

Atlanta Independent School District
Primary School
2018-2019 Campus Improvement Plan



Mission Statement

Atlanta I.S.D. provides an exceptional education for all our students in a safe learning environment that encourages them to become productive citizens no matter their destination after graduation.

Vision

Our vision is to create and nurture a systemic district-wide 21st century classroom environment that enables our learners to be successful in a global society.

Value Statement

Atlanta Primary School

Where the Adventure Begins!

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Comprehensive Needs Assessment

Needs Assessment Overview

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 plan

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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data Accountability Distinction Designations
- Federal Report Card
- Community and student engagement rating data

Demographic Needs:

Upon review of these data, this need was noted:

- Increase student attendance rates to 96% in all sub groups.

Student Achievement Needs:

Areas of need include:

- Continue to improve use of data to drive instruction in classroom/continued intervention with documentation
- Continue to increase rigor throughout all classroom activities
- Continue to hold scheduled data meetings for to discuss intervention progress
- Monitor student progress to target strengths and weaknesses and ensure students are provided additional opportunities to earn through intervention (RTI) during the day and after school
- Continue collaborative planning through the Campus Improvement Team (CIT) process to utilize interventions through RTI for reading and math

School Culture and Climate Needs:

Areas of need include:

- Improved continued communication between teachers, interventionists, diagnosticians and other related staff regarding student achievement
- Continued training on data disaggregation and intervention (best practices)
- Additional security fencing on back side of campus.

Staff Quality and Retention:

Areas of need include:

- Continue mentoring program for new teachers
- Continue to pair new teachers with high-quality mentors
- Additional time and resources for PD
- Maintain high quality staff
- Stay on cutting edge of technology, legislative, and curriculum development.

Curriculum, Instruction, and Assessment Needs:

Areas of need include:

- Continue to conduct data meetings to be held each six weeks
- Continue to improve balanced literacy in the classroom
- Document interventions on lesson plans for individualized instruction
- Continue cross curriculum strategies for more rigorous instruction.

Family and Community Involvement Needs:

Areas of need include:

- Increase parent engagement with school activities
- Training on updating and maintaining teacher web pages
- Improve communication with ELL families
- Organize strategic and creative parent involvement nights.

Technology Needs:

Areas of need include:

- Continued technology professional development for teachers
- Increase parental usage of the campus and district website
- Increase teacher/parent support for technology
- Newer iPads for student usage
- Provide teachers and students with current cutting edge technology and software that will enhance learning
- Incorporate more technology in the aligned curriculum
- Additional interactive resources

School Processes & Programs

School Processes & Programs Summary

Atlanta Primary continues to be a learning organization that focuses first on safety and security. We believe learners must first be safe and second, must feel secure (protected and valued.) Next, we believe that learners must be happy; they have to want to come to school! We work diligently to provide a culture of respect, excitement, and collaboration focused on student growth and achievement in all content areas. There are systems in place to continue to monitor student growth and ensure that the proper interventions are implemented. Formal and informal walkthroughs are used to ensure the alignment of instructional practices and the district's scope and sequence. Grade level teachers work together to plan, to model lessons, and to support overall growth in the different content areas. Multiple professional learning opportunities are also provided to all staff in order to continue to meet our specific campus needs.

School Processes & Programs Strengths

- All drill requirements are met
- Excellent collaboration with district level facilitators

- Increased number of administrative walk-throughs

Comprehensive Needs Assessment Data Documentation

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

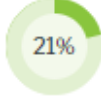

Goals


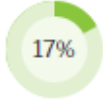



Goal 1: LEARNING: 100% of our students will learn and improve on state and federal standards at their individual levels.


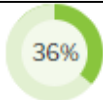

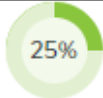


Performance Objective 1: READING: Increase fluency and comprehension to meet STAAR and TPRI standards.







Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Pursue alignment of curriculum through Reading. All students will be exposed to a rigorous curriculum that will build a strong foundation that promotes success in Reading. Students will meet or exceed expectations on appropriate grade level assessments. Assessment data will be used to identify areas of strength and weakness in students.</p>	Teacher(s)	Formative - Increased mastery of student performance on objectives in Reading.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) The APS data team will analyze data through progress monitoring, benchmarks, and TPRI reports to develop and drive instruction for individual student needs. The RTI process will be used to assess, intervene, and monitor student needs.</p>	Principal, Counselor(s), Teacher(s)	Formative - T.P.R.I. results showing developed skills and growth in fluency. Success on Benchmarks.				

