

**Duncanville Independent School District**  
**Central Elementary School**  
**2017-2018 Campus Improvement Plan**



# Mission Statement

The mission of Duncanville Independent School District is to provide each student with the necessary skills to achieve lifelong success and contribute to a global society.

# Vision

Duncanville ISD –Writing success stories, one student at a time.

# Value Statement

- We believe students are our first priority.
- We model personal integrity and ethical behavior.
- We value and respect all students, staff, families, and community members.
- We provide a safe, nurturing environment to foster academic excellence and positive relationships.
- We embrace continuous improvement, data-driven decision making, and mutual accountability for organizational excellence.
- We believe every staff member contributes to student success.



# Table of Contents

Comprehensive Needs Assessment .....	3
Demographics .....	3
Student Achievement .....	7
School Culture and Climate .....	8
Staff Quality, Recruitment, and Retention .....	10
Curriculum, Instruction, and Assessment .....	11
Family and Community Involvement .....	12
School Context and Organization .....	13
Technology .....	14
Comprehensive Needs Assessment Data Documentation .....	15
Goals .....	18
Goal 1: Focus on Student Success .....	18
Goal 2: Focus on Students, Families and Community .....	23
Goal 3: Focus on Operational Excellence .....	26
Goal 4: Focus on Employees and Organizational Improvement .....	27
Goal 5: Focus on Financial Stewardship .....	28
System Safeguard Strategies .....	29
Campus Funding Summary .....	30

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Central Elementary has approximately 550 students. Of that number, 27.4% are African-American, 63.4% Hispanic, and 9.2% are other. 83.4% of Central students are identified as economically disadvantaged, 51.16% are English Language Learners, and 74.69% are at-risk. The mobility rate is approximately 19%. Average daily attendance for 2016-17 was 95.58%.

There were 51 staff members in 2016-17. This included two administrators, four professional support staff, and 38 teachers. There were 7 instructional aids. Ethnicity and gender: 10.5% African-American, 26.3% Hispanic, 31.6% White, .4% American Indian, .5% Asian, 31.6% Pacific Islander. Females are 86.8% and Males 13.2%.

The education of teachers is as follows: 73.7% have Bachelors Degrees, 26.3% have Masters. By years of experience, there are 7.9% beginning teachers, 39.5% with 1-5 years, 13.2% with 6-10 years, 26.3% with 11-20 years, and 13.2% with over 20 years' experience.

### Demographics Strengths

Staff is diverse, highly-qualified, and committed to school improvement efforts.

Student body is diverse and the teacher to student ratio has been at 21:1 or lower in previous school year.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** 39% of Central's economically disadvantaged students in grades 3-4 did not master STAAR reading and 30% did not master STAAR math. **Root Cause:** Central has a large number of students (83.5%) who are economically disadvantaged and lack educational background experiences.

**Problem Statement 2:** On average, 38% of our English Language Learners did not advance at least one proficiency level as measured by TELPAS. **Root Cause:** We have more students at Central in a bilingual education program than monolingual classroom. Learning a second language involves time and specialized instruction to promote the acquisition of speaking, listening, reading, and writing.

**Problem Statement 3:** The average daily attendance in prior year was 95.58% indicating that 4.42% were absent on any given day. **Root Cause:** Excessive

tardies and absences occur when families are challenged by life situations or don't understand the value of education.

**Problem Statement 4:** A highly mobility rate (19%) negatively impacts consistent alignment of curriculum from K-4. **Root Cause:** Many students enroll in the upper grades without strong educational backgrounds and foundations for reading and math.

## Student Achievement

### Student Achievement Summary

Preliminary STAAR scores indicate the average for reading and math campus-wide is 67.5%. Reading: 70% in grade 3, 54% in grade 4. Math: 80% in grade 3, 66% in grade 4. Campus wide, reading levels as measured by DRA/EDL indicate that 65-70% of our students are proficient readers. STAAR writing in grade 4 has decreased the past two years, with most recent year showing 46% mastery. End of year iStation reading showed 70% were tier 1 or 2. End of year iStation math results were 94% at tier 1 or 2. Implementation of Dual Language in PreK and K was successful (per feedback from Dr. Gomez and the District's BESL Department). TELPAS results show that 62% of our BESL students progressed at least one proficiency level. Average composite scores by grade level are: Kinder (1.2), Grade 1 (2.0), Grade 2 (2.3), Grade 3 (3.1), Grade 4 (3.1).

