom teachers, 4 Special Education teachers (2 lifeskills, 1-Transition, 1 Inclusion/CM) four CLAMP teachers (Computer, Art, Music, PE), 1 Interventionist and 2 Master Teachers (Math and ELA).

For 2017-2018, our campus will be rezoned which will result in a decrease in enrollment from 612 to approximately 500 students. We will add 5 sections of PK3, one PPCD unit and will open an Innovative STEM Lab. This will decrease the number of homerooms to 19 with three Sped teachers (1 Transition, 1

PPCD and 1 Inclusion/CM). We will have five CLAMP teachers (Computer, Innovative Lab, Art, Music, PE), one Interventionist and two Master Teachers (Math and ELA).

Professional support staff will consist of a nurse and a counselor. Paraprofessional support staff consists of one library assistant and 15 instructional para-professionals: 3-special education, 1 Dyslexia para-professional, 1 ISS para, 2 Head Start/ 1 Pre-K4, 5 PK3 paras and 2 Bright Beginnings. One administrative assistant and one PEIMS clerk also serve Belt Line.

Belt Line will have one teacher new to the campus and one new para-professional for the 2017-2018 school year. We will also transition in the PK3 teachers and paraprofessionals (12) who will be newly assigned to our campus. 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

The number of GT students served increased from 8% to 12%.

We will have an opportunity to create a model early childhood program with our PK3 staff.

The opening of the Innovative STEM Lab will strengthen our Information Systems and Software Design articulation

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance continues to be a concern, we are averaging 95%-97% and our goal is 98%. **Root Cause:** Parents seem unaware of how missing school impacts academic success. The grade level with the lowest attendance rate was kindergarten with 94.3%. The attendance rate for our Sped population was 93.6%.

Student Achievement

Student Achievement Summary

Belt Line Elementary School received an accountability rating of Met Standard and received three distinctions in 2016-2017.

Distinctions were earned in Math, student progress and closing achievement gaps. Intentional plans are being made to improve student performance on STAAR.

A five -year trend of STAAR data is depicted in the chart below:

Content	2013	2014	2015	2016	2017
3 rd Math	38	48	65	80	80
4 th Math	63	44	40	63	70
5 th Math	69	77	79	86	89
3 rd Reading	67	55	53	65	67
4 th Reading	55	63	56	55	50
5 th Reading	77	71	87	72	65
4 th Writing	60	79	56	64	53
5 th Science	45	61	89	77	55

Student performance at the masters/advanced level is displayed in the chart below:

Content	2016	2017
3 rd Math	11%	31%
4 th Math	10%	24%
5 th Math	19%	20%
3 rd Reading	13%	14%
4 th Reading	10%	14%

5th Reading	19%	15%
4th Writing	5%	5%
5th Science	10%	5%

Student Achievement Strengths

STAAR

Student achievement data in math across each tested grade level has shown steady growth since 2013.

The number of students scoring at the masters level increased at each grade level in math with 3rd and 4th grade showing double digit gains.

There was a slight increase in the number of students scoring at the masters level in reading for 3rd and 4th grades

5th grade has a higher percentage of students performing at advanced rates than all other grade levels in both reading and math.

Istation

Incoming Kinder – 89% Tier 1 Overall Reading

Listening Comprehension 82% Tier 1

Letter Knowledge 66% Tier 1

Incoming 1st Grade – 56% Tier 1

Listening Comprehension 73% Tier 1

Ability Index Average for BOY 1st Grade: On Track

Moderate to High rate of improvement Tiers 1, 2, and 3

Incoming 2nd Grade - 73% Tier 1 & 2 Overall Reading

Vocabulary 64% Tier 1

Spelling 57% Tier 1

Incoming 3rd Grade – Skill Growth above trend line, 60% tier 1

Incoming 4th Grade – 60% Tier 1

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 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 fourth graders scored at the advanced level in writing **Root Cause:** There is a need to use data with intentionality as soon as weaknesses are identified so that targeted action can be taken to increase student achievement.

School Culture and Climate

School Culture and Climate Summary

In 2016, Belt Line welcomed its fifth principal in 7 years. Consequently, climate and culture has suffered with students, parents and the community. Upon interviewing teachers and staff during EOY summative conferences, three areas of concern were identified: 1) school-wide discipline management for high needs students 2) authentic parent engagement, training and accountability and 3) staff climate/culture.

