

Channelview Independent School District
Schochler Elementary School
2016-2017 Campus Improvement Plan



Mission Statement

Together we can create positive influences in the lives of our students to ensure their academic success.

Vision

At Schochler Elementary we:

treat every child and adult with respect.

- treat every child and adult with respect
- co-operate with colleagues in planning and implementing an appropriate educational program
- believe children can learn to be responsible for their behavior and that self-discipline is a desirable goal.
- believe everyone should be able to express his or her view, then accept team decisions.
- believe that parents are interested in the welfare of their children.
- communicate with parents frequently, involve them in our programs, and welcome their visits and inquiries.
- believe that the first years of school are critical for success or failure.
- strive to make school a positive experience.
- offer each child security, acceptance and understanding while striving to meet their individual and diverse educational needs.
- maintain high standards of personal and professional conduct.
- strive to make this campus a pleasant place to work.
- participate in professional and social activities of the school and the district.
- have high expectations of the faculty, staff, parents, and students.
- convey a high degree of support, encouragement, impartiality, knowledge, flexibility, and communication in order to ensure the success of our students.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	10
Staff Quality, Recruitment, and Retention	11
Curriculum, Instruction, and Assessment	13
Family and Community Involvement	14
School Context and Organization	15
Technology	16
Comprehensive Needs Assessment Data Documentation	17
Goals	19
Goal 1: Improve academic performance for all students.	19
Goal 2: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.	38
Goal 3: Improve student awareness of advanced academics and promote career awareness, exploration and preparation.	42
Goal 4: To provide 21st century skills and opportunities for students through the use of instructional technology	43
State System Safeguard Strategies	45
Federal System Safeguard Strategies	47
State Compensatory	48
Personnel for Schochler Elementary School:	48
Title I	49
Schoolwide Program Plan	49
Title I Personnel	50

Comprehensive Needs Assessment

Demographics

Demographics Summary

Channelview Independent School District is in unincorporated Harris County and it is part of a petrochemical complex in eastern Harris County. Schochler Elementary is one of thirteen campuses in the Channelview Independent School District. It has served the community since 1973. Our campus serves students in grades K-5 with a current enrollment of 535 students.

Demographic Data PEIMS reporting – TAPR					
Student Ethnicity Distribution:	2011	2012	2013	2014	2015
African American	4.4%	4.0%	5.2%	%	%
Hispanic	71.6%	78%	76.6%	%	%
Asian	1.0%	1.0%	0.6%	%	%
White	22.9%	17%	16.1%	%	%
American Indian/Alaskan	--	--	0.9%	%	%
Hawaiian/Pac. Islander	--	--	--	--	--
Economically Disadvantaged	79.4%	84%	85.2%	84.9%	%
Two or More	--	--	0.4%	--	%
Limited English Proficient (LEP)	42%	40%	42.5%	41.9%	%

Demographics Strengths

- Student attendance rate is high and comparable among all populations
- New enrollees to the district have numerous opportunities for academic intervention and demonstrate academic growth
- Special Education inclusion rate and academic success is increasing
- English Language Learner population is experiencing academic gains

Demographics Needs

- Our campus has a 21% mobility rate
- Transient students demonstrate large academic gaps
- All populations are struggling academically

Student Achievement

Student Achievement Summary

Where We've Been:

2014 Accountability Rating: Met Standard

STAAR Distinctions: None

Executive Summary

		All Students	African American	Hispanic	White	Econ Disadv	Special Ed	ELL
Reading	2014	62%	50%	62%	56%	57%	37%	61%
	2013	67%	-	72%	-	65%	60%	56%
	2012	88%	100%	88%	85%	87%	81%	85%
	2011	86%	87%	86%	87%	84%	64%	86%
	2010	85%	-	87%	79%	84%	67%	85%
Mathematics	2014	67%	67%	70%	38%	65%	43%	80%

	2013	76%	50%	82%	65%	76%	50%	88%
	2012	90%	60%	93%	85%	89%	78%	91%
	2011	89%	80%	90%	87%	87%	70%	94%
	2010	90%	-	91%	88%	88%	85%	87%
Writing	2014	62%	33%	63%	75%	56%	33%	61%
	2013	49%	43%	50%	44%	44%	60%	34%
	2012	63%	29%	50%	44%	44%	-	36%
	2011	92%	100%	92%	93%	93%	99%	91%
	2010	96%	-	96%	-	94%	90%	91%
Science	2014	51%	-	49%	67%	50%	25%	38%
	2013	69%	50%	69%	85%	68%	-	29%
	2012	60%	-	61%	65%	57%	57%	26%
	2011	86%	83%	83%	93%	80%	56%	62%
	2010	81%	-	79%	-	79%	67%	70%

Year	Attendance Rate	Mobility Rate	Retention Rate
2013-14	96.9%	23%	1%
2012-13	96.6%	23%	1%
2011-12	98.1%	21%	7%
2010-11	97.7%	20%	8%
2009-10	97.6%	20.1%	5%

Student Achievement Strengths

- Attendance rate has been maintained at a high percentage
- Writing Scores (CBA/STAAR) for ELL students demonstrate significant growth
- Math scores (CBA/STAAR) for Hispanic population have consistently demonstrated a high percentage of students being successful

Student Achievement Needs

- Failed to meet State system safeguards in Science

- Failed to meet federal safeguards Reading and Math
- Improve science instruction through the use of research based instructional strategies
- Increase inclusion rate for students receiving Special Education services
- Improve reading instruction through the use of research based instructional strategies
- Improve math instruction through the use of research based instructional strategies
- Monitoring of academic needs of all student populations
- Provide effective interventions and maintain adequate documentation for failing students

School Culture and Climate

School Culture and Climate Summary

Our campus continues to have a high daily average attendance rate. Efforts will continue to be made to maintain or improve the rate of attendance for all grade levels and populations.

The campus continues to see a decrease in the number of office referrals issued when compared to the previous school year. Our staff continues to implement a school wide Positive Behavior Intervention and Support System and will begin implementing a standardized (K-5) Positive Behavior Intervention and Support System within the classroom. Our staff is very Our primary focus will be reducing the incidents related to verbal aggression, physical aggression, and insubordination.