### Student Achievement Strengths

Campus has made gains in math. Third grade was above the district average on STAAR with 78%. Although grade 4 was below the district average, there was a 5% gain from previous STAAR year.

TELPAS indicates a successful implementation of Gomez & Gomez (based on writing samples and TELPAS composite of 1.2 grade equivalency).

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Students in grades 1 and grade 4 are notably below the goal of advancing one proficiency level per year in TELPAS (grade 1 was 62% and grade 4 was 51%). **Root Cause:** Students in grades 2-4 are not making adequate improvement in becoming bi-literate or acquiring advanced skills in writing.

**Problem Statement 2:** Overall, Grade 4 STAAR reading declined from previous year and approximately 50% of our English Language Learners did not pass the STAAR reading. **Root Cause:** Effective reading interventions are lacking for reading, language acquisition and transition to English instruction.

## School Culture and Climate

### School Culture and Climate Summary

Families that are new to the campus are given a welcome packet to inform them of campus procedures. Frequent communication in both English and Spanish occurs to keep families informed of school events. In addition to monthly PTA student performances, families have also been invited to the following events:

Parent Orientation

Meet the Teacher Night

Great Night of Reading

International Food Night

Concilio Parent Workshops (fall semester 10 sessions)

Passport to Summer Learning

K-1 Oktoberfest

Strong Fathers - Bring Dad to School, Math Morning, Science Night

All Pro Dads - Two breakfast meetings

EAFK Character Ceremonies - six during the year

BEAT Assemblies are held the first Monday of each month to recognize positive behavior and birthdays. Students are recognized each nine weeks for perfect attendance, honor roll, and conduct. Enrichment opportunities have included: Math Mania, Geography Bee, Spelling Bee, Gifted/Talented Exhibition, Stem Fair, Science Fair, Black History Celebrations, Cinco de Mayo celebrations, Field Day, Art Shows, Choir performances, and field trips.

Perfect attendance treats and pictures are done monthly. The campus utilizes PBIS for reinforcement of common area expectations. BEAT cards and class points provide incentives for meeting expectations. Each teacher is trained in CHAMPS and utilizes the procedures in the classroom. A PBIS team consisting of staff members has attended the Texas Behavior Summer Conference in Houston, and is active during the school year to monitor and adjust the PBIS plan on campus.



The master schedule dedicates social skills lessons at least once per week, utilizing curriculum from EAFK, PBIS, or other resources for goal-setting, character development, or mindfulness.

### **School Culture and Climate Strengths**

Communication is frequent and the preferred language of the home.

Opportunities for parent involvement in school are frequent.

Well-trained and culturally responsive staff.

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Many of our economically disadvantaged students have fixed mindsets, high frustration levels, and lack confidence in themselves.

**Root Cause:** Central has a high number of students from impoverished backgrounds (83.4%) Many students have experienced trauma or abandonment.

**Problem Statement 2:** Attendance at family involvement events averages 100-200. **Root Cause:** Families have many obligations and may not value the partnerships with the school.

**Problem Statement 3:** There are limited number of enrichment and/or extracurricular offerings for students. **Root Cause:** Transportation and available personnel is limited.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

For the school year 2017-18, there will be 25 classroom teachers, 7 paraprofessionals, 4 interventionist, 1 librarian, 1 counselor, 2 administrators, and 2 clerical positions. All staff are highly qualified. There will be three new teachers. Support systems for teachers include: District teaching specialist, technology specialist, GATE specialist, and BESL specialist. A campus leadership team is actively engaged in analyzing data, identifying needs and next steps, and enlisting the support of campus staff. T-Tess was implemented in prior year and all teachers will be entering the school year with three professional goals. PLC meetings are held weekly with the guidance of TEKS Resource System and Lead4ward. Leadership opportunities are encouraged on a variety of committees. Instructional coaching has been provided through Region 10 in the areas of early literacy, math, and bilingual instruction. A TLC room is stocked with resources and manipulatives for teacher checkout.