In the 2016-17 school year, there were 445 discipline incidents documented in the Review 360 behavior management system. The majority of the incident behaviors could be corrected by conferring with administrative personnel coupled with parent/guardian phone calls. However, a distinct number of disruptive behavior incidents were reported on a select group of high-needs students with repeated in-class incidents; many being students in Kindergarten and PreK. In-School Suspension proved ineffective due to the developmental age of these students, and loss of instructional time without opportunities to teach corrective behaviors. There is a need for specific behavior interventions for high-needs students to build their self-corrective behavior strategies and support their social-emotional well-being. Data also presents a need for differentiated professional development for teachers in regards to managing the behaviors associated high needs students.

In 2016-2017, the PTA met monthly with student performances scheduled for all but one month. The SBDM was also established and met quarterly. The Dad's Club was organized and included the creation of a school basketball team and cheerleader club. Other parent engagement events such as Muffins for Moms, Donuts for Dads, Grandparent's Day, Thanksgiving Luncheon, fall carnival, Veteran's Day program, field day and Volunteer Appreciation reception were also completed. A weekly electronic newsletter as well as a weekly school messenger assisted with increased communication.

Student incentives and activities were created to reward those students who showed progress or followed school/classroom rules. These included the Tiger Mart where Tiger Bucks earned from staff members could be exchanged for goodies, 6 week celebrations for honor roll, attendance and citizenship, school sock hops, Fun Fridays and pep rallies.

A school-wide discipline plan included consistent color-coding systems throughout the building, a ladder of consequences/interventions prior to a referral and the use of class dojo and/or student agendas for parent communication.

School Culture and Climate Strengths

There were increased opportunities for parents to engage in activities at the school, and most events were extremely well attended.

Several parents and community members volunteered consistently at the school.

School partnerships with Crossroads Baptist Church and Distinct Dental were established.

Elected PTA officers worked to support school initiatives throughout the school year.

The SBDM met quarterly.

The student incentive committee organized rewards programs each six weeks.

The Sunshine Committee re-established itself.

The staff is multi-generational offering varied experiences and perspectives.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: A Response to Intervention program did not exist for behavioral concerns in 2016-2017. **Root Cause:** School-wide supports and interventions have not been identified to address social/emotional learning needs.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

For the 2017-2018 school year, Belt Line had 5 teachers to transfer due to districtwide rezoning. In addition to this, five teachers resigned due to promotional offerings in other districts or for personal reasons, and one Master Teacher was promoted to an Assistant Principal position within the district. Five PK3 teachers and 7 PK

Staff Quality

In 2016-2017, 34 of 35 teachers were highly qualified. Instructional support included full time master teachers for reading and math, an Interventionist, grade level leads and the administrative team. Master teachers led cluster (PLC) meetings each week focusing on the implementation of the TAP rubric and well as instructional strategies.

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 was provided as a means for recruiting and retaining effective teachers³ Paraprofessionals will join our staff due to the addition of the PK3 Early Childhood program at Belt Line.

Staff Quality, Recruitment, and Retention Strengths

All but one teacher in the STAAR tested areas will return for the 2017-2018 school year. These teachers each played an important part in the school achieving four distinctions in the areas of Reading, Science, student progress and closing the achievement gap. Belt Line Elementary acquired one veteran teacher with a proven record of accomplishment of high student achievement as well as a Master Teacher with a background in TAP in Lancaster ISD as a mentor teacher.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There is a need to provide a cycle of professional development that is differentiated and includes opportunities to practice with feedback. **Root Cause:** Innovative ways to address PD outside of the cluster concept have not been explored.

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 STAAR Camp, Friday Night Lights, pull out programs and push in interventions 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 administrators to see and provide feedback on the curriculum being implemented.

Other efforts to monitor the instructional program include Composition Walks and Guided Reading Sweeps.

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.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers must be trained to become comfortable with identifying alignment in lesson activities and resources. **Root Cause:** Teachers still need assistance in better understanding how the standards should be taught and how they are tested.

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 2016-2017 school year, parent events included an open house program, Muffins for Mom, Donuts for Dad, monthly PTA meetings, quarterly SBDM meetings, weekly electronic newsletter and a weekly school messenger. The PTA officers were organized at the beginning of the school year and were able to support the school's STAAR pep rallies and teacher incentives. Several key parents and community members 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. The Dad's Club President organized a school basketball team and held 2 Donuts for Dads meetings. The Dad's Club sponsored the school's cheerleading club, hosted our first Valentine's Dance and organized our first athletics banquet. 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. Distinct Dental was also added as a community partner and they supported our Day of Service, Career Day and teacher incentives.

Student mobility rate sits at approximately 26.1 percent based on the 2015-16 TAPR report. This mobility rate sometimes affects 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, Distinct Dental and Wal-Mart Market Place.

PTA officers were elected in fall 2016.