School Culture and Climate Strengths

Positive school climate, minimal behavior incidents and injuries on the campus for students and staff are low as a result of:

- consistent implementation of PBIS
- active supervision of students
- engaging activities being provided in the classroom
- an increase in participation by parents in campus parental involvement events and activities
- consistent and high expectations for all
- faculty and staff motivation and investment is high

School Culture and Climate Needs

The following are considered to be current needs:

- Revise mission and vision statement for the campus based on current student population and staff needs
- Increase the number of team building events provided for staff
- Reduce the number of incidents attributed to harassment - Students need to demonstrate respect of other's differences
- Frequency, severity and recurrence of discipline referrals for verbal and physical aggression are still a concern
- Provide student's with opportunities for after school engagement

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The demographic composition of our staff is:

7% African-American

54% Anglo

38% Hispanic

24% male

76% female

The average teaching experience is 10.8 years. The campus maintains a 100% employment rate of teachers and paraprofessionals that are Highly Qualified. The average daily attendance rate for staff is 98%.

Staff Quality, Recruitment, and Retention Strengths

- 100% HQ teachers and paraprofessionals
- 85% retention rate
- Professional Learning Communities are evident
- Teachers provided student accelerated instruction voluntarily
- 95% of teachers attended more than 12 hours of additional professional development
- New staff is provided with a support system
- Staff professional development needs are consistently met through campus, district, or external service providers

Staff Quality, Recruitment, and Retention Needs

- Teacher absences for extended periods of time negatively impacts instruction and student success
- Increase frequency of opportunities for Professional Learning Communities
- Improve effectiveness of Professional Learning Communities

- Minimize the stress created by campus, district, and state initiatives

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our staff continues to work diligently at increasing student success. The district curriculum is implemented consistently among most grade levels. The educational gaps created by the high mobility of our students is addressed through adjustment in pacing, sequence of presentation, and compacting of objectives.

Curriculum, Instruction, and Assessment Strengths

- The number of students served by the math and reading specialist is helping close academic gaps in both content areas
- Teachers have been provided with additional planning time per week and a common planning period to help with building consistency and communication.
- ELL transition students and former ELL students are demonstrating significant academic gains.
- The quality and quantity of TIER I interventions provided by classroom teachers is resulting in gains in student performance.

Curriculum, Instruction, and Assessment Needs

- Content area instruction needs to meet STAAR expectations, reading instruction/ use of balanced literacy activities not consistent in frequency and proficiency.
- There was a significant decrease in CBA/ STAAR reading, math, and science performance among all students
- Reading proficiency continues to impact students struggling with math concepts, problem solving, science concepts and content area vocabulary.
- Students did not meet standard or required gains in reading, math, and science
- Social studies TEKS performance is not actively evaluated at the district level and teachers have expressed a need to assess and track student progress.

Family and Community Involvement

Family and Community Involvement Summary

The campus had favorable responses experienced a increase in parental involvement. The number of activities provided by the campus has also increased.

Family and Community Involvement Strengths

- The campus has experienced an increase in percentage of parental involvement.
- The number of parental involvement opportunities provided by the campus has increased.
- Communication between home and school

Family and Community Involvement Needs

In an effort to continue improving parental involvement:

- the campus will provide different times for parental involvement activities
- provide parent training courses that support academic success
- additional communication with parents of struggling students (teachers do not follow up with difficult to reach parents)
- monitor attendance at parental involvement activities and parent conferences
- survey parents at conclusion of individual parental involvement activities
- increase visibility in the community

School Context and Organization

School Context and Organization Strengths

- Crisis management plan is well developed
- The district safety audit recommendations were implemented
- Drills were completed according to schedule and active supervision of students has increased
- The staff volunteer's time for after school activities
- There was an increase in monitoring of instruction and school-wide communication between home and school

School Context and Organization Needs

- The campus needs to minimize loss of instructional time due to multiple transitions
- Ancillary teachers need to integrate non-content area courses with core content curriculum objective in order to support student academic needs
- Provide additional accelerated instruction time for struggling students

Technology

Technology Strengths

- Every class on campus has a projector, document camera, a smart board, and multiple software programs available for use.
- The campus employs a paraprofessional to provide technology lessons and manage the computer lab and oversee use of software programs.
- Data analysis software has reduced the time required for teachers and staff to generate reports
- Teacher Access Center/Home Access Center allows parent and teacher to provide and receive timely feedback on student progress

Technology Needs

- The campus is in need of replacing aging computer equipment because it significantly reduces the effectiveness of software programs available
- Age of operating system and browser creates obstacles for teacher and student use
- Additional materials are required for maintenance of equipment
- Maintain teacher websites
- Integration of technology in instruction that impacts the effectiveness of instruction and increases student performance.

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
- 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
- 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
- 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

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Improve academic performance for all students.

Performance Objective 1: Improve academic performance of all students in English Language Arts, Math, Science, and Social Studies to meet or exceed the state average on assessments.

Evaluation Data Source(s) 1: TAPR Report, STAAR scores, Curriculum Based Assessments (CBA), DRA, iStation, SMI, ADA report






Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Provide professional development opportunities and consulting services for teachers that support the implementation of research based instructional strategies and interventions for At-risk students in all content areas. Monitoring Checkpoint: End of grading period	4, 9, 10	Campus administrators	Course descriptions, certificate of attendance, walkthrough data, evidence of implementation				
Funding Sources: 299 - Title I & II Pooled Funds - \$1500.00, 199 - SCE - \$2500.00, 199 - SCE - \$1000.00							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 2) Purchase instructional materials needed to support research based instructional strategies and programs for Reading/Language Arts, Math, Science, and Social Studies. Monitoring Checkpoint: Once per grading period	1, 2, 9	Administrators Reading Specialist, Math Specialist	Purchase Order, Inventory List				
Funding Sources: 299 - Title I & II Pooled Funds - \$4634.00, 199 - SCE - \$12470.00, 199 - SCE - \$10000.00							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 3) Purchase books for use in the Lending Library, AR, Literature Circles, classroom libraries, and nonfiction selections for science/math classrooms.	1, 2, 9	Administrators Reading Specialist Math Specialist	Purchase Order, Inventory List, circulation reports				