### Staff Quality, Recruitment, and Retention Strengths

Adequate resources for instruction are plentiful.

Good staff attendance

Staff is professional and accountable.

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** A structure for teacher goal-setting, evaluation, feedback and continuous support is needed to help teachers value the evaluation system. **Root Cause:** 2017-18 will be year 2 of T-Tess and teachers are still learning the system and the benefits.

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

Central Elementary utilizes TEKS Resource System to provide the curriculum feedback. We also participate in STAAR4ward and Lead4ward. Our RTI screeners are iStation and eSTAR. Processes are used for data analysis, progress monitoring, content study, and engagement strategies for higher levels of thinking. Gomez & Gomez has been implemented in prek and K and will be implemented in grade 1 for the year 2017-18. District and Region 10 professional development/coaching has supported bilingual/ESL teachers in complying with state regulations, monitoring language proficiencies, monitoring student academic success, and implementing sheltered instruction. Professional development has supported general education and special education teachers to increase inclusion services. The District provides common assessments which are analyzed by the campus staff within 2-3 days following an assessment.

### Curriculum, Instruction, and Assessment Strengths

Well-aligned scope/sequence

Unit assessments and performance assessments

Curriculum resources

### Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** There are limited opportunities for advanced learners and gifted/talented. **Root Cause:** Identification of giftedness, effective training for teachers, monitoring, and implementation of differentiated instruction is lacking.

**Problem Statement 2:** Grade 4 writing has declined the last two years with only 46% passing STAAR in 2017-18. **Root Cause:** Current campus-wide instructional plan and resources are not reaping adequate results.

**Problem Statement 3:** Central has a mobility rate of about 20% and many of our third and fourth graders did not develop strong foundational skills in reading, writing, and math. **Root Cause:** Moving from school to school for several years causes misalignment, gaps, and lack of educational opportunity for students.

## Family and Community Involvement

### Family and Community Involvement Summary

Central Elementary partners with the First United Methodist Church. This organization donates school supplies, clothing, and also offers a weekly after school program for Central Students. Central also works with the Rotary Club's Early Acts First Knights to develop character traits. Parents are encouraged to be involved as volunteers. Six or more family events are held each year to promote family involvement. In 2016-17, the school offered Meet the Teacher Night, parent orientation, Oktoberfest, Mayfest, International Food Fair, math morning, All Pro Dads, science night, Strong Fathers, and Passport to Summer Learning. PTA is also held monthly. Attendance ranges from approximately 100 to 300. Monthly family newsletters are distributed in English and Spanish. School Messenger is used for frequent reminders of upcoming events. Teachers make at least one positive contact per grading cycle with each family. Teachers also distribute newsletters, calendars, and many use Class DoJo. The office staff is trained on customer service skills. Counseling recommendations are also made when needed. Student take-home learning bags are in use to promote reading at home. Progress reports are sent at the third week and report cards at the ninth week.

### Family and Community Involvement Strengths

Central has adequate staff to ensure language barriers do not interfere with parent communication.

Consistent system for family communication.

### Problem Statements Identifying Family and Community Involvement Needs

**Problem Statement 1:** Attendance at family involvement events averages 100-200 and there are too many unresponsive families. **Root Cause:** We need to find ways of connecting with all demographic families and making the partnership relevant to them.