Dad's Club President is an active volunteer and started our youth basketball team, which drew parents to the school and games in surprisingly large numbers. The cheerleaders fall under the umbrella of the Dad's Club and worked together to have our first school-wide Valentine's Day Dance where parents were invited to attend with their children. Our first athletic banquet was organized and

Muffins for Mom and Donuts for Dad events were well attended. Other events such as Thanksgiving luncheon and Grandparent's Day were also well attended.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Although school events and activities were well attended by parents, the engagement of parents in activities that directly impact students' academic success were not well attended. **Root Cause:** There is a need to increase parental involvement in the actual academic and behavioral

success of their students.

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 embedded intervention courses for 4/5 reading, and fifth science. This also creates a natural looping environment, which is a research-based best practice for improving outcomes for students. 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-3 literacy, 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 affect the positive change we expect for our students.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: All but one grade level team includes new members or members who have never worked together before. **Root Cause:** There is a need to ensure that newly formed teams have opportunities to norm and establish clear expectations for their teams.

Technology

Technology Summary

Belt Line Elementary School currently has one computer lab and three 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. A new Innovative lab will open in the 2017-2018 school year, which will add an additional lab teacher and a variety of new devices. The Innovative lab will be accessible by the entire school and will be a PD hub for the district. Three additional teachers have been selected for training and will receive the classroom laptop carts or iPads.

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
5. New Innovative T-STEM lab in 2017-2018

Problem Statements Identifying Technology Needs

Problem Statement 1: A culture of STEM is not evident throughout the building. **Root Cause:** Teachers will need additional PBL training as we make this strategy our focus in the Innovative Lab.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

















Goal 1: By December, 70% of our students will meet the literacy, math and science standard for mastery on Benchmarks, istation and STAAR, and 80% will meet standard by June 2017 with 30% reaching the Meets grade level standard and 15% reaching the Masters grade level standard.

Performance Objective 1: By December, 70% of our students will meet the reading standard for mastery on Benchmarks, istation and STAAR, and 80% will reach standard by June 2017 with 30 % performing at the Meets grade level expectations standard and 15% performing at the Masters grade level expectations standard.

Evaluation Data Source(s) 1: District benchmarks, istation, Mock STAAR and Common Formative Assessments (CFAs)

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 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.	3	Wendy Hawthorne	80% of students served by the interventionist will show positive tier movement on istation.				
Problem Statements: Student Achievement 1							
System Safeguard Strategy Critical Success Factors CSF 1	4	Master Teacher	Students will have opportunities to read, write, listen and speak each day during the reading block.				
2) Provide ongoing professional development on the components of balanced literacy.	Problem Statements: Student Achievement 1						
System Safeguard Strategy Critical Success Factors CSF 1	1	Master Teacher, Principal	At least 80% of students will show at least one year's growth on reading level assessments.				
3) Purchase leveled readers, prompting guides and intervention resources to support guided reading lessons.	Problem Statements: Student Achievement 1						

System Safeguard Strategy Critical Success Factors CSF 1 4) Provide ongoing PD using The Reading Strategies Book by J. Serravallo covering specific reading strategies aligned to the standards that will support students with the thinking required for comprehension.	2	Master Teachers and Administrators	At least 80% of students will show mastery on STAAR.				
	Problem Statements: Student Achievement 1						
System Safeguard Strategy Critical Success Factors CSF 1 5) Class sets of novels will be purchased to expose students to rich literature of increasing lengths.	2	Principal	Students will increase endurance and vocabulary as readers which will result in higher passing rates on standardized assessments.				
	Problem Statements: Student Achievement 1						
System Safeguard Strategy Critical Success Factors CSF 1 6) Schedule weekly "at elbow" planning with literacy teachers to support alignment and effective pedagogy.	4	Principal and Master Teacher	Teacher observation data will show and increase of at least .5% for year over year data. Student achievement on STAAR will increase to 80% passing.				
	Problem Statements: Student Achievement 1						
7) Build the master schedule so that students have opportunities to receive intervention within the school day.	1, 9	Principal, Master Teachers, Interventionist	At least 80% of the students who receive the intervention will experience positive tier movement.				
	Problem Statements: Student Achievement 1						
System Safeguard Strategy Critical Success Factors CSF 1 8) Create a schedule so that all students are allowed 60 minutes of istation curriculum each week in addition to time allowed during small group instruction.	9	Principal	At least 80% of the students who are scheduled for the additional istation time will experience positive tier movement.				
	Problem Statements: Student Achievement 1						
System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 9) Provide a "Fast Track" after school intervention program for Tier 1 and Tier 3 students in grades 3-5 so that targeted needs can be addressed.	9	Principal and Master Teachers	Students who need foundational skills will experience 1 year's reading level growth and those needing exposure to more rigorous literacy experiences will score at the Masters level.				
	Problem Statements: Student Achievement 1						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Student Achievement





Problem Statement 1: 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 fourth graders scored at the advanced level in writing **Root Cause 1:** There is a need to use data with intentionality as soon as weaknesses are identified so that targeted action can be taken to increase student achievement.











