

**Harlandale Independent School District
Stonewall-Flanders Elementary School
2017-2018 Campus Improvement Plan**



Mission Statement

Stonewall Flanders empowers students to become well-rounded, lifelong learners by creating a positive learning culture and helping them discover their full potential to enhance our community.

Vision

F - Forever

A - Aspiring

L - Leaders

C - Committed

O - On

N - Never

S - Settling

Value Statement

Based on our Core Value PD, our 6 core values are compassion, recognition, determination, professionalism, respect and integrity.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Total enrollment - 562 on snapshot date

Grade span = EE-05

Eco Dis = 99%

ELL = 26%

Mobility = 13%

Demographics Strengths

Parent engagement slowly increasing

Social Worker on campus supports families in need

Guidance lessons that focus on bully prevention, self esteem, and team building

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students have not been accurately identified and processed into RtI. **Root Cause:** There was not an effective system to monitor the RtI process.

Problem Statement 2: Attendance is below the expectation of 96%. **Root Cause:** There was not an effective attendance monitoring system in place.

Student Academic Achievement

Student Academic Achievement Summary

Did not meet the state standard in 2017 (missed indexes 1 and 3).

Science score declined.

Less than 50% of students reading on grade level.

Student Academic Achievement Strengths

Indexes 1, 2, and 4 showed an increase.

Reading, math, and writing scores increased.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: State reading scores are below that of the district and the state. **Root Cause:** Teachers do not have the capacity to effectively deliver balanced literacy components.

Problem Statement 2: State math scores are below that of the district and the state. **Root Cause:** Lesson delivery is not aligned to TEKS.

Problem Statement 3: State science scores are below that of the district and the state. **Root Cause:** Inconsistent, ineffective instruction due to lack of content knowledge by teachers.

Problem Statement 4: State writing scores are below that of the district and the state. **Root Cause:** Lack of a consistent delivery of writing instruction across the grade levels.

School Processes & Programs

School Processes & Programs Summary

We use TEKS resource system for planning and assessment building.

We use eduphoria for walk through feedback and data gathering.

We recruit early using the Winocular system.

PLC by grade or content held weekly for 70 minutes.

Grade level planning/collaboration every 6 weeks for a full day.

District cohort training for teachers by content area.

School Processes & Programs Strengths

Teachers have been trained to use the identified systems.

Support personnel are available to assist as needed with identified systems.

Coaching sessions take place within 48 hours of each walk through visit.

PLC survey has provided evidence that teachers find them helpful and effective.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers are not completely effective at designing unit assessments that target the specificity of the TEKS. **Root Cause:** There has not been enough training.

Perceptions

Perceptions Summary

We meet every two weeks as a faculty.

Optional meetings for faculty are offered once a month, they are highly attended.

We communicate daily via a news bulletin via email.

We hold dress rehearsals for upcoming lessons.

We conduct phone calls and home visits for absentees.

Perceptions Strengths

Based on a recent anonymous survey, teachers believe PLCs are beneficial to them.

Many teachers attend the optional meetings.

Attendance has maintained at 96% or higher each week since school started.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Attendance is below the expectation of 96%. **Root Cause:** There was not an effective attendance monitoring system in place.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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

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
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- 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
- 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)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- 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

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
- Migrant 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
- Discipline 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

- Budgets/entitlements and expenditures data
- Study of best practices


Goals

Goal 1: Goal: 63% of 3rd - 5th graders will meet passing standard on 2018 STAAR Reading

Performance Objective 1: 100% of K-5 grade teachers will use BOY assessment data to level students into groups during Guided Reading and the 30 minute RtI/ Enrichment period.

Evaluation Data Source(s) 1: RtI groupings

Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will conduct assessments at least BOY, MOY, EOY and in between as needed to assure they're teaching at the correct reading levels.		Classroom teachers T Smith K Suarez	Will improve reading levels of students	✓	✓	✓	
Funding Sources: 211 - Title I - 9000.00							
							

Goal 1: Goal: 63% of 3rd - 5th graders will meet passing standard on 2018 STAAR Reading

Performance Objective 2: 100% of K-5 ELAR classrooms will show evidence of Daily 5 instructional strategies in their centers.