<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>4) Provide students with access to technology and computer assisted instruction in all content areas: Reading A-Z, RAZ-Kids, STAR Early Literacy, Accelerated Reader, I station, FFAST Math, Think Through Math, Edusmart</p>	1, 2, 9	Computer Lab Aide Reading Specialist Math Specialist	Purchase Order, Inventory List Software usage reports, student progress reports				
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 3 CSF 4</p> <p>5) Use a Balanced Literacy approach for reading and writing instruction.</p> <p>Students reading below grade level will receive guided reading sessions three - five times weekly for 15-20 minutes.</p> <p>Complete running records, fluency assessments, and comprehension assessments for struggling students, at minimum, once every two weeks.</p>	1, 2	Teachers Reading specialist	Lesson Plans, Student Running Records, Walk-Through, Observations				
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>6) Disaggregate data, conduct data conferences and implement targeted instructional interventions for all content areas.</p> <p>Monitoring check point: Once per grading period/ assessment administration:</p>	2, 8, 9	Teachers, Reading Specialist	Testing Data, Meeting Agenda, Sign-In Sheets and Minutes, instructional intervention plan				
<p align="center">State System Safeguard Strategy</p> <p>7) Adhere to the District Reading and Language Arts Curriculum, scope and sequence to teach TEKS objectives. Adjust and supplement as required to meet student needs.</p> <p>Students will engage in writing activities on a daily basis through a balanced literacy approach. A minimum of 30 minutes daily will be designated for writing. Supplement writing curriculum with Writing Academy and Empowering Writers strategies.</p> <p>Monitoring Checkpoint: Weekly</p>	1, 2, 3, 9	Teachers Campus Administrators	Observation, Lesson Plans				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>8) Provide accelerated instruction for at-risk and struggling students (RELA/Math/Science).</p> <p>Monitoring Checkpoint: Twice per grading period</p>	1, 2, 9, 10	Teachers, Reading Specialist	student attendance records, SSI Folders, intervention plans				
<p>9) Provide the services of a Reading Specialist and instructional aide in Reading Lab for Tier II and Tier III instruction and coaching</p> <p>Monitoring Checkpoint: Once per grading period</p>	2, 3, 9	Principal	Employee contract, Time sheets, Lesson Plans, student service schedule, intervention plan				
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>10) Use Response to Intervention process to identify student needs and interventions for accelerated instruction for struggling students</p> <p>Monitoring Checkpoint: Once per grading period</p>	1, 2, 8, 9	Counselor, Case managers	Meeting schedule, minutes and instructional plan				
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>11) Reading and Language Arts instructional time will be a minimum of 120 minutes K-5th grade.</p>	1, 2, 9	Teachers	Observation, student progress reports, Lesson Plans				
<p>12) All content area teachers will screen new enrollees to identify academic strengths and weaknesses within two weeks of enrollment</p> <p>Monitoring Checkpoint: Once per grading period</p>	9	Teachers	Enrollment record, screening data, intervention plan				
<p>13) All students will be provided with 45 mins of daily instructional intervention</p>	1, 9	Teachers	Lesson Plans, Data, grouping rosters				
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>14) Increase monitoring of classroom instruction for fidelity to curriculum, implementation research based strategies and teacher effectiveness.</p>	2, 9	Campus administrators	Observations				

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>15) Students will engage in writing activities on a daily basis through a balanced literacy approach. A minimum of 30 minutes daily will be designated for writing. Supplement writing curriculum with Writing Academy and Empowering Writers strategies.</p>		Teachers Reading Specialist	Lesson Plans, student work samples				
<p>16) Utilize a Full Time Math Specialist to provide instructional coaching for Tier I and Tier II and Tier III instruction for identified students</p>	1, 2, 9, 10	Campus Administrator	Contract, Schedule				
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>17) Provide a paraprofessional who will work under the supervision of a certified teacher to manage the computer lab and monitor CAI</p>	1, 2, 9	Campus administrator	Contract, schedule				
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>18) Provide accelerated instruction for struggling students who are at-risk of not mastering content area TEKS</p> <p>Monitoring Checkpoint: Grading period</p>	2, 9	Teachers	Lesson Plans, intervention plan, student attendance record				
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>19) Provide frequent opportunities for campus instructional specialists to collaborate with teachers</p> <p>Monitoring Checkpoint: Grading period</p>	2	Campus administrators	Schedule Sign In sheet and meeting minutes				
<p>20) Adhere to the district math curriculum and provide TEKS based instruction that utilizes the 5E instructional model, hands-on activities, provides differentiation, and develops problem solving, critical writing and critical reading.</p> <p>Monitoring Checkpoint: Weekly</p>	1, 2, 9	Teachers, Math Specialist	Daily Schedule, observations, Lesson Plans				

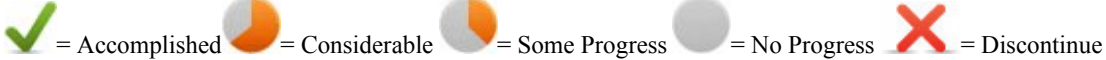
21) Adhere to the district science curriculum and provide TEKS based instruction that utilizes the 5E instructional model, hands-on activities, differentiation.	1, 2, 9	Teachers	Lesson Plans Walkthrough				
Critical Success Factors CSF 4 CSF 6 22) Provide student field trips that enhance the curriculum and are designed to increase student understanding and background knowledge.	2, 8	Campus Administrators, Team Leaders	Proposal, student attendance record, TEKS connections pre and post assessment				
23) Schedule PLC sessions to review student data, curriculum, lesson plans, activities, and make instructional adjustments in order to meet student needs in all content areas	2, 3, 5, 8	PLC Leader, Campus administrators	Schedule, meeting sign-in sheets and minutes				
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 24) Provide multiple opportunities for students to participate in hands-on labs and utilize lab equipment: In class: a minimum of twice weekly (K-5) In science lab: : K-2nd grade biweekly, 3rd-5th grade weekly.	1, 2	Teachers	Schedule				
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 25) Conduct a campus wide Science Fair: K-2nd grade - submit a class project, 3rd grade - submit group projects, 4th -5th grade classes - submit individual projects -One teacher per grade level will be involved in the planning	1, 2, 9	Science Fair Committee	Sign In sheets, Meeting Minutes				
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 6 CSF 7 26) Utilize a campus science instructional specialist to provide professional development for teachers and manage the science lab							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Improve academic performance for all students.