Goal 1: By December, 70% of our students will meet the literacy, math and science standard for mastery on Benchmarks, istation and STAAR, and 80% will meet standard by June 2017 with 30% reaching the Meets grade level standard and 15% reaching the Masters grade level standard.

Performance Objective 2: By December, 62% of our students will meet the writing standard for mastery on Benchmarks and STAAR, and 80% will reach standard by June 2017.

Evaluation Data Source(s) 2: District benchmarks, Mock STAAR and Common Formative Assessments (CFAs)

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 1 1) Establish a 6-week writing plan that includes the genre focus, mentor texts, mini-lessons, writing process and rubric focus areas.	2	Master Teacher and Principal	The number of students scoring at or above a 5 will increase by 10%.				
Problem Statements: Student Achievement 1							
System Safeguard Strategy Critical Success Factors CSF 1 2) Schedule 6 Weeks Composition Walks to review and provide feedback on student writing portfolios.	1	Principal and Master Teacher	The number of students scoring at or above a 5 will increase by 10%.				
Problem Statements: Student Achievement 1							
Critical Success Factors CSF 1 3) Provide training on writing traits and strategies for launching the writing workshop.	2	Master Teacher and Principal	The number of students scoring at or above a 5 will increase by 10%.				
System Safeguard Strategy Critical Success Factors CSF 1 4) Display student writing from each grade level on a school-wide bulletin board each six weeks.	2	Master Teacher	The number of students scoring at or above a 5 will increase by 10%.				

<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>5) Purchase writing resources such as mentor texts and books by specific authors like G. Barnebi to support writing development.</p>	2	Principal	The number of students scoring at or above a 5 will increase by 10%.				
Problem Statements: Student Achievement 1							
<p>System Safeguard Strategy Critical Success Factors CSF 7</p> <p>6) Allow teachers to attend trainings and conferences such as Empowering Writers to strengthen writing instruction.</p>	3	Principal	The number of students scoring at or above a 5 will increase by 10%.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: 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 fourth graders scored at the advanced level in writing Root Cause 1: There is a need to use data with intentionality as soon as weaknesses are identified so that targeted action can be taken to increase student achievement.</p>










Goal 1: By December, 70% of our students will meet the literacy, math and science standard for mastery on Benchmarks, istation and STAAR, and 80% will meet standard by June 2017 with 30% reaching the Meets grade level standard and 15% reaching the Masters grade level standard.

Performance Objective 3: By December, 83% of our students will meet the math standard for mastery on Benchmarks, istation and STAAR and 90% will reach standard by June 2017.

Evaluation Data Source(s) 3: District benchmarks, Mock STAAR and Common Formative Assessments (CFAs)

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 2 1) 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.	8	Master Teacher	The percentage of students meeting mastery on STAAR for math will increase to 90%.				
	Problem Statements: Student Achievement 1						
System Safeguard Strategy Critical Success Factors CSF 2 2) Create a school wide data monitoring system including data analysis tools, classroom and school data walls, student data folders and ongoing systems to inform parents of student progress.	8	Master teachers and administrators	The percentage of students meeting mastery on STAAR for math will increase to 90%.				
	Problem Statements: Student Achievement 1						
System Safeguard Strategy Critical Success Factors CSF 7 3)) Provide professional development on school wide problem solving and test taking strategies across the content areas.	4	Master teacher and Administrators	The percentage of students meeting mastery on STAAR for math will increase to 90%.				
	Problem Statements: Student Achievement 1						
System Safeguard Strategy Critical Success Factors CSF 2 4) Purchase Ten Marks as a school-wide tool to be used to support individualized interventions for students.	9	Master teacher and Administrators	The percentage of students meeting mastery on STAAR for math will increase to 90%.				
	Problem Statements: Student Achievement 1						

System Safeguard Strategy Critical Success Factors CSF 1 5) Provide interactive notebooks to be used to record examples, notes and student thinking during instruction.	2	Master teachers and administrators	The percentage of students meeting mastery on STAAR for math will increase to 90%.				
	Problem Statements: Student Achievement 1						
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 6) Purchase clicker systems for each 3rd-5th grade classroom to increase student engagement and to provide in-the-moment feedback to students on formative assessment tasks.	8	Master Teachers and Administrators	The percentage of students meeting mastery on STAAR for math will increase to 90%.				
	Problem Statements: Student Achievement 1						
System Safeguard Strategy Critical Success Factors CSF 1 7) Schedule pull out and push-in interventions during the school day for targeted groups of students.	9	Master teachers and administrators	All students will meet or exceed expected progress on STAAR.				
	Problem Statements: Student Achievement 1						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:





Student Achievement
<p>Problem Statement 1: 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 fourth graders scored at the advanced level in writing Root Cause 1: There is a need to use data with intentionality as soon as weaknesses are identified so that targeted action can be taken to increase student achievement.</p>








Goal 1: By December, 70% of our students will meet the literacy, math and science standard for mastery on Benchmarks, istation and STAAR, and 80% will meet standard by June 2017 with 30% reaching the Meets grade level standard and 15% reaching the Masters grade level standard.