Evaluation Data Source(s) 2: teacher schedules, lesson plans

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement GK enhancement routine, fluency checks, high frequency words and district scope and sequence.		Lead: teachers	Lesson plans & daily schedule	✓	✓	✓	
Funding Sources: 199 - General Fund - 0.00, 199 - SCE - 0.00							
2) Teachers will learn new strategies to present to students.		Classroom teacher T Smith K Suarez	Improved knowledge by teachers will result in more effective delivery of instruction to students	✓	✓	✓	
Funding Sources: 211 - Title I - 0.00							
							

Goal 1: Goal: 63% of 3rd - 5th graders will meet passing standard on 2018 STAAR Reading

Performance Objective 3: 55% of 3rd-5th meet or exceed the passing standard on the Reading District Benchmark.

Evaluation Data Source(s) 3: Aware data results

Summative Evaluation 3:




Goal 1: Goal: 63% of 3rd - 5th graders will meet passing standard on 2018 STAAR Reading







Performance Objective 4: 75% of K-5th will be on grade level or above in reading and/or make one year's growth. Kinder - 5th students will be tested on DRA to obtain reading level and utilize Learning A-Z resource and chapter books/novels in 3rd - 5th.




Evaluation Data Source(s) 4: Data Analysis Reports: TPRI/DRA

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Campus/district personnel will provide initial training in Balanced Literacy for K-5. Pre K 4 SA will provide training and support for PK. K-5 training will focus on the reading portion of Balanced Literacy components to include: Read Aloud, Shared Reading, Guided Reading, Literacy Centers, Word Work, and Independent work. Expectations for classroom setup: 1) Guided Reading Area for small group instruction 2) Literacy stations with rotation chart 3) K-2 carpeted area for whole group (Read Alouds) 4) Classroom library (leveled readers, Reading A to Z, Texas Treasures). Teachers will post daily schedule with lesson plan and Balanced Literacy framework.</p>	<p>Lead: Classroom Teachers Others Involved: District facilitators, RTI Interventionist & Admin.</p>	<p>Implementation: Weekly Lesson Plans and Classroom Observations Impact: STAAR, TPRI/Tejas Lee, I-Station, DRA and District Benchmarks</p>				
<p>Funding Sources: 211 - Title I - 19896.00, 199 - SCE - 0.00, 199 - General Fund - 0.00</p>						

<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Admin will establish structured PLCs for K-5 teachers. (weekly each grade level, 1 full day per 6 weeks PK-5th) Grade level teams will meet with admin for lesson planning (unpacking reading TEKS and alignment of instructional activities to TEKS), data reviews, and ongoing Balanced Literacy training. PLCs will focus on 1) development of components of Balanced Literacy lesson cycle into weekly lesson plans. Objectives will be posted and aligned to instructional learning activities. 2) Use of data to monitor progress and make instructional decisions 3). On-going training on high yield strategies (journaling).</p>	<p>Lead: Classroom Teachers Others Involved: district facilitator, RTI Interventionist, Administration</p>	<p>Meeting Minutes, Campus and District Assessments, Walk-throughs</p>				
<p>Funding Sources: 211 - Title I - 0.00, 199 - SCE - 0.00</p>						
<p>3) Provide horizontal/vertical planning and staff development for all Reading teachers in TEKS based instructional practices.</p>	<p>Lead: Classroom Teachers Others Involved: Reading Coach, RTI Interventionist, Administration</p>	<p>Weekly Lesson Plans, Certificate of Attendance, Sign-in sheets, eduphoria</p>				
<p>Funding Sources: 211 - Title I - 30220.00, 199 - SCE - 0.00</p>						

<p>4) Provide Reading tutoring, RTI and small group intervention for students performing below grade level with opportunities for parental support and attendance at specified sessions such as family night.</p>		<p>Lead: Classroom Teachers Others Involved: Reading Coach, RTI Interventionist, Administration ACE Site Coordinator ACE Staff</p>	<p>Sign- in sheets, class schedules, small group/intervention documentation, SSTs Texas ACE Documentation</p>				
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Funding Sources: 211 - Title I - 34580.00, 199 - SCE - 0.00

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

Goal 2: Math: 70% of 3rd-5th graders will meet passing standard on 2018 STAAR Math.