Performance Objective 2: Increase participation and improve the implementation of the GT program

Evaluation Data Source(s) 2: TAPR, schedules, rosters and PEIMS

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Provide daily GT instruction to all identified students. Monitor checkpoint: Once per grading period		GT Teacher					
2) Provide alternative method/criteria for identifying potential GT candidates for screening (creativity component, academic measures) in an effort to increase testing and identification of GT students							
3) All teachers will maintain their GT certification. Returning teachers and administrators- obtain 6 hour update New Teachers - obtain 30 hours within first year in CISD		Administrators					
4) Purchase instructional materials that support district GT curriculum initiatives							
5) Provide extra-curricular opportunities for GT student participation: field trips, competitions, exhibitions							
							

Goal 1: Improve academic performance for all students.

Performance Objective 3: Students who are served through intervention programs will be monitored for progress and improvement of performance on state assessment.

Evaluation Data Source(s) 3: TAPR, STAAR scores, Curriculum Based Assessments (CBA), DRA, iStation, and SMI

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Use TIER II and TIER III research based interventions for all students identified by the RtI committee.	2, 9	RtI Committee- Reading Specialist, Math Specialist, Behavior Specialist, and administrators	RtI Meeting Minutes				
2) Analyze campus and student data in order to identify student needs and required services. Monitoring checkpoint: Once per IPR/RC	2, 8, 9	Administrative Team	Meeting Minutes, RtI documentation				
3) Administer universal screeners for academics and behavior in accordance with district guidelines	2, 9	Teachers	Schedule, assessment results				
4) Adhere to district policy and procedures for RtI, administer Curriculum Based Assessments(CBA's) for progress monitoring, and provide appropriate documentation for referral of students for diagnostic testing.	2, 8, 9	Teachers, Campus administrators	RtI Meeting Minutes				
5) Provide motivational activities for students such as awards and names posted on bulletin board: Academic success and Attendance	2, 9	Teachers	Grade level action plan				
6) Host Jump Start Academy for students whose EOY scores indicate the potential for regression	2, 9	Principal	EOY scores				
7) Utilize established campus and district procedures for identification of Homeless, Migrant, and unaccompanied youth. Once identified staff will: Contact parent monthly -Provide support and related services -Include student in small group counseling -Monitor student progress	9	Counselor	District Verification/Coding Report				

8) Increase monitoring of student grades, teacher lesson plans, and parent communication.	2, 8, 9	Team Leader	Schedule, meeting agenda and minutes				
9) Conduct individual teacher conferences to discuss performance and interventions for students that have failing grades. Monitoring checkpoint: Once per nine weeks	2, 8, 9	Administrative Team	Schedule				
10) Teachers will conduct conference with parent/guardian of student who has failing grades and provide them with recommendations for accelerated instruction (once per IPR/RC). Monitoring checkpoint: Once per grading period by administrative team	2, 6, 9	Teachers	Schedule, parent conference report				
11) Provide Dyslexia services to students with an identified need. As well as instructional materials and professional development for teachers. Monitoring Checkpoint: Once per grading period	1, 2, 9	Reading Specialist	Student Attendance Log, PDA certificates, Purchase Order				
12) Students will participate in goal setting and self-monitoring of their progress in all content areas. Monitoring checkpoint: Once per IPR, RC, CBA/CA							

 = Accomplished
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue






Goal 1: Improve academic performance for all students.

Performance Objective 4: Hire and retain highly-qualified employees.

Evaluation Data Source(s) 4: EOY Survey, CNA Results/Recommendations, Eduphoria Report

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Attend local job fairs	3, 5	Campus Administrators	Job Fair Announcements, Copy of Registration				
2) Monitor and review applications of interested applicants on the district job board. All applicants have been pre-screened by the Human Resources department and have met the criteria for being considered highly qualified.	3	Campus Administrators	Job Board Print outs, Applications				
3) Monitor certification requirements and recertification dates for staff. Notify staff of expiration date and provide reminders to ensure that all certifications remain current.	3	Campus Administrators	Copies of Certificates and correspondence				
4) Provide staff with remote access to Eduphoria for maintenance of curriculum, lesson plans, T-TESS, professional development and other documentation purposes.	3	Campus Administrators	Eduphoria log in issued				
5) Utilize the established action plan for certifying a teacher and/or paraprofessional who does not meet the Highly Qualified requirements	3	Campus Administrators	Action Plan				
6) Provide teachers with a listing of professional development activities provided by CISD. Highlight the areas that pertain to their assignment and encourage them to attend . Use Eduphoria - Workshop to monitor courses that staff have enrolled in and attended. Monitoring checkpoint: Monthly		Campus Administrators	Eduphoria - Workshop Listings and Registration report				
7) Provide team building activities to promote a positive school culture.		Campus Administrators School Improvement Team	schedule, event list, attendance sheet				

8) Conduct monthly core content are meetings to ensure vertical alignment and opportunities for dialogue among staff.		Reading Specialist Math Specialist Behavior Specialist Science Specialist	Schedule, sign-in sheets, agenda, minutes				
9) Conduct grade level meetings with administrators once per grading period in order to address grade level concerns.		Campus Administrators Team Leader	Schedule, sign-in sheets, agenda, minutes				
10) Implement School Improvement Teams to work on campus goals and activities so that all staff has the opportunity to become an active participant in the decision making process. Monitoring Checkpoint: Monthly		School Improvement Team Members	Schedule, sign-in sheets, agenda, minutes				
11) Continue to dedicate funds for payroll costs to maintain employment of highly effective personnel to help increase student performance.							
Funding Sources: 299 - Title I & II Pooled Funds - \$70257.00, 199 - SCE - \$118503.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							






Goal 1: Improve academic performance for all students.

Performance Objective 5: Continue to promote and develop opportunities to increase parental involvement, foster a strong home-school partnership resulting in increased student achievement.

