

Channelview Independent School District
Schochler Elementary School
2018-2019 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Schochler Elementary is one of thirteen campuses in the Channelview Independent School District located in Channelview, Texas. Schochler Elementary has served the community since 1973. Our campus serves Kindergarten through fifth grade students. Our current enrollment is 535 students.

	Year	Asian	African American	American Indian	Hispanic	White	Econ Disadv	Special Ed	ELL
Ethnicity	2018	1.5%	5.2%	0.3%	78.0%	13.0%	91.0%	11.0%	40.9%
	2017	0.0%	4.5%	0.8%	78.0%	14.0%	86.6%	9.0%	40.7%
	2016	1.7%	3.4%	0.8%	78.4%	14.7%	83.2%		43.2%
	2015	1.1%	3.9%	20.0%	77.5%	16.0%	83.3%	8.5%	38.0%
	2014	1.3%	4.7%	0.0%	77.9%	14.7%	84.9%		41.9%

Year	Attendance Rate	Mobility Rate
2017-18		
2016-17		
2015-16	96.9	18%
2014-15	96.8	21%
2013-14	97%	22%

Demographics Strengths

- Student attendance rate is high and comparable among all populations.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students exhibit educational deficits in basic reading and basic math skills. **Root Cause:** High mobility rate prevents students from building a strong foundation.

Student Achievement

Student Achievement Summary

2018 Accountability Rating: Met Standard	STAAR Distinctions: None
2017 Accountability Rating: Met Standard	STAAR Distinctions: None
2016 Accountability Rating: Met Standard	STAAR Distinctions: None
2015 Accountability Rating: Met Standard	STAAR Distinctions: None
2014 Accountability Rating: Met Standard	STAAR Distinctions: None

Executive Summary

	Year	All Students	African American	Hispanic	White	Econ Disadv	Special Ed	ELL
Reading	2018							
	2017	69%	-	67%	82%	68%	28%	63%
	2016	68%	-	69%	55%	68%	38%	69%
	2015	77%	100%	76%	78%	76%	78%	77%
	2014	71%	60%	72%	65%	68%	61%	73%
Mathematics	2018							
	2017	76	-	76%	79%	76%	36%	77%
	2016	66%	-	68%	58%	67%	21%	66%
	2015	-	-	-	-	-	-	-
	2014	73%	60%	76%	54%	72%	46%	86%

	2018							
Writing	2017	52%	-	50%	60%	51%	-	41%
	2016	61%	-	62%	45%	61%	-	57%
	2015	61%	-	61%	-	60%	-	59%
	2014	61%	-	62%	67%	57%	-	58%

	2018							
Science	2017	56%	-	56%	-	57%	-	43%
	2016	54%	-	56%	-	56%	-	50%
	2015	58%	-	53%	69%	56%	83%	33%
	2014	48%	-	69%	80%	48%	-	38%

Year	Attendance Rate	Mobility Rate
2017-18		
2016-17		
2015-16	96.9	18%
2014-15	96.8	21%
2013-14	97%	22%

Student Achievement Strengths

- New enrollees to the district have numerous opportunities for academic intervention.
- Special Education inclusion rate and academic increased.
- English Language Learner population is experiencing academic gains.

Comprehensive Needs Assessment Data Documentation

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

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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>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. To include support for the implementation of the AVID program strategies.</p> <p>Monitoring Checkpoint: End of grading period</p>	Campus administrators	Course descriptions, certificate of attendance, walkthrough data, evidence of implementation				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>2) Purchase instructional materials needed to support research based instructional strategies and programs for Reading/Language Arts, Math, Science, Social Studies, and the implementation of AVID.</p> <p>Monitoring Checkpoint: Once per grading period</p>	Administrators Reading Specialist, Math Specialist	Purchase Order, Inventory List				

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>3) Purchase books for use in the Lending Library, AR, Literature Circles, classroom libraries, and nonfiction selections for science/math classrooms.</p>	Administrators Reading Specialist Math Specialist	Purchase Order, Inventory List, circulation reports				
<p>Comprehensive Support Strategy Targeted Support Strategy 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>	Computer Lab Aide Reading Specialist Math Specialist	Purchase Order, Inventory List Software usage reports, student progress reports				
<p>Comprehensive Support Strategy Targeted Support Strategy 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>	Teachers Reading specialist	Lesson Plans, Student Running Records, Walk-Through, Observations				
<p>Comprehensive Support Strategy Targeted Support Strategy 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>	Teachers, Reading Specialist	Testing Data, Meeting Agenda, Sign-In Sheets and Minutes, instructional intervention plan				