Performance Objective 1: 100% of K-5 grade teachers will use BOY assessment data to level students into groups during Guided Math and the 30 minute RtI/ Enrichment period. Students will demonstrate how to apply, use problem solving model, select tools, communicate mathematical ideas/reasoning, create/use representations, analyze mathematical relationships, and display/justify mathematical ideas through the mathematics curriculum and the use of resources such as Rekenrek.

Evaluation Data Source(s) 1: Data Analysis Reports (eduphoria, teacher reports, Mclass, TTM, Circle and STAAR)

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 7</p> <p>1) Students will demonstrate how to apply, use problem solving model, select tools, communicate mathematical ideas/reasoning, create/use representations, analyze mathematical relationships, and display/justify mathematical ideas through the mathematics curriculum and the use of resources such as Rekenrek</p>		classroom teachers, interventionists and admin	lesson plans and walk throughs	✓	✓	✓	
Funding Sources: 211 - Title I - 0.00							
2) Curriculum: Utilize research based Mathematics curriculum, strategies, activities, and centers that focus on reinforcing mathematics concepts and problem solving.		Lead: Classroom Teachers Others Involved: Math Coach, RTI Interventionist	Weekly Lesson Plans	✓	✓	✓	

Goal 2: Math: 70% of 3rd-5th graders will meet passing standard on 2018 STAAR Math.

Performance Objective 2: 95% of K-5 classrooms will show evidence of differentiated instructional activities in math stations and RtI/Enrichment period as measured by admin WT. Ensure math framework (10 minute number sense, 20 minute problem solving and 60 minutes of instruction) is followed daily.

Evaluation Data Source(s) 2: teacher schedule, lesson plans

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implementation of the 10, 20, 60 model to include: 10 minutes- Number sense 20 minutes- Problem solving 60 minutes- Math instruction		Lead: teachers Others included: support staff & interventionist	Lesson plans, daily schedule, walkthroughs.				
2) Hold a STEM Night for parents and students to learn about the four subjects and their importance. Evening will consist of GEEK Bus, animation, cardboard challenge and various STEM hands-on activities.							
Funding Sources: 211 - Title I - 0.00							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Math: 70% of 3rd-5th graders will meet passing standard on 2018 STAAR Math.

Performance Objective 3: 55% of 3rd-5th meet or exceed the passing standard on the Math District Benchmark.

Evaluation Data Source(s) 3: district benchmark results

Summative Evaluation 3:

Goal 2: Math: 70% of 3rd-5th graders will meet passing standard on 2018 STAAR Math.

Performance Objective 4: 75% of K-5th students will be on grade level or above in math and/or make one year's growth as measured by EOY assessments in math.

Evaluation Data Source(s) 4: Mclass, TTM, district EOY math benchmarks

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will provide differentiated instructional resources to students in the area of math		Classroom teachers T Smith K Suarez	Materials will support students at achieving at higher levels				
Funding Sources: 211 - Title I - 15000.00							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Writing: 60% of 4th graders will meet passing standard of the 2018 STAAR Writing.

Performance Objective 1: 100% of K-5th teachers' lesson plans will reflect writer's workshop components & high yield writing strategies for journaling across content areas.

Evaluation Data Source(s) 1: district test and writing STAAR

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilizing writing workshop to develop ideas, organization and grammatical conventions. The reading and writing connection will effectively incorporate the processing standards to ensure success.		Lead: teachers Others Involved: teachers	observations, test, projects, rubrics, and published papers				
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7		Teachers, Admin, Interventionists	Lesson plans and walk throughs				
2) Implement Balanced Literacy to include Writer's Workshop with the use of the writing process folders for 2nd - 5th.	Funding Sources: 199 - General Fund - 0.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Writing: 60% of 4th graders will meet passing standard of the 2018 STAAR Writing.

Performance Objective 2: 70% K- 5th teachers will be implementing high yield writing strategies to engage students in writer’s workshop and journaling as determined by WT data collected by admin team.