## **School Context and Organization**

### **School Context and Organization Summary**

Central Elementary administrators follow a campus improvement planning cycle to identify needs and problem statements through data analysis, design and implement intervention strategies, monitor the implementation, and adjust the plan when needed. Quarterly meetings are held with the campus leadership team each 9 weeks to review and adjust. Additionally, the campus data analysis team meets monthly to review multiple sources of data, celebrate successes, and identify needed remedies. A data protocol is in place so that teachers analyze their own data and review with their evaluator during the year. Support teachers for RTI and Special Education monitor their case loads and submit data reports monthly to administrators. Report cards are reviewed each grading cycle by the RTI committee to identify students at risk. Reading levels are reviewed monthly in grades 1-2 to identify students not making adequate progress. RTI case managers meet with individual teachers to identify and ensure that students receive tier 1, tier 2, or tier 3 interventions. The Site-Based committee and/or campus leadership team has input into the development of campus improvement plans. All staff is invited to give suggestions through surveys. Teachers collaborate weekly in professional learning communities to discuss the learning objectives, student progress, and to design engaging lessons. Teachers are encouraged to participate in various leadership roles: site-based committee, curriculum work teams, various committees, etc. Administrators work with all district departments to ensure compliance for budget, finance, payroll, purchasing, maintenance, and other areas of school operations. The campus principal is supervised by the Chief of Schools. The campus procedure handbook is updated annually based on improving efficiency.

### **School Context and Organization Strengths**

The campus has been recognized in 2016-17 for excellent custodian care and zero workman compensation claims. Customer service surveys (secret shoppers) have been favorable on both occasions.

# Technology

## Technology Summary

Duncanville ISD provides Central Elementary with wireless internet, mounted interactive projectors, sound systems, document cameras, and teacher laptops. Each classroom has at least one desktop for student use. Classrooms in each grade level also have student laptops: grades K-1 have 2 laptops each, Grade 2 classrooms have 3-5 laptops each, and grades 3-4 have 9 laptops each. We have six sets of Google Chrome books (24 devices per set) available for check-out. Teachers in grades 2-4 have All in Learning and clicker devices. Other grade levels may check out a unit from the library. The campus has two computer labs with 24 student desktops and the library has two student desktops. The media specialist for the campus is responsible for the library and promoting technology use on campus. A district technology specialist is also available to help teachers learn to use technology tools. A variety of supplemental subscriptions have been purchased for the campus: Education Galaxy, Math Seeds, Flocabulary, Reading Counts, and others.

## Technology Strengths

Students have access to online learning through various websites and subscriptions.

There is an adequate number of devices and opportunities to use technology for learning.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Many students are not mastering technology TEKS, not using technology for research, for presenting, or for collaborating online.

**Root Cause:** Many students do not have experience outside of school with technology, and at school, we are challenged to find the time and/or personnel to provide sufficient instruction in how to use technology.

**Problem Statement 2:** We lack a comprehensive well-defined computer lab rotation for learning technology TEKS. **Root Cause:** There is no computer lab teacher and classroom teachers face time constraints to cover the core curriculum as well as technology TEKS.

# 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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

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

### **Student Data: Student Groups**

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

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject

### **Employee Data**

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

### **Parent/Community Data**

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



## **Support Systems and Other Data**

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

# Goals

## Goal 1: Focus on Student Success







**Performance Objective 1:** STAAR performance for reading, writing, and math will increase at least five percentage points.

**Evaluation Data Source(s) 1:** STAAR, common assessments

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p>1) Instructional resources will be utilized for effective implementation of TEKS-based learning opportunities, including social-emotional supports and goal-setting to increase academics.</p>	1, 2, 8	Administrator, counselor, campus data team	Student success will improve in areas of achievement, conduct, and attendance.				
Funding Sources: 199-30 SCE - 7500.00							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Professional development opportunities and resources will support teacher growth.</p>	1, 2, 3, 4	Administrators, lead teachers, District coordinators	Increased proficiency at each grade level. Increased teacher capacity (T-Tess).				
Funding Sources: 211 Title I - 3160.00							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>3) A campus wide fluency goal will be established with visuals and incentives for progress (math facts, sight words).</p>	1, 2	Administrators, lead teachers	Stronger foundational skills in math and ELAR.				