<p align="center">Comprehensive Support 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>	<p>Teachers Campus Administrators</p>	<p>Observation, Lesson Plans</p>				
<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>	<p>Teachers, Reading Specialist</p>	<p>student attendance records, SSI Folders, intervention plans</p>				
<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>	<p>Principal</p>	<p>Employee contract, Time sheets, Lesson Plans, student service schedule, intervention plan</p>				
<p align="center">Comprehensive Support Strategy Targeted Support Strategy 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>	<p>Counselor, Case managers</p>	<p>Meeting schedule, minutes and instructional plan</p>				
<p align="center">Comprehensive Support Strategy Targeted Support Strategy 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>	<p>Teachers</p>	<p>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 Monitoring Checkpoint: Once per grading period	Teachers	Enrollment record, screening data, intervention plan				
13) All students will be provided with 45 mins of daily instructional intervention	Teachers	Lesson Plans, Data, grouping rosters				
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 7 14) Increase monitoring of classroom instruction for fidelity to curriculum, implementation research based strategies and teacher effectiveness.	Campus administrators	Observations				
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 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.	Teachers Reading Specialist	Lesson Plans, student work samples				
16) Utilize a Full Time Math Specialist to provide instructional coaching for Tier I and Tier II and Tier III instruction for identified students	Campus Administrator	Contract, Schedule				
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 17) Provide a paraprofessional who will work under the supervision of a certified teacher to manage the computer lab and monitor CAI	Campus administrator	Contract, schedule				

<p align="center">Comprehensive Support Strategy Targeted Support 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>	Teachers	Lesson Plans, intervention plan, student attendance record				
<p align="center">Comprehensive Support Strategy Targeted Support 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>	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>	Teachers, Math Specialist	Daily Schedule, observations, Lesson Plans				
<p>21) Adhere to the district science curriculum and provide TEKS based instruction that utilizes the 5E instructional model, hands-on activities, differentiation.</p>	Teachers	Lesson Plans Walkthrough				
<p align="center">Critical Success Factors CSF 4 CSF 6</p> <p>22) Provide student field trips that enhance the curriculum and are designed to increase student understanding and background knowledge.</p>	Campus Administrators, Team Leaders	Proposal, student attendance record, TEKS connections pre and post assessment				
<p>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</p>	PLC Leader, Campus administrators	Schedule, meeting sign-in sheets and minutes				

<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4</p> <p>24) Provide multiple opportunities for students to participate in hands-on labs and utilize lab equipment:</p> <p>In class: a minimum of twice weekly (K-5)</p> <p>In science lab : K-2nd grade biweekly, 3rd-5th grade weekly.</p>	Teachers	Schedule				
<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4</p> <p>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</p> <p>-One teacher per grade level will be involved in the planning</p>	Science Fair Committee	Sign In sheets, Meeting Minutes				
<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 6 CSF 7</p> <p>26) Utilize a campus science instructional specialist to provide professional development for teachers and manage the science lab</p>						
<p>27) EXPENDITURE REFERENCE 6100: Provide personnel based on identified needs from the CNA in order to assist and improve student academic achievement</p>						Funding Sources: 299 - Title I & II Pooled Funds - 72668.00, 263 - Title III - 2166.00, 199 - SCE - 183804.00
<p>28) EXPENDITURE REFERENCE 6200: Provide software and in-district services for students and teachers based on identified needs from the CNA including data & teacher input in order to improve student achievement.</p>						Funding Sources: 299 - Title I & II Pooled Funds - 1925.00, 199 - SCE - 10000.00
<p>29) EXPENDITURE REFERENCE 6300: Provide instructional materials and resources based on needs identified in the CNA in order to prepare students for the rigor of state standards and assessments and provide for a well-rounded education.</p>						Funding Sources: 299 - Title I & II Pooled Funds - 7319.00, 263 - Title III - 3632.00, 199 - SCE - 6558.00
<p>30) EXPENDITURE REFERENCE 6400: Provide memberships, miscellaneous (parent refreshments), and out-of-district professional development based on needs identified from the CNA.</p>						Funding Sources: 299 - Title I & II Pooled Funds - 3599.00


 = Accomplished  = Continue/Modify  = 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	Monitor	Strategy's Expected Result/Impact	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	Monitor	Strategy's Expected Result/Impact	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.	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	Administrative Team	Meeting Minutes, RtI documentation				
3) Administer universal screeners for academics and behavior in accordance with district guidelines	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.	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	Teachers	Grade level action plan				
6) Host Jump Start Academy for students whose EOY scores indicate the potential for regression	Principal	EOY scores				

<p>7) Utilize established campus and district procedures for identification of Homeless, Migrant, and unaccompanied youth.</p> <p>Once identified staff will: Contact parent monthly -Provide support and related services -Include student in small group counseling -Monitor student progress</p>	Counselor	District Verification/Coding Report				
<p>8) Increase monitoring of student grades, teacher lesson plans, and parent communication.</p>	Team Leader	Schedule, meeting agenda and minutes				
<p>9) Conduct individual teacher conferences to discuss performance and interventions for students that have failing grades.</p> <p>Monitoring checkpoint: Once per nine weeks</p>	Administrative Team	Schedule				
<p>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).</p> <p>Monitoring checkpoint: Once per grading period by administrative team</p>	Teachers	Schedule, parent conference report				
<p>11) Provide Dyslexia services to students with an identified need. As well as instructional materials and professional development for teachers.</p> <p>Monitoring Checkpoint: Once per grading period</p>	Reading Specialist	Student Attendance Log, PDA certificates, Purchase Order				
<p>12) Students will participate in goal setting and self-monitoring of their progress in all content areas.</p> <p>Monitoring checkpoint: Once per IPR, RC, CBA/CA</p>						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Attend local job fairs	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.	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.	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.	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	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.	School Improvement Team Members	Schedule, sign-in sheets, agenda, minutes				
Monitoring Checkpoint: Monthly						
11) Continue to dedicate funds for payroll costs to maintain employment of highly effective personnel to help increase student performance.						
 = Accomplished  = Continue/Modify  = 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	Monitor	Strategy's Expected Result/Impact	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)	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	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.	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	Campus Administrators School Improvement Teams	Agenda, Schedule				
6) Conduct parent education presentations once per nine weeks	Campus Administrators Parenting Partners Team	Agenda, Schedule				