Evaluation Data Source(s) 2: Sign in sheets, Lesson Plans and walk throughs

Summative Evaluation 2:

Goal 3: Writing: 60% of 4th graders will meet passing standard of the 2018 STAAR Writing.

Performance Objective 3: 55% of 4th graders will meet standard on district writing benchmark (composition and revising and editing combined).

Evaluation Data Source(s) 3: district benchmark results

Summative Evaluation 3:

Goal 3: Writing: 60% of 4th graders will meet passing standard of the 2018 STAAR Writing.

Performance Objective 4: 75% of 1st-3rd & 5th grade students will meet the passing standard on the district EOY writing assessment.

Evaluation Data Source(s) 4: District EOY benchmark results



Summative Evaluation 4:

Goal 4: Science: 65% of students will meet standard on 2018 STAAR Science.

Performance Objective 1: Ensure STREaM lab is utilized by all grade levels for science experiments as available and appropriate.

Evaluation Data Source(s) 1: reservation sign in sheet

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers wil provide hands on materials for students to use in science lab experiments	1	Smith Classroom Teachers					

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

Goal 4: Science: 65% of students will meet standard on 2018 STAAR Science.

Performance Objective 2: All students Pre-K - 5th will participate in the campus Science Fair. Pre-K - 2nd will prepare whole group experiments. 3rd - 5th will conduct their own experiments and showcase on display boards.

Evaluation Data Source(s) 2: Use District Science Fair guidelines to judge experiments.

Summative Evaluation 2:










Goal 5: Attendance goal: Campus attendance rate for Stonewall students will increase to 96% and student tardiness will decrease by 10% in the 2017-18 school year. Attendance on the Fenley campus will increase to 95%.

Performance Objective 1: Develop, maintain and evaluate campus wide attendance initiatives overseen by the Attendance Committee to improve attendance and tardiness.

Evaluation Data Source(s) 1: attendance reports, tardy reports

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Communication: Create opportunities to express importance of school attendance and celebrate students/ classes throughout the year.		Lead: attendance committee Others involved: social worker, administrators, front office staff, teachers	parent letters, visual recognition, Falcon general store, announcements	✓	✓	✓	
Funding Sources: 211 - Title I - 5000.00							
2) Develop & Modify Monitoring Process -social worker will monitor students that exceed 3 unexcused absences in a 4wk period. -Parents will receive warning letters, phone calls or home visits to address absences -Parental Forums will be provided for at-risk families who have continued truancy.		Lead: Social Worker Others involved: district at risk coordinator, peims clerk, teachers	Parent letters, forum sign in sheets, logs of parental contact.	✓	✓	✓	

<p>3) Create an attendance committee to: -develop and maintain school wide attendance initiative. Incentives can include Movie Time during lunch periods, drawing of prizes and contracted services (demonstrations) related to campus initiatives. -be mentors to students on attendance watch list</p>		<p>Lead: Social worker</p> <p>Others involved: attendance committee</p>					
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 6: Technology Goal: Various technology will be integrated for improvement in academic achievement, for measurement and assessment and for collaboration and communication.

Performance Objective 1: Technology will be utilized to enhance teaching and learning.

Evaluation Data Source(s) 1: Projects and successful implementation of technology skills

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Integrate technology into teaching as appropriate.		Lead: teachers Others Involved:	observations, projects				
2) Provide opportunities for students to learn and understand the importance of: -safe web browsing -technology as a resource -responsible usage and handling of technology		Lead: teacher Others involved: librarian, interventionist, specials teachers	lesson plans, walk through, presentations, student products				
3) Engage in professional development to target implementation of technology: -in the classroom by teacher and students -in the campus to communicate and collaborate -to communicate with parents and students.		Lead: all staff Others involved: instructional technology specialist, administration,	sign in sheets, observations, website, projects				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 7: Drug and Violence goal: School personnel will integrate a drug and violence prevention curriculum model providing a framework for prevention education from PreK - 5th grade

Performance Objective 1: Students will use the following to keep themselves drug-free and safe: communication, decision-making, and problem-solving skills