<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>4) Writing displays and celebrations will show value and recognition to writers.</p>	1, 2	Administrators, lead teachers	Improved writing skills				
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>5) Intervention, enrichment, and advanced learning opportunities will occur in all grade levels to ensure student opportunities for differentiated instruction (including math and reading clubs).</p>	1, 2, 8, 9	Administrators, lead teachers, district coordinators	Increases in all indexes for state accountability reports.				
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>6) Student self-directed opportunities to enhance math and reading skills will be provided through online resources.</p>	1, 2, 9	Administrators, lead teachers, district coordinators	Increased student performance				
Funding Sources: 211 Title I - 8000.00							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>7) PreK program will prepare students with early literacy/competencies.</p>	1, 2, 7	Administrators,, district coordinators					
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>8) Students at risk of not mastering grade level expectations will be identified and supported with adequate intervention (RTI, dyslexia, 504, special services, tutoring) to accelerate learning.</p>	1, 2, 9	Administrators, lead teachers, district coordinators					
Funding Sources: 199-30 SCE - 7000.00							







<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>9) Teachers will collaborate in data analysis meetings to identify appropriate interventions for students.</p>	1, 2, 8	Administrators, lead teachers					
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>10) PLC meetings will study state standards and learn research-based methods to increase student engagement and achievement.</p>	1, 2, 3, 4	Administrators, lead teachers					
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

**Goal 1:** Focus on Student Success

**Performance Objective 2:** ELL performance will increase at least 3 percentage points as measured by TELPAS and STAAR for reading and writing.

**Evaluation Data Source(s) 2:** TELPAS, STAAR

**Summative Evaluation 2:**







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>System Safeguard Strategy</b>  <b>PBMAS</b>                      1) Gomez &amp; Gomez will be fully implemented in bilingual K-1 classrooms, and with some components in the general education K-1 classes.</p>	1, 2, 3, 4, 8	Administrators, lead writing teachers, District coordinators and specialists	Increased proficiency in writing fluency and elaboration.				
<p>  = Accomplished                        = Continue/Modify                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue                 </p>							

**Goal 1:** Focus on Student Success

**Performance Objective 3:** Enrichment through physical education, music, art, technology will be offered to all students weekly.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Professional development will be provided to teachers responsible for music, art, PE/Health, or technology.</p>	1	Administrators					
<p><b>Critical Success Factors</b> CSF 5 CSF 6 CSF 7</p> <p>2) A technology cadre of teacher leaders will promote and demonstrate integration of technology into instruction.</p>	1, 2	Administrators, teacher leaders	Increased technology skills and student interest.				
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Technology devices/tools will be provided for instructional use.</p>	1, 2, 4	Administrators					
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Students will have 135 minutes weekly in a TEKS-based physical education class or structured activity. Student fitness assessments will be utilized.</p>							
<p>5) Enrichment through special events and field trips will be provided.</p>							
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							

**Goal 1: Focus on Student Success**

**Performance Objective 4:** At least 70% of students will master science and social studies TEKS as measured by district assessments.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**







**Goal 2: Focus on Students, Families and Community**

**Performance Objective 1:** In 2017-18, 100% of Central Students will learn life skills for leadership, character development, and mindset growth to improve academic success of all learners.

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

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Curriculum resources will be utilized to specifically develop skills in leadership and overcoming obstacles (CLAY).	1, 2, 6, 9	Counselor, Administrators	Improved student behavior, engagement, and academic success.				
Funding Sources: 199-30 SCE - 2500.00							
2) School wide PBIS incentive system will be utilized, with defined conduct points and rewards.		administrators, counselor, PBIS team					
3) Counseling and conflict resolution methods will be utilized by classroom teachers and counselor.		Administrators, counselor					
4) School counseling and classroom methods will be utilized to help students take a stand against drugs, bullying, violence, physical or verbal aggression, or harassment of others.		Administrators, counselor					
5) Student recognition will occur each nine weeks to promote academic achievement, attendance, and conduct.		Administrators					
6) RTI Behavior will hold scheduled reviews of student identification, intervention, and data review to address RTI tier 1-3 students (including measures for students at risk for DAEP).	1, 2, 9	Administrators, counselor					

7) TBSI training for selected staff related to instruction of students with disabilities.		administrators					
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							









**Goal 2:** Focus on Students, Families and Community

**Performance Objective 2:** During 2017-18, there will be a 5% increase in attendance at school family events.

**Evaluation Data Source(s) 2:** attendance records, calendar of events

**Summative Evaluation 2:**


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Families will be invited to special events (during school and/or evenings) to promote student learning and family engagement.</p>	1, 2, 6	Administrators, counselor					
<p>Funding Sources: 211 Title I - 3400.00</p>							
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

### Goal 3: Focus on Operational Excellence

**Performance Objective 1:** By the end of 2017-18, 70% or more of Central staff will respond favorably to a survey on the effectiveness of campus processes.