Performance Objective 4: By December, 61% of our students will meet the science standard for mastery on Benchmarks and STAAR and 75% will reach standard by June 2017.

Evaluation Data Source(s) 4: District benchmarks, Mock STAAR and Common Formative Assessments (CFAs)

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 1 1) Each 5th Grade student will rotate through a hands-on science lab class daily to reinforce science concepts.	9	Principal	The percentage of students demonstrating mastery on STAAR science will increase from 50% to 75%.				
	Problem Statements: Student Achievement 1						
System Safeguard Strategy Critical Success Factors CSF 1 2) 2)Resources such as Kamico, Motivation Science and Measuring Up will be purchased to support mastery of the standard.	9	Administrators	The percentage of students demonstrating mastery on STAAR science will increase from 50% to 75%.				
	Problem Statements: Student Achievement 1						
System Safeguard Strategy Critical Success Factors CSF 1 3) Plan opportunities for students to engage in PBL activities once per six weeks.	2	Principal	The percent of students scoring at the "masters" level on STAAR will increase by 10%.				
	Problem Statements: Student Achievement 1						
System Safeguard Strategy Critical Success Factors CSF 6 4) All students will participate in at least one STEM/Science related field trip in the 2017-2018 school year.	2	Principal	The percentage of students demonstrating mastery on STAAR science will increase from 50% to 75%.				
	Problem Statements: Student Achievement 1						

System Safeguard Strategy Critical Success Factors CSF 1 5) A science/STEM Club will be offered for after school enrichment and remediation.	9	Administrators	The percentage of students demonstrating mastery on STAAR science will increase from 50% to 75%.				
	Problem Statements: Student Achievement 1						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 1: 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 fourth graders scored at the advanced level in writing Root Cause 1: There is a need to use data with intentionality as soon as weaknesses are identified so that targeted action can be taken to increase student achievement.</p>

Goal 2: By December 2017, the congruence between teacher evaluation performance and student achievement data on benchmarks will be within 5 points from the averages, and on STAAR the congruence will be within 3 points from the averages.

Performance Objective 1: Job-embedded PD activities will be implemented to provide for the targeted needs of individual teachers.

Evaluation Data Source(s) 1: Code data, walk-through data

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 7 1) Coaching Cycles that include a plan, do, study, act (PDSA) protocol will be established for tier 3 teachers.	4	Master Teachers and Administrators	Each tier 3 teacher who completes a coaching cycle will experience at least a 1 point improvement in the targeted area of need.				
Problem Statements: Staff Quality, Recruitment, and Retention 1							
System Safeguard Strategy Critical Success Factors CSF 7 2) Face-to-face feedback sessions will be calendared and planned for all tier 2 teachers.	4	Master Teachers and Administrators	Each tier 2 teacher who receives face-to-face feedback will receive at least .5 point improvement in the area of need on subsequent observations.				
Problem Statements: Staff Quality, Recruitment, and Retention 1							
System Safeguard Strategy Critical Success Factors CSF 7 3) Master teachers and administrators will conduct weekly lesson planning sessions to provide feedback and content expertise.	4	Master Teachers and Administrators	80% of students will meet literacy, math and science goals on STAAR.				
Problem Statements: Staff Quality, Recruitment, and Retention 1							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 1 Problem Statements:










Staff Quality, Recruitment, and Retention
Problem Statement 1: There is a need to provide a cycle of professional development that is differentiated and includes opportunities to practice with feedback. Root Cause 1: Innovative ways to address PD outside of the cluster concept have not been explored.

Goal 2: By December 2017, the congruence between teacher evaluation performance and student achievement data on benchmarks will be within 5 points from the averages, and on STAAR the congruence will be within 3 points from the averages.

Performance Objective 2: Campus-based PD will be scheduled so that content and grade level teams are able meet school-wide goals for student achievement.