Evaluation Data Source(s) 1: participation in drug awareness activities

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Classroom: Provide guidance lessons on drug prevention and awareness, as well as on responsible behavior, decision-making and problem-solving skills		Lead: Counselor Others Involved: Social Worker and Health Teacher	Red Ribbon Week, How I Stay Safe drawing contest, Guidance lessons	✓	✓	✓	
2) Safe School Strategy: Implement safety procedures such as: -Campus Emergency Drill procedures -ensure all visitor's background check is done prior to entering campus (Raptor system) -authorized pick up procedures (parent ID label for Pre-K - nonAVANCE classrooms through 5th)		Lead: classroom teachers Others involved: front office staff, administrators, campus staff, district police department	emergency drill simulations, sign in/out sheets, Raptor reports	✓	✓	✓	













Goal 8: Discipline Goal: Students, Teachers and Community will work together to provide a safe and secure learning environment that is conducive to learning.

Performance Objective 1: More Stage 1 discipline issues will be handled in the classroom.

Evaluation Data Source(s) 1: Six week referral report

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement Review and Modify A. Implement School Wide Behavioral Expectations, with well-defined rules and consequences. B. Inform parents, students and community of School Wide Behavioral Expectations including removal of privileges and required parent shadowing. C. Recognition & incentives for good behavior for Pre-Kinder-5th E. Provide a structure for In School Suspension (ISS)/Detention 1. Continue guidelines/expectations for detention 2. Identify staff to assist with detention 3. Improve parent notification process B. Provide positive messages on staying in school, self-discipline, and respect through School Wide Behavior Expectations.		All staff		✓	✓	✓	

<p>2) Staff Development</p> <p>A. Continue to provide staff development to those teachers needing additional assistance, especially new teachers on topics such as:</p> <ol style="list-style-type: none"> 1. Guidelines for referrals 2. Behavior Management System 3. Discipline Strategies 4. Behavioral Expectations lessons 5. Classroom Management 6. Student Code of Conduct 7. Strategies for Diverse Populations 8. Eliminating Gender Bias 		All staff					
3) Create interactive Rules and Responsibilities Posters		Lead: Counselor Others Involved: Students and Teachers	Poster				
4) Create a Discipline Committee within the campus to discuss school wide disciplinary procedures		Lead: Administration Others Involved: Teachers and Students	Fewer office referrals				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 9: Parent and community: Create at least one opportunity per month for parents to be engaged in their student's learning through various activities.

Performance Objective 1: Create opportunities for all parents to be engaged in their student's learning through various activities.

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
1) Provide parents oral and written communication in English and Spanish.				✓	✓	✓	
2) Parent Volunteer Program--volunteers will provide assistance to teachers and campus wide activities.				✓	✓	✓	
3) Provide family educational/social events: Grandparent's Day, Open House,carnival, Author's Day, STEM Night and STAAR Informational Parent Sessions for Reading, Writing, Math and Science					✓		
Funding Sources: 211 - Title I - 4000.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 10: Highly Qualified teachers: Ensure 100% of teachers are Highly Qualified and receive continued support to facilitate high retention rates at the end of the year.

Performance Objective 1: Ensure teachers are appropriately placed to maintain 100% highly qualified criteria.

Evaluation Data Source(s) 1: Human resource verification.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Maintain and verify teacher certifications with human resources when considering placements of teacher assignments.		Lead: human resources Others involved: Principal	Human resource verification	✓	✓		
2) Provide continued professional growth opportunities for teachers to include: -mentor program for new teachers -staff professional development -continued post secondary education		Lead: classroom teachers Others involved: administrators, interventionist, instructional coaches	Sign in sheets, completion of degree requirements, meet HR requirements for mentor program	✓	✓	✓	
Funding Sources: 211 - Title I - 6000.00, 255 - Title II, Part A - 2250.00							
							

Goal 10: Highly Qualified teachers:Ensure 100% of teachers are Highly Qualified and receive continued support to facilitate high retention rates at the end of the year.

Performance Objective 2: Hold monthly meetings with all new staff to provide opportunities for questions and answers with admin and learn about upcoming campus/district events.

Evaluation Data Source(s) 2: sign in sheets, agenda and meeting minutes

Summative Evaluation 2:

Goal 11: Gifted and talented:G/T students will increase their ability to meet or exceed expectations in all academic areas for district and state assessments.