Evaluation Data Source(s) 5: Student Performance Data, Parent Survey, Staff survey

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Utilize a web-based monitoring system for parents to view student grades, attendance and discipline (E-school Home Access Center)	2, 6	Teachers	Parent enrollment, access logs				
2) Create and distribute one grade level parental involvement document / newsletter per nine weeks. Documents will be provided in English and Spanish	6	Team Leader	Copy work request form, copy of newsletter on file				
3) Post event reminders on the school marquee and on the campus calendar on the district website Campus representative will develop a team schedule for updating marquee. Monitoring Checkpoint: Monthly.		Campus Calendar Representative	Posting Request Form, picture of marquee or website posting				
4) Post pictures and articles about campus events on the district and campus website.	6	Campus Calendar Representative	Posting Request Form, picture of marquee or website posting				
5) Host parental involvement activities such as: annual title I meeting, evaluation and review of school compact/parental involvement policy, orientation, curriculum and assessment requirements review, academic nights(reading, science, math), and extra curricular events (CATCH, Fine Arts Festival, Music Programs). Monitoring Checkpoints: Monthly	6	Campus Administrators School Improvement Teams	Agenda, Schedule				

6) Conduct parent education presentations once per nine weeks	6	Campus Administrators Parenting Partners Team	Agenda, Schedule				
Funding Sources: 299 - Title I & II Pooled Funds - \$2500.00, 299 - Title I & II Pooled Funds - \$1000.00, 299 - Title I & II Pooled Funds - \$624.00							
7) Provide training for teachers and parents on conducting parent conferences, parental involvement, and effective communication	4, 6	Campus Administrators Counselor	Agenda, Sign-in sheet, and evidence of implementation				
8) Provide student agendas (K-5th grade) for daily communication between home and school Monitoring Checkpoint: Twice per grading periods	1, 2, 6, 9	Campus Administrators Team Leaders	Purchase Order				
9) Encourage parents to participate on district level committees and activities by announcing opportunities and providing reminders via school messenger, the marquee, and distribution of school-wide notes.	6	Campus Administrators	Announcements Reminders				
10) Conduct a minimum of two parent conferences per student.	6	Teachers	Schedule, sign-in sheets, conference documentation				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Improve academic performance for all students.

Performance Objective 6: Provide a safe and healthy learning and working environment for students, employees and parents.


Evaluation Data Source(s) 6: Student data, Discipline report, Raptor Log, Campus Inspection report, Clinic Log, Badge Log Book, Monthly summary, Summary of weekly camera reviews, Certificate

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
<p>1) Reduce the discipline referrals for aggression by 20% from the previous school year through the use of a Positive Behavior Support System and classroom guidance</p> <p>Monitoring checkpoint: Once per grading period</p>	1	Campus Administrators PBIS Team	Action Plan EOY Discipline Report				
<p>2) Use an RtI system for identifying student needs and providing behavioral interventions that includes Individualized Discipline Plans and Behavior Improvement Plans for targeted students</p> <p>Monitoring checkpoint: Monthly</p>	1	Campus Administrators RtI Committee	Individual student plan written				
<p>3) Provide training on code of conduct, discipline and effective classroom/behavioral management for parents and staff</p>	4	Campus Administrators	Schedule, sign-in sheets and agenda				
<p>4) Provide incentives to support an inclusive program for students with emotional and behavioral disorders</p> <p>Monitoring Checkpoint: Once per grading period</p>		Behavior Specialist PASS staff	Purchase Order				
<p>5) Maintain all facilities in good working condition. Notify maintenance department of repairs immediately.</p> <p>Staff submits building repair requests to campus administration.</p> <p>Campus administrator will submit all maintenance work order within 24 hours.</p>		Campus Administrators	Repair Requisition, Inspection Log				

<p>6) Faculty, staff, and students wear ID badges. Implement use of ID badges for regular visitors on campus.</p> <p>Staff with lost/forgotten ID badge will wear a temporary raptor badge</p>		<p>Campus Administrators Team Leaders</p>	<p>Distribution Report</p>				
<p>7) Utilize procedures that maintain a low injury rate in common areas: -One student per class goes to the bathroom at a time -Provide structured PE and recess activities -Staff actively monitors playground and adheres to PBIS playground rules</p>		<p>Teachers</p>	<p>Observation</p>				
<p>8) Visitors and substitutes are required to sign in and out via RAPTOR and campus log, be issued and wear a visitor badge or wear a CISD badge.</p> <p>Anyone without a badge or pass will be escorted to front office by staff member.</p>		<p>Front Office Clerk</p>	<p>Sign In Sheet</p>				<p>Funding Sources: 199 - Local Funds - \$700.00</p>
<p>9) Anyone picking up a student must have their ID scanned through RAPTOR, be listed as an emergency contact and have written parental consent.</p>		<p>Front Office Staff</p>	<p>Procedural Action Plan</p>				
<p>10) School Hours and Visitor procedures are posted by all exterior doors. Students are taught not to open exterior doors for anyone, to notify an adult if someone is seeking entry, and identify areas where they are not permitted without an adult.</p> <p>Drills will be conducted by classroom teachers.</p> <p>Monitoring Checkpoint: Monthly</p>		<p>Campus Administrators Team Leaders</p>	<p>Signs posted Weekly drill log</p>				
<p>11) Team Leaders will be provided keys to exterior door for team member re-entry into building.</p> <p>Doors will not be propped open -Signs posted on interior side of door.</p> <p>Staff will enter through the front door upon arrival and departure from campus.</p>		<p>School Team Leaders</p>	<p>Key sign out sheet</p>				
<p>12) Maintain a Core Team trained in TBSI protocol, policy, and procedures.</p> <p>Provide TBSI training opportunities so that 100% of staff members can complete TBSI modules during 1st grading period.</p> <p>Monitoring Checkpoint: End of 1st grading period</p>	<p>2, 4</p>	<p>Campus Administrators</p>	<p>Training schedule</p>				