7) Provide training for teachers and parents on conducting parent conferences, parental involvement, and effective communication	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	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.	Campus Administrators	Announcements Reminders				
10) Conduct a minimum of two parent conferences per student.	Teachers	Schedule, sign-in sheets, conference documentation				
						

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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
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 Monitoring checkpoint: Once per grading period	Campus Administrators PBIS Team	Action Plan EOY Discipline Report				
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 Monitoring checkpoint: Monthly	Campus Administrators RtI Committee	Individual student plan written				
3) Provide training on code of conduct, discipline and effective classroom/behavioral management for parents and staff	Campus Administrators	Schedule, sign-in sheets and agenda				
4) Provide incentives to support an inclusive program for students with emotional and behavioral disorders Monitoring Checkpoint: Once per grading period	Behavior Specialist PASS staff	Purchase Order				
5) Maintain all facilities in good working condition. Notify maintenance department of repairs immediately. Staff submits building repair requests to campus administration. Campus administrator will submit all maintenance work order within 24 hours.	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:</p> <ul style="list-style-type: none"> -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>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 - 0.00</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.</p> <p>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>	Campus Administrators	Training schedule				
<p>13) Continue to implement recommendations from the HCDE Safety Audit.</p> <p>Monitoring checkpoint: Monthly</p>	Campus Administrators	Safety Audit Report, Action Plan				
<p>14) Provide a coordinated school health and physical activity program.</p> <p>Participate in monthly CATCH and wellness activities for students and staff.</p> <p>Purchase supplies and materials to support initiative.</p> <p>Monitoring Checkpoint: End of Grading Period</p>	Principal	Lesson Plans, Schedule of events/activities				
<p>15) Review and Update Crisis Management Plan</p> <p>Monitoring Checkpoint: Once per grading period</p>	Campus Administrators	Schedule				
<p>16) Post evacuation maps in all classrooms and offices. Identify: Primary and secondary evacuation routes and Severe weather safe locations.</p> <p>Monitoring Checkpoint: Once per grading period</p>	Campus Administrators	Action Plan				
<p>17) Conduct crisis drills in accordance with district policy (fire, disaster, shelter-in-place, intruder, etc.)</p> <p>False alarms to be treated as emergency practice drills.</p> <p>Schedule all drills on campus activity calendar.</p> <p>Teachers use red/green card</p> <p>Debrief following each event and update procedures as needed.</p>	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 - 0.00					
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				


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

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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Provide campus wide bully prevention and campus wide aggression/ harassment prevention and awareness activities activities	Counselor	Schedule, Agenda				
Funding Sources: 199 - Local Funds - 0.00						
2) Provide individual or small group counseling to support students that exhibit emotional, behavioral or social issues.	Counselor	Schedule				
Funding Sources: 199 - Local Funds - 0.00						
Monitoring checkpoint: Monthly						
3) Provide drug free and abuse prevention awareness activities	Counselor	Schedule				
Monitoring checkpoint: Monthly						
4) Implement a campus wide guidance curriculum	Counselor	Schedule, K-5 scope and sequence				
						

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	Monitor	Strategy's Expected Result/Impact	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	Monitor	Strategy's Expected Result/Impact	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.	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 - 0.00				
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 - 0.00				
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	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	Assistant Principal	Attendance Report				
						


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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Comprehensive Support Strategy</p> <p>1) Administer district assessments to to measure growth on grade level TEKS.</p>	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>Comprehensive Support Strategy</p> <p>3) Provide professional development opportunities for teachers that support the implementation of campus, district, and state initiatives.</p>	Campus Administrator	Schedule, course description, Purchase Order, certificate of attendance, evidence of implementation				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors</p> <p>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>	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				

6) Provide appropriate supplemental materials for district and state assessments.	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	Teacher	Schedule				
Comprehensive Support 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	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				
						


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	Monitor	Strategy's Expected Result/Impact	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				


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				
						

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	Monitor	Strategy's Expected Result/Impact	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				
						







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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Provide infrastructure and network resources to support the effective use of technology. -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				
2) Integrate technology into teaching and learning. Teachers will: -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, tablets, access to a printer and ink.</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>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  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Comprehensive Support 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, Social Studies, and the implementation of AVID. 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