Performance Objective 1: Increase the percentage of G/T students meeting or exceeding expectations in all academic areas.

Evaluation Data Source(s) 1: District and State Assessments

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Build awareness of the nomination and identification process through staff development, and parent orientations.		Lead: Academic Coordinator Others Involved: Teachers	Staff development				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 12: ELL: 65% of ELL students will show progress on English language proficiency and academic performance by EOY.

Performance Objective 1: Students will progress one or more levels on TELPAS Composite scale score.

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
1) Provide two trainings/PD to all teachers to increase awareness of language acquisition strategies such as SIOP, Content and Language objectives, ELPS and linguistic accommodations.		Leader: Administration Others involved: Teachers	Classroom observations, OLPT and TELPAS				
	Funding Sources: 199 - SCE - 0.00						
2) All classroom teachers will post language objectives.		Leaders: Classroom Teachers & Specials	Classroom observations & lesson plans				
	Funding Sources: 199 - SCE - 0.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 12: ELL: 65% of ELL students will show progress on English language proficiency and academic performance by EOY.

Performance Objective 2: Increase of % of ELL students will meet performance standards on state assessments.

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
1) Provide linguistic accommodations commensurate to students' instructional level.		Leaders: Teachers	Classroom observations, Linguistic Accommodations forms, LPACs, CIRCLE, TPRI/Tejas Lee and STAAR				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 13: Special Education: 1000% of our identified special education population will show progress in one or more areas.

Performance Objective 1: 100% of special education students will demonstrate growth in at least 2 I.E.P. goals.

Evaluation Data Source(s) 1: IEP, STAAR/assessments, attendance reports

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) A. Ensure special education staff attend professional development as needed.		Lead: Itinerant Support & Unit Classroom Teachers Others Involved: Admin	Certificate of Attendance, Classroom Observation, Professional Development form, I.E.P.s	✓	✓		
2) Ensure teachers are adhering to student I.E.P.s		Lead: Itinerant Support & Unit Classroom & General Ed. Teachers Others Involved: Admin	Progress Monitoring data, Classroom Observations, I.E.P.	✓	✓		











Goal 13: Special Education: 1000% of our identified special education population will show progress in one or more areas.

Performance Objective 2: 50% of our special education population will show progress on at least one STAAR assessment.

Evaluation Data Source(s) 2: STAAR data

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure students are exposed to STAAR format questions throughout the academic school year.		Lead: Itinerant Support & Classroom Teachers Others Involved: Coaches, District Facilitators	Classroom Observations, assessments, STAAR Data				
2) Utilize the STAAR A for students as determined by individual ARDs.		Itinerant Support Staff and Classroom Teachers	Individual Student IEP				

3) Ensure testing accommodations are considered during ARDs and that they are provided and used on a routine basis if approved by ARD Committee.		Lead: Itinerant Support & Classroom Teachers Others Involved: Admin	Classroom Observations, assessments, STAAR Data				
4) Provide after school tutoring for special education students in grades Kinder - 5th based on low performance.		Lead: Itinerant Support & Classroom Teachers Others Involved: Admin	Tutoring lists, assessments, & STAAR data				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 14: Migrant: 70% of students in Pre-K-5th grade will demonstrate their ability to build a foundation in all academic areas by the end of the school year.

Performance Objective 1: Projects, vocabulary, experiments

Evaluation Data Source(s) 1: district and state assessments, projects

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Assess students upon entry and continue to assess throughout the school year.		Lead: teachers Others Involved: Academic Coordinator	assessments, observations	✓	✓		

Goal 15: Provide Academic and Enrichment Opportunities for students and families

Performance Objective 1: Provide Academic, Enrichment and Family Engagement Opportunities to students and families who participate in the Texas ACE Program to strengthen student academics and help families to be more engaged in their child's learning.