13) Continue to implement recommendations from the HCDE Safety Audit. Monitoring checkpoint: Monthly		Campus Administrators	Safety Audit Report, Action Plan				
14) Provide a coordinated school health and physical activity program. Participate in monthly CATCH and wellness activities for students and staff. Purchase supplies and materials to support initiative. Monitoring Checkpoint: End of Grading Period		Principal	Lesson Plans, Schedule of events/activities				
15) Review and Update Crisis Management Plan Monitoring Checkpoint: Once per grading period		Campus Administrators	Schedule				
16) Post evacuation maps in all classrooms and offices. Identify: Primary and secondary evacuation routes and Severe weather safe locations. Monitoring Checkpoint: Once per grading period		Campus Administrators	Action Plan				
17) Conduct crisis drills in accordance with district policy (fire, disaster, shelter-in-place, intruder, etc.) False alarms to be treated as emergency practice drills. Schedule all drills on campus activity calendar. Teachers use red/green card Debrief following each event and update procedures as needed.		Assistant Principal	Schedule				
18) Provide a first aid kit for each team and for the cafeteria staff. To be taken to playground and disaster drills and inspected monthly.		Nurse	Purchase Order				
19) Monitor weather/Disasters by use of weather radio alert system.		Front Office Staff	Purchase Order				
20) Provide: -CPR/AED/First Aid training for campus employees biannually -Maintain a list of all CPR/AED certified personnel - Yearly maintenance of AED and restocking of AED Pads - Post signs indicating where AED units are located.		Nurse	Action Plans Purchase Order				
Funding Sources: 199 - Local Funds - \$200.00							






21) Maintain two-way radios used by grade level staff for communication with front office during recess/crisis events		School Secretary	Inventory				
22) Maintain Playground Equipment and replace fall safe material under and around playground equipment.		Campus Administrators	Purchase Order				
23) Follows procedures for injured/ill students: Students with head injuries, nose bleeds or vomiting will be escorted to the clinic by an adult. Any student with a head injury/hit in the head must be seen by the nurse immediately following the incident. The nurse will assess the injury and will notify the parent		Teachers	Request for Clinic visit				
24) All staff members are to lock doors when leaving the classroom unattended and when leaving building after school hours.		Campus Administrators Team Leaders	Observation				
25) Provide teacher training in use of fire extinguishers and conduct inspections of safety equipment. -Annual inspection of fire extinguishers -Monthly inspection of flashlights and batteries or repair as needed		Campus Administrators	Inspection Report				
26) Emergency code packets, which include evacuation procedures, must be posted by exit/door in classrooms and/or offices Monitoring Checkpoint: Monthly		Front Office Staff	Action Plan				
							

Goal 1: Improve academic performance for all students.

Performance Objective 7: Effectively utilize counselors to promote social, emotional, and academic health of the students.

Evaluation Data Source(s) 7: Meeting, Agenda, Student Schedules, Registration, AVID Implementation Plan, Certificate of training completion, TAPR

Summative Evaluation 7:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Provide campus wide bully prevention and campus wide aggression/harassment prevention and awareness activities activities	2	Counselor	Schedule, Agenda				
Funding Sources: 199 - Local Funds - \$1000.00							
2) Provide individual or small group counseling to support students that exhibit emotional, behavioral or social issues.	2	Counselor	Schedule				
Monitoring checkpoint: Monthly Funding Sources: 199 - Local Funds - \$200.00							
3) Provide drug free and abuse prevention awareness activities	2	Counselor	Schedule				
Monitoring checkpoint: Monthly							
4) Implement a campus wide guidance curriculum		Counselor	Schedule, K-5 scope and sequence				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Improve academic performance for all students.

Performance Objective 8: Implement and monitor State/Federal Program requirements to maintain campus compliance.

Evaluation Data Source(s) 8: NCLB Compliance Report, Campus Title I Documentation Checklist, EOY Program Evaluation Results/Recommendations, Plan4Learning EOY Assessment Results

Summative Evaluation 8:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Campus Education Improvement Committee will meet quarterly to review student performance, strategy implementation, strategy effectiveness, and budget alignment		CEIC Chairperson	Meeting schedule, agenda, minutes, and sign-in sheet				
2) Campus Leadership Team will participate in a monthly review of the TAIS plan, accountability, and reporting requirements		Campus Principal	Meeting schedule, agenda, minutes, and sign-in sheet				
							

Goal 1: Improve academic performance for all students.

Performance Objective 9: Increase student attendance from 96.3% to 99%

Evaluation Data Source(s) 9: ADA reports, attendance audit report

Summative Evaluation 9:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Conference with parents of students who leave during the instructional day more than 10% of instructional days in a grading period.	6	Assistant Principal	Attendance Report Raptor check out				
2) Provide grade level incentive program to reward perfect attendance once per nine week grading period. To include: tangible and non-tangible rewards Monitoring Checkpoint: Once per nine weeks		Teachers	Incentive Plan				
Funding Sources: Additional Funds to be Added - \$150.00							
3) Provide campus incentive program to reward students for perfect attendance per nine weeks and annually: Such as pencils, dress code passes, "AttenDance", ribbons, Fun Fridays Monitoring Checkpoint: Once per nine weeks		Assistant Principal	Action Plan				
Funding Sources: 199 - Local Funds - \$200.00							
4) Utilize interventions to target students who have high rate of absenteeism or tardies: -conference with parents -positive reinforcement -use of district disciplinary options Monitoring Checkpoint: Monthly	6	Assistant Principal	Attendance Report Raptor check out				
5) Provide ongoing, consistent communication with parents regarding the district and campus attendance and tardy policies along with letters to parents tracking their child's attendance. Monitoring Checkpoint: Monthly	6, 9	Assistant Principal	Attendance Report				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							






Goal 2: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

Performance Objective 1: Students in Special Education shall improve their performance in Reading/ELA, Math, Science and Social Studies to address system safeguards missed along with PBMAS Indicators

Evaluation Data Source(s) 1: TAPR, PBMAS, PEIMS submissions, Implementation Schedule

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
<p>State System Safeguard Strategy</p> <p>1) Administer district assessments to to measure growth on grade level TEKS.</p>	1, 2	Teachers	Lesson Plans, CBA scores				
<p>2) Verify accuracy of PEIMS coding for all Special Services students.</p> <p>Monitoring Checkpoint: Once per month</p>		Diagnostician, PEIMS clerk, Counselor	ARD minutes, special services spreadsheet				
<p>State System Safeguard Strategy</p> <p>3) Provide professional development opportunities for teachers that support the implementation of campus, district, and state initiatives.</p>	4	Campus Administrator	Schedule, course description, Purchase Order, certificate of attendance, evidence of implementation				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Schedule general education core content instruction to increase inclusion time.</p> <p>Minimum of 30 minutes in-class support during general education instruction per content area for math, reading, science and language arts instruction.</p>	2, 8	Case Manager, Teachers	Schedule, grades				
<p>5) Verify and monitor provision of instructional accommodations.</p> <p>Monitoring checkpoint: Once per grading period</p>		Case Manager Teachers	ARD minutes, observation, work samples				
<p>6) Provide appropriate supplemental materials for district and state assessments.</p>		Campus Testing Coordinator	ARD document page Test Hound accommodations page				