Evaluation Data Source(s) 2: PD evaluations, CFA and STAAR data

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 7 1) A professional development calendar will be created so that teachers and staff are provided PD on school-wide initiatives .	4	Master Teachers and Administrators	80% of students will meet literacy, math and science goals on STAAR.				
Problem Statements: Staff Quality, Recruitment, and Retention 1							
System Safeguard Strategy Critical Success Factors CSF 7 2) Learning Walks, Composition Walks and Guided Reading Sweeps will be coordinated so that teachers have opportunities to see models of exemplary practices in the classroom setting.	4	Master Teachers and Administrators	80% of students will meet literacy, math and science goals on STAAR.				
Problem Statements: Staff Quality, Recruitment, and Retention 1							
System Safeguard Strategy Critical Success Factors CSF 7 3) Teachers will have opportunities to attend off-campus workshops and conferences based on identified campus and student needs.	4	Master Teachers and Administrators	80% of students will meet literacy, math and science goals on STAAR.				
Problem Statements: Staff Quality, Recruitment, and Retention 1							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: There is a need to provide a cycle of professional development that is differentiated and includes opportunities to practice with feedback. **Root Cause 1:** Innovative ways to address PD outside of the cluster concept have not been explored.

Goal 3: By December 2017, 70% of all parents, students and teachers who complete a climate survey will respond positively to 70% of the questions and 80% will respond positively by May 2018.

Performance Objective 1: At least 80% of teachers who respond positively to a campus-based climate survey by the end of the school year.

Evaluation Data Source(s) 1: Survey data

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 6 1) School-wide core beliefs will be developed as a way to establish the school's identity. The core beliefs will be revisited during each faculty meeting.	2	Administrators	80% of teachers will respond positively to a campus-based climate survey.				
Problem Statements: School Context and Organization 1							
System Safeguard Strategy Critical Success Factors CSF 3 2) The Campus Instructional Leadership Team (CILT) will meet once per month to provide feedback on school-wide initiatives and to build leadership skills.	2	Administrators	80% of teachers will respond positively to a campus-based climate survey.				
Problem Statements: School Context and Organization 1							
System Safeguard Strategy Critical Success Factors CSF 6 3) The Sunshine Committee will be established as a vehicle for organizing staff events and activities each month.	2	Administrators	80% of teachers will respond positively to a campus-based climate survey.				
Problem Statements: School Context and Organization 1							
System Safeguard Strategy Critical Success Factors CSF 6 4) A weekly staff newsletter will be provided as a means of improving communication.		Administrators	80% of teachers will respond positively to a campus-based climate survey.				
Problem Statements: School Context and Organization 1							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

School Context and Organization

Problem Statement 1: All but one grade level team includes new members or members who have never worked together before. **Root Cause 1:** There is a need to ensure that newly formed teams have opportunities to norm and establish clear expectations for their teams.

Goal 3: By December 2017, 70% of all parents, students and teachers who complete a climate survey will respond positively to 70% of the questions and 80% will respond positively by May 2018.

Performance Objective 2: At least 80% of parents surveyed will respond positively to a climate survey by the end of the school year.

Evaluation Data Source(s) 2: Survey data

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) At least 2 parent workshops will be scheduled per semester.</p>	6	Administrators	Identified parent needs will be met consequently increasing authentic engagement.				
Problem Statements: Family and Community Involvement 1							
<p>System Safeguard Strategy Critical Success Factors CSF 6</p> <p>2) Tools for communication such as class dojo, School Messenger and weekly newsletters, agendas and Tuesday folders will be provided to students and families.</p>	6	Administrators	At least 80% of parents surveyed will respond positively to a climate survey by the end of the school year.				
Problem Statements: Family and Community Involvement 1							
<p>System Safeguard Strategy Critical Success Factors CSF 5</p> <p>3) Family Academic Nights will be organized such as a Fall Literacy Carnival, Math and Science Night.</p>	6	Administrators	At least 80% of parents surveyed will respond positively to a climate survey by the end of the school year.				
Problem Statements: Family and Community Involvement 1							
<p>System Safeguard Strategy Critical Success Factors CSF 5</p> <p>4) Parents who complete volunteer activities will participate in a "punch card" incentive to receive prizes in partnership with the PTA.</p>	6	Administrators	At least 80% of parents surveyed will respond positively to a climate survey by the end of the school year.				
Problem Statements: Family and Community Involvement 1							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Family and Community Involvement















Problem Statement 1: Although school events and activities were well attended by parents, the engagement of parents in activities that directly impact students' academic success were not well attended. **Root Cause 1:** There is a need to increase parental involvement in the actual academic and behavioral success of their students.

Goal 4: By December 2017, baseline data will indicate that 60% of our parents take advantage of school-wide communication tools and 70% will take advantage of school-wide communication tools by May 2018.

Performance Objective 1: 100% of teachers will establish classroom communication tools.