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

**Summative Evaluation 1:**


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Campus procedure handbook will be updated annually.							
							

### Goal 4: Focus on Employees and Organizational Improvement

**Performance Objective 1:** By the end of 2017-18, 70% or more of Central staff will respond favorably to an employee satisfaction survey.

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

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Teacher appreciation and recognition events will be held each nine weeks.		Administrators, teacher leaders					
2) Campus leaders will follow district guidelines for recruitment, hiring, and retention of highly qualified teachers.							
							

**Goal 5: Focus on Financial Stewardship**

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Instructional resources will be utilized for effective implementation of TEKS-based learning opportunities, including social-emotional supports and goal-setting to increase academics.
1	1	2	Professional development opportunities and resources will support teacher growth.
1	1	3	A campus wide fluency goal will be established with visuals and incentives for progress (math facts, sight words).
1	1	4	Writing displays and celebrations will show value and recognition to writers.
1	1	5	Intervention, enrichment, and advanced learning opportunities will occur in all grade levels to ensure student opportunities for differentiated instruction (including math and reading clubs).
1	1	6	Student self-directed opportunities to enhance math and reading skills will be provided through online resources.
1	1	7	PreK program will prepare students with early literacy/competencies.
1	1	8	Students at risk of not mastering grade level expectations will be identified and supported with adequate intervention (RTI, dyslexia, 504, special services, tutoring) to accelerate learning.
1	1	9	Teachers will collaborate in data analysis meetings to identify appropriate interventions for students.
1	1	10	PLC meetings will study state standards and learn research-based methods to increase student engagement and achievement.
1	2	1	Gomez & Gomez will be fully implemented in bilingual K-1 classrooms, and with some components in the general education K-1 classes.

# Campus Funding Summary

<b>199-30 SCE</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional resources (mindfulness, growth mind-set, brain development, goal-setting)	199.11.6329.00.101.30.000	\$500.00
1	1	1	reading materials	199.11.6329.00.101.30.000	\$7,000.00
1	1	8	After school tutoring pay for teachers	199.11.6117.99.101.30.000	\$5,000.00
1	1	8	General supplies	199.11.6399.00.101.30.000	\$2,000.00
1	1	9	Substitute teacher pay	199.11.6112.99.101.30.000	\$4,000.00
2	1	1	CLAY	199.11.6329.00.101.30.000	\$2,500.00
<b>Sub-Total</b>					<b>\$21,000.00</b>
<b>Budgeted Fund Source Amount</b>					<b>\$21,000.00</b>
<b>+/- Difference</b>					<b>\$0</b>
<b>211 Title I</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	PD registration	211.13.6299.00.101.30.000	\$2,000.00
1	1	2	Sub pay for teachers attending PD	211.11.6112.99.101.30.000	\$1,160.00
1	1	6	Subscriptions: All in Learning, TTM	211.11.6399.00.101.30.000	\$8,000.00
2	2	1	Parent Curriculum Events	211.61.6299.00.101.30.000	\$2,400.00
2	2	1	Food for parent events	211.61.6497.00.101.30.000	\$500.00
2	2	1	General supplies for parent events	211.11.6399.00.101.30.000	\$500.00
<b>Sub-Total</b>					<b>\$14,560.00</b>
<b>Budgeted Fund Source Amount</b>					<b>\$14,560.00</b>
<b>+/- Difference</b>					<b>\$0</b>
<b>Grand Total</b>					<b>\$35,560.00</b>