7) Increase opportunities for students in the Adaptive Behavior Class to interact with their grade level peers. Monitoring checkpoint: Once per grading period	2	Teacher	Schedule				
State System Safeguard Strategy Critical Success Factors CSF 1 8) Purchase supplemental instructional materials for special education students in order to increase accessibility to general education and support the implementation of research based instructional strategies and programs. Monitoring Checkpoint: Once per grading period	1, 2, 9, 10	Campus Administrators	Purchase Order, inventory, observation				
9) Meet with case managers to review student data. Monitoring Checkpoint: IPR/RC		Case Managers	Schedule and meeting minutes				
10) Provide accelerated instruction for students who fail to make adequate progress toward grade level IEP goals.		Case Manager Teachers	Schedule, attendance log, student performance data				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

Performance Objective 2: English Language Learners shall improve their performance in Reading/ELA, Math, Science and Social Studies to address system safeguards missed along with PBMAS Indicators

Evaluation Data Source(s) 2: TAPR, PBMAS, TELPAS, PEIMS submissions

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Ensure accurate PEIMS coding of all ELL students. Monitoring Checkpoint: Monthly		ELL Clerk	PEIMS submission				
2) Monitor implementation of Building Academic vocabulary strategies, Differentiation of instruction, ELPS, and Sheltered Instruction Plus to meet ELL students' needs		Campus Administrators	Lesson plans, observations, walk-throughs				
3) Use IPT and TELPAS data to appropriately place ELL students in class and to develop effective instructional goals for students. Students who have failed to demonstrate adequate growth in their English Language development for the previous year will require action plan with instructional strategies.		Teachers	LPAC minutes, TELPAS score report, intervention plans				
4) Provide LEP clerk with supplies (blue paper, folder, ink, labels) in order to ensure accurate ELL documentation and extra duty pay for auditing and updating folders at the end of the year.		Campus Administrator	PEIMS submission				
5) Provide access to technology software and hardware resources that promote language acquisition		Campus Administrators Teachers	Purchase Order, schedule, usage report, progress report				
6) Provide accelerated instruction and purchase supplemental instructional materials to address the academic and linguistic needs of ELL students		Campus Administrators Teachers	Purchase order, inventory, TELPAS and IPT summary report				
Funding Sources: 263 - Title III - \$1000.00, 263 - Title III - \$750.00, 263 - Title III - \$4599.00, 263 - Title III - \$99.00							

7) Provide professional development opportunities and consulting services for teachers to support district and campus initiatives that address ELL student needs		Campus Administrators	Course descriptions, certificate of attendance, evidence of implementation				
8) Increase monitoring of instruction and academic progress of ELL students.		Campus Administrators	Student monitoring sheets, documentation of interventions, walk through data				






 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 3: Improve student awareness of advanced academics and promote career awareness, exploration and preparation.

Performance Objective 1: Students will participate in activities that promote college and career awareness.

Evaluation Data Source(s) 1: Student surveys, Career Assessments

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Provide parents with information regarding the changes in the curriculum and the level of development required of students for success in college and the workplace. Monitoring checkpoints: Once per semester		Teachers	Schedule, meeting agenda, minutes, and sign-in sheet				
2) Host Career on Wheels (K-2) and Career Fair (3rd-5th) Monitor monthly		Counselor School Improvement Team	Calendar, event photos, student surveys				
3) Host College/University Month: -Spotlight a college/university on the daily announcements -Staff college/university displays -College Spirit Day		Counselor	Photos of events				
4) 5th grade parents will be provided with information on Pre-AP courses		Campus Administrators	Presentation Agenda, flyer, photos				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							






Goal 4: To provide 21st century skills and opportunities for students through the use of instructional technology

Performance Objective 1: Provide the necessary technology resources to support effective teaching and learning and to increase the integration of technology.

Evaluation Data Source(s) 1: Student Performance, student usage reports, teacher surveys

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
<p>1) Provide infrastructure and network resources to support the effective use of technology.</p> <ul style="list-style-type: none"> -Secure adequate bandwidth to meet campus needs -Relocate or add access points to eliminate WiFi dead zones -Implement an efficient management system for iPads, IRS, and iPods 		Campus Administrators	school dude report, inventory				
<p>2) Integrate technology into teaching and learning. Teachers will:</p> <ul style="list-style-type: none"> -seek out and attend training on iPad use, united streaming, smart boards, and individual student response systems. -participate in IT Apps Program -participate in one technology training per grading period and provide evidence of implementation -integrate Technology TEKS into content area curriculum -Provide students with weekly use of technology in a variety of settings to create open-ended products 		Teachers	Lesson plans, walk-through data				