Evaluation Data Source(s) 1:

Summative Evaluation 1:











Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Training on the use of classroom dojo will be provided to teachers.	1	Wendy Hawthorne and Yvonne Thornton	Student achievement and behavioral expectations will be met due to increased communication.				
Critical Success Factors CSF 5 2) Student agendas will be purchased as a tool for two-way communication between the home and school.	1	Wendy Hawthorne	Student achievement and behavioral expectations will be met due to increased communication.				
Critical Success Factors CSF 5 3) Tuesday folders will be purchased as a tool for two-way communication between the home and school.	1	Wendy Hawthorne	Student achievement and behavioral expectations will be met due to increased communication.				
Critical Success Factors CSF 5 4) Training on the use of online portfolio tools will be provided to teachers as a means for two-way communication between the home and school.	6	Wendy Hawthorne	Student achievement and behavioral expectations will be met due to increased communication.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: By December 2017, baseline data will indicate that 60% of our parents take advantage of school-wide communication tools and 70% will take advantage of school-wide communication tools by May 2018.

Performance Objective 2: The implementation of school-wide communication tools will result in a 10% increase in parental engagement in school initiatives.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) An electronic newsletter will be sent out weekly to parents.	6	Wendy Hawthorne	Student achievement and behavioral expectations will be met due to increased communication.				
Critical Success Factors CSF 5 2) Social media sites such as facebook, twitter and the school website will be maintained as a tool for communication.	6	Wendy Hawthorne	Student achievement and behavioral expectations will be met due to increased communication.				
Critical Success Factors CSF 5 3) A weekly update will be sent out using School Messenger.	6	Wendy Hawthorne	Student achievement and behavioral expectations will be met due to increased communication.				
Critical Success Factors CSF 5 4) Training will be provided to parents over the use of parent portal.	6	Wendy Hawthorne	Student achievement and behavioral expectations will be met due to increased communication.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Social emotional supports will be established so that the number of discipline referrals decrease by 10% in year over year comparison by December 2017 and by 20% by May of 2018.

Performance Objective 1: Tier 3 Interventions will be established so that 100% of identified students are supported and monitored.

Evaluation Data Source(s) 1: Review 360 data

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 6 1) RtI meetings will be scheduled once per six weeks to address academic and behavioral concerns as soon as data is identified.	9	Administrators and Master teacher	Students with identified needs will receive interventions as soon as the deficit is identified.				
Problem Statements: School Culture and Climate 1							
System Safeguard Strategy Critical Success Factors CSF 6 2) Teachers will serve as Student Advocates for students identified as tier 3 based on behavior.	2	Administrators	Discipline referrals will decrease by 10%.				
Problem Statements: School Culture and Climate 1							
System Safeguard Strategy Critical Success Factors CSF 6 3) A partnership will be established with Communities in Schools (CIS) to provide mentorship for student recommended for services by teachers or parents.	2	Administrators	Discipline referrals will decrease by 10%.				
Problem Statements: School Culture and Climate 1							
System Safeguard Strategy Critical Success Factors CSF 6 4) A "cool down" room will be established for students who need time away from the classroom to gather themselves and receive strategies for addressing concerns.	2	Administrators	Discipline referrals will decrease by 10%.				
Problem Statements: School Culture and Climate 1							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

School Culture and Climate










Problem Statement 1: A Response to Intervention program did not exist for behavioral concerns in 2016-2017. **Root Cause 1:** School-wide supports and interventions have not been identified to address social/emotional learning needs.

Goal 5: Social emotional supports will be established so that the number of discipline referrals decrease by 10% in year over year comparison by December 2017 and by 20% by May of 2018.

Performance Objective 2: Tier 1 Interventions will be establish so that 100% of students have access to positive behavioral interventions and supports.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 6 1) Time will be built into the master schedule so that the "morning message" can be shared focusing on the virtue of the month through read- alouds.	2	Administrators	Discipline referrals will decrease by 10%.				
Problem Statements: School Culture and Climate 1							
Critical Success Factors CSF 6 2) The Tiger Mart School store will be established so that students who earn Tiger Bucks for behavioral or academic reasons may exchange them for incentives.	1	Wendy Hawthorne	Discipline referral will decrease by 10%.				
Critical Success Factors CSF 6 3) Six weeks assemblies will be hosted to celebrate students who show good citizenship, A/B honor roll, most improved and attendance.	1	Administrators	Student achievement and behavioral expectations will be met due to increased communication.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: A Response to Intervention program did not exist for behavioral concerns in 2016-2017. Root Cause 1: School-wide supports and interventions have not been identified to address social/emotional learning needs.