Evaluation Data Source(s) 1: ACE Program Data

Summative Evaluation 1:

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	4	1	Campus/district personnel will provide initial training in Balanced Literacy for K-5. Pre K 4 SA will provide training and support for PK. K-5 training will focus on the reading portion of Balanced Literacy components to include: Read Aloud, Shared Reading, Guided Reading, Literacy Centers, Word Work, and Independent work. Expectations for classroom setup: 1) Guided Reading Area for small group instruction 2) Literacy stations with rotation chart 3) K-2 carpeted area for whole group (Read Alouds) 4) Classroom library (leveled readers, Reading A to Z, Texas Treasures). Teachers will post daily schedule with lesson plan and Balanced Literacy framework.
1	4	2	Admin will establish structured PLCs for K-5 teachers. (weekly each grade level, 1 full day per 6 weeks PK-5th) Grade level teams will meet with admin for lesson planning (unpacking reading TEKS and alignment of instructional activities to TEKS), data reviews, and ongoing Balanced Literacy training. PLCs will focus on 1) development of components of Balanced Literacy lesson cycle into weekly lesson plans. Objectives will be posted and aligned to instructional learning activities. 2) Use of data to monitor progress and make instructional decisions 3). On-going training on high yield strategies (journaling).
3	1	2	Implement Balanced Literacy to include Writer's Workshop with the use of the writing process folders for 2nd - 5th.

Title I

1: Comprehensive Needs Assessment

Reading

- Students not reading on grade level
- Low percentage of students developed on graphophonemic knowledge
- Fluency
- Vocabulary Development

Math

- Fact fluency
- Number sense
- Multi-step word problems

Writing

- Limited vocabulary usage, figurative language and grammar rules

2: Schoolwide Reform Strategies

- Pre-K & Kinder - Self contained
- 1st - 5th - Horizontal
- Campus Behavior Plan

3: Instruction by highly qualified professional teachers

1. Teaching strategies must be research-based.
2. TEKS that have proven to be unmastered must be unwrapped/dissected using clarification guides to ensure proper understanding.
3. Adhere to established district criteria for scope and sequence, ELAR routines, math block, Dual Language model and Special Education itinerant support.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

1. Ensure staff attends professional development based on needs of the campus/students.

5: Strategies to attract highly qualified teachers

1. Provide information regarding campus events and procedures during interviews.
2. Involve student teachers throughout the year in all campus events (PLC, faculty meetings, extracurricular events, etc.)

6: Strategies to increase parental involvement

1. Hold parent meetings to discuss vital issues affecting the campus.
2. Use Edulink (phone system) to disseminate information regarding important events and/or reminders.
3. Provide surveys during events as a means to obtain immediate feedback.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

1. Work with parents from AVANCE to encourage daily attendance in preparation for Kinder.
2. Schedule field trips for AVANCE students to visit Stonewall campus at the end of the school year.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

1. Make sure teachers participate in the creation of CBA (Common Based Assessments).
2. Review teacher made assessments during PLC.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

1. Review data from 3 and 6 weeks assessments to update RtI, small groups and tutoring groups.
2. Incorporate classroom fluency checks to demonstrate student growth.
3. Establish student progress checks for self monitoring.

10: Coordination and integration of federal, state and local services and programs

1. Hold CPERC and staff meetings to problem solve needs of the campus.

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	4	1			\$0.00
3	1	2			\$0.00
Sub-Total					\$0.00
199 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
12	1	1			\$0.00
12	1	2			\$0.00
Sub-Total					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	DRA kits		\$2,000.00
1	1	1	Substitutes		\$7,000.00
1	2	2	Substitutes	2000	\$0.00
1	4	1	Instructional materials	11-6399	\$19,896.00
1	4	2			\$0.00
1	4	3	Substitutes	11-6112	\$30,220.00
1	4	4	Pay for teachers to tutor	11-6118	\$34,580.00
2	1	1			\$0.00

2	2	2			\$0.00
2	4	1	Instructional materials		\$15,000.00
5	1	1	Incentives	11-6499	\$5,000.00
9	1	3		61-6399	\$2,000.00
9	1	3		61-6499	\$2,000.00
10	1	2	PD	13-6411	\$6,000.00
Sub-Total					\$123,696.00
255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
10	1	2		13-6239	\$1,125.00
10	1	2		13-6411	\$1,125.00
Sub-Total					\$2,250.00
Grand Total					\$125,946.00