<p>3) Provide the necessary technology tools for effective teaching and learning.</p> <p>-Purchase and replace equipment so that each classroom has a projector, smart board, document camera, instructional work station and tablet.</p> <p>- Create a technology replacement plan to meet campus needs (4:1)</p> <p>-Purchase an additional iPad cart (24 ipads) for classroom use</p>	<p>Campus Administrators</p>	<p>Purchase Orders, inventory, lesson plans, walk-through data</p>				
<p>Funding Sources: 299 - Title I & II Pooled Funds - \$17500.00</p>						
<p>4) Support effective communication utilizing technology resources.</p> <p>-Teacher websites will remain current</p> <p>-Google Apps will be used consistently by all staff</p> <p>-Social Media Apps (Remind, Twitter, Facebook) will be used for parent and staff communication</p> <p>-Provide a parent station in the front office for access to HAC, surveys, website access</p> <p>Campus Webmaster will maintain campus website</p>	<p>Campus Administrator Teachers Campus Webmaster</p>	<p>Teacher webpages posted, Staff surveys, parent surveys, screenshots of postings, usage reports</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Purchase instructional materials needed to support research based instructional strategies and programs for Reading/Language Arts, Math, Science, and Social Studies. Monitoring Checkpoint: Once per grading period
1	1	3	Purchase books for use in the Lending Library, AR, Literature Circles, classroom libraries, and nonfiction selections for science/math classrooms.
1	1	4	Provide students with access to technology and computer assisted instruction in all content areas: Reading A-Z, RAZ-Kids, STAR Early Literacy, Accelerated Reader, I station, FFAST Math, Think Through Math, Edusmart
1	1	5	Use a Balanced Literacy approach for reading and writing instruction. Students reading below grade level will receive guided reading sessions three - five times weekly for 15-20 minutes. Complete running records, fluency assessments, and comprehension assessments for struggling students, at minimum, once every two weeks.
1	1	6	Disaggregate data, conduct data conferences and implement targeted instructional interventions for all content areas. Monitoring check point: Once per grading period/ assessment administration:
1	1	7	Adhere to the District Reading and Language Arts Curriculum, scope and sequence to teach TEKS objectives. Adjust and supplement as required to meet student needs. Students will engage in writing activities on a daily basis through a balanced literacy approach. A minimum of 30 minutes daily will be designated for writing. Supplement writing curriculum with Writing Academy and Empowering Writers strategies. Monitoring Checkpoint: Weekly
1	1	10	Use Response to Intervention process to identify student needs and interventions for accelerated instruction for struggling students Monitoring Checkpoint: Once per grading period
1	1	11	Reading and Language Arts instructional time will be a minimum of 120 minutes K-5th grade.
1	1	14	Increase monitoring of classroom instruction for fidelity to curriculum, implementation research based strategies and teacher effectiveness.
1	1	15	Students will engage in writing activities on a daily basis through a balanced literacy approach. A minimum of 30 minutes daily will be designated for writing. Supplement writing curriculum with Writing Academy and Empowering Writers strategies.
1	1	17	Provide a paraprofessional who will work under the supervision of a certified teacher to manage the computer lab and monitor CAI
1	1	18	Provide accelerated instruction for struggling students who are at-risk of not mastering content area TEKS Monitoring Checkpoint: Grading period
1	1	19	Provide frequent opportunities for campus instructional specialists to collaborate with teachers Monitoring Checkpoint: Grading period

Goal	Objective	Strategy	Description
1	1	24	Provide multiple opportunities for students to participate in hands-on labs and utilize lab equipment: In class: a minimum of twice weekly (K-5) In science lab: : K-2nd grade biweekly, 3rd-5th grade weekly.
1	1	25	Conduct a campus wide Science Fair: K-2nd grade - submit a class project, 3rd grade - submit group projects, 4th -5th grade classes - submit individual projects -One teacher per grade level will be involved in the planning
1	1	26	Utilize a campus science instructional specialist to provide professional development for teachers and manage the science lab
2	1	1	Administer district assessments to to measure growth on grade level TEKS.
2	1	3	Provide professional development opportunities for teachers that support the implementation of campus, district, and state initiatives.
2	1	4	Schedule general education core content instruction to increase inclusion time. Minimum of 30 minutes in-class support during general education instruction per content area for math, reading, science and language arts instruction.
2	1	8	Purchase supplemental instructional materials for special education students in order to increase accessibility to general education and support the implementation of research based instructional strategies and programs. Monitoring Checkpoint: Once per grading period

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Purchase instructional materials needed to support research based instructional strategies and programs for Reading/Language Arts, Math, Science, and Social Studies. Monitoring Checkpoint: Once per grading period
1	1	3	Purchase books for use in the Lending Library, AR, Literature Circles, classroom libraries, and nonfiction selections for science/math classrooms.
1	1	4	Provide students with access to technology and computer assisted instruction in all content areas: Reading A-Z, RAZ-Kids, STAR Early Literacy, Accelerated Reader, I station, FFAST Math, Think Through Math, Edusmart
1	1	5	Use a Balanced Literacy approach for reading and writing instruction. Students reading below grade level will receive guided reading sessions three - five times weekly for 15-20 minutes. Complete running records, fluency assessments, and comprehension assessments for struggling students, at minimum, once every two weeks.
1	1	6	Disaggregate data, conduct data conferences and implement targeted instructional interventions for all content areas. Monitoring check point: Once per grading period/ assessment administration:
1	1	10	Use Response to Intervention process to identify student needs and interventions for accelerated instruction for struggling students Monitoring Checkpoint: Once per grading period
1	1	11	Reading and Language Arts instructional time will be a minimum of 120 minutes K-5th grade.
1	1	14	Increase monitoring of classroom instruction for fidelity to curriculum, implementation research based strategies and teacher effectiveness.
1	1	17	Provide a paraprofessional who will work under the supervision of a certified teacher to manage the computer lab and monitor CAI
1	1	18	Provide accelerated instruction for struggling students who are at-risk of not mastering content area TEKS Monitoring Checkpoint: Grading period
1	1	19	Provide frequent opportunities for campus instructional specialists to collaborate with teachers Monitoring Checkpoint: Grading period

State Compensatory

Personnel for Schochler Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Blanca Villarreal	Instructional Aide - Computer Lab	SCE	1.0
Gloria Diaz	Instructional Aide - Reading Lab	SCE	1.0
Rosalyn Thierry	Reading Specialist	SCE	1.0

Title I

Schoolwide Program Plan

Allocation: \$ 68,771

Schochler Elementary provides a school wide program which incorporates a wide variety of instructional strategies and models. The majority of Title I services are provided within an in-class model thus minimizing the removal of children from the regular classroom. Teachers use research-based strategies, flexible grouping, and differentiated instruction to address the needs of all students.

Our program permits us to use Title I funds along with other federal, state, and local resources to enhance the entire educational program of the school and raise the academic achievement of all students.

Our campus identifies individual needs based on an annual needs assessment and on-going evaluation. This data helps us determine how to most effectively utilize our Title I allocation. Funds are also used for professional development activities that include before/after school meetings/workshops, curriculum study groups, hiring of consultants, and attendance at conferences. In addition, funds are used to provide the services of a math instructional specialist and to purchase various instructional materials, update technology and software, provide extended learning opportunities, supplemental academic enrichment activities and support parent involvement activities.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Trina Booker	Math Specialist	Title I	1.0