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Provide ongoing professional development on the components of balanced literacy.
1	1	3	Purchase leveled readers, prompting guides and intervention resources to support guided reading lessons.
1	1	4	Provide ongoing PD using The Reading Strategies Book by J. Serravallo covering specific reading strategies aligned to the standards that will support students with the thinking required for comprehension.
1	1	5	Class sets of novels will be purchased to expose students to rich literature of increasing lengths.
1	1	6	Schedule weekly "at elbow" planning with literacy teachers to support alignment and effective pedagogy.
1	1	8	Create a schedule so that all students are allowed 60 minutes of istation curriculum each week in addition to time allowed during small group instruction.
1	1	9	Provide a "Fast Track" after school intervention program for Tier 1 and Tier 3 students in grades 3-5 so that targeted needs can be addressed.
1	2	1	Establish a 6-week writing plan that includes the genre focus, mentor texts, mini-lessons, writing process and rubric focus areas.
1	2	2	Schedule 6 Weeks Composition Walks to review and provide feedback on student writing portfolios.
1	2	4	Display student writing from each grade level on a school-wide bulletin board each six weeks.
1	2	5	Purchase writing resources such as mentor texts and books by specific authors like G. Barnebi to support writing development.
1	2	6	Allow teachers to attend trainings and conferences such as Empowering Writers to strengthen writing instruction.
1	3	1	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	3	2	Create a school wide 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	3	3) Provide professional development on school wide problem solving and test taking strategies across the content areas.
1	3	4	Purchase Ten Marks as a school-wide tool to be used to support individualized interventions for students.
1	3	5	Provide interactive notebooks to be used to record examples, notes and student thinking during instruction.
1	3	6	Purchase clicker systems for each 3rd-5th grade classroom to increase student engagement and to provide in-the-moment feedback to students on formative assessment tasks.
1	3	7	Schedule pull out and push-in interventions during the school day for targeted groups of students.
1	4	1	Each 5th Grade student will rotate through a hands-on science lab class daily to reinforce science concepts.

Goal	Objective	Strategy	Description
1	4	2	2)Resources such as Kamico, Motivation Science and Measuring Up will be purchased to support mastery of the standard.
1	4	3	Plan opportunities for students to engage in PBL activities once per six weeks.
1	4	4	All students will participate in at least one STEM/Science related field trip in the 2017-2018 school year.
1	4	5	A science/STEM Club will be offered for after school enrichment and remediation.
2	1	1	Coaching Cycles that include a plan, do, study, act (PDSA) protocol will be established for tier 3 teachers.
2	1	2	Face-to-face feedback sessions will be calendared and planned for all tier 2 teachers.
2	1	3	Master teachers and administrators will conduct weekly lesson planning sessions to provide feedback and content expertise.
2	2	1	A professional development calendar will be created so that teachers and staff are provided PD on school-wide initiatives .
2	2	2	Learning Walks, Composition Walks and Guided Reading Sweeps will be coordinated so that teachers have opportunities to see models of exemplary practices in the classroom setting.
2	2	3	Teachers will have opportunities to attend off-campus workshops and conferences based on identified campus and student needs.
3	1	1	School-wide core beliefs will be developed as a way to establish the school's identity. The core beliefs will be revisited during each faculty meeting.
3	1	2	The Campus Instructional Leadership Team (CILT) will meet once per month to provide feedback on school-wide initiatives and to build leadership skills.
3	1	3	The Sunshine Committee will be established as a vehicle for organizing staff events and activities each month.
3	1	4	A weekly staff newsletter will be provided as a means of improving communication.
3	2	2	Tools for communication such as class dojo, School Messenger and weekly newsletters, agendas and Tuesday folders will be provided to students and families.
3	2	3	Family Academic Nights will be organized such as a Fall Literacy Carnival, Math and Science Night.
3	2	4	Parents who complete volunteer activities will participate in a "punch card" incentive to receive prizes in partnership with the PTA.
5	1	1	RtI meetings will be scheduled once per six weeks to address academic and behavioral concerns as soon as data is identified.
5	1	2	Teachers will serve as Student Advocates for students identified as tier 3 based on behavior.
5	1	3	A partnership will be established with Communities in Schools (CIS) to provide mentorship for student recommended for services by teachers or parents.
5	1	4	A "cool down" room will be established for students who need time away from the classroom to gather themselves and receive strategies for addressing concerns.

Goal	Objective	Strategy	Description
5	2	1	Time will be built into the master schedule so that the "morning message" can be shared focusing on the virtue of the month through read- alouds.

2017-18 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Wendy Hawthorne	Principal
Administrator	Yvonne Thornton	Assistant Principal
Administrator	Terrie Spencer	Master Teacher-Math
Classroom Teacher	Saraya Jackson	Interventionist
Parent	Patrick McDonald	Parent