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>3) Utilize benchmark testing in Reading to find students' instructional levels by assessing their reading skills with developmentally appropriate texts while recording reading behavior. Observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction.</p>	<p>Counselor, Special Ed. Teacher(s), Teacher(s)</p>	<p>Formative - Success on T.P.R.I. and Benchmark.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>4) Targeted students will participate in literacy support instruction to develop students' linguistic and cognitive abilities through the explicit integration of reading, writing, speaking, and listening to instruction across all content areas and activities.</p>	<p>Counselor(s), Teacher(s)</p>	<p>Formative - T.P.R.I. results showing developed skills and growth in fluency.</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>5) Initiate guided/independent reading of text emphasizing critical thinking and comprehension while providing authentic literature experiences to set the stage for APS students to engage in cumulative meaning-making processes. Provide opportunities for students to expand, revise, and build new cognitive structures through literature.</p>	<p>Special Ed. Teacher(s), Teacher(s)</p>	<p>Formative - Growth in guided and independent reading of text, Growth in comprehension and critical thinking.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>6) Provide E.L.L. instruction to meet state standards for growth in the students' affective, linguistic, and cognitive needs addressed through E.L.A. and E.L.P.S.</p>	<p>Teacher(s)</p>	<p>Formative - T.E.L.P.A.S. results showing growth in language level as well as academic levels.</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>7) APS will use the Accelerated Reading Program to provide additional scaffolding for students in Reading. This program will provide additional time for reading and an increased access to books in the library.</p>	<p>Teacher(s), Paraprofessional(s)</p>	<p>Formative - Growth in fluency and comprehension.</p>				

<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>8) Improve student achievement by creating rigorous, relevant, and engaging cross-curriculum unit studies between all subjects. Continue to implement a more viable aligned curriculum in all subject areas. Students will be a part of an assessment cycle which consists of assessments designed to build stamina and to provide data to teachers regarding their lesson delivery and student mastery. Teachers will engage in professional dialogue regarding lesson planning, curriculum mapping, interim assessments, and data interventions.</p>	Teacher(s)	Formative - Success in Reading and Writing.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>9) Teachers will fully integrate technology to improve student performance in core curriculum areas by teaching application T.E.K.S.</p>	Teacher(s), Paraprofessional(s)	Formative - Increased mastery of student performance on objectives in Reading T.E.K.S.				
<p>Critical Success Factors CSF 1</p> <p>10) Students will receive instruction through state adopted Reading Series.</p>	Teacher(s)	Formative - Increased mastery of student performance on objectives in Reading T.E.K.S.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>11) Provide tutorials for students in all grade levels through the ACE/BLAST after school program. Offer summer school through the ACE/BLAST program for identified students.</p>	Teacher(s)	Formative - Report cards, benchmarks				
<p>Critical Success Factors CSF 1</p> <p>12) Utilize software in the Istation lab to provide differentiation in instruction for all students in all subjects to ensure that students meet or exceed one year of academic growth during the school year.</p>	Teacher(s)	Formative - Reduce the number of at-risk students.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>13) Progress-monitoring measures will be used in alternate forms, comparable in difficulty and conceptualization, and representative of the performance desired at the end of the year. Goals will be measured and tracked and will be used to divide what the student is expected to learn by the end of the year into measurable steps.</p>	Principal, Counselor(s), Teacher(s)	Formative - Reduce the number of at-risk students.				


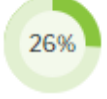
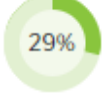




<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>14) Utilize support staff and campus interventionists to assist in RTI, tutorials, and remediation efforts. School leaders will develop the RTI rubric to profile students for interventions based upon assessments and host data discussions with individual teachers and teams. Teachers and interventionists will evaluate tiering of students and provide RTI to students in need of intervention.</p>	<p>Interventionist(s), Paraprofessional(s)</p>	<p>Formative - T.P.R.I. and promotion rates.</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>15) Implement the School Enrichment Model (BEST). The major goal of the BEST program is the application of gifted education pedagogy to total school improvement. The APS BEST program will provide enriched learning experiences and higher learning standards for all children through three goals: developing talents in all children, providing a broad range of advanced level enrichment experiences for all students, and providing advanced follow-up opportunities for students based on their strengths and interests. The APS BEST will focus on enrichment for all students through high levels of engagement and the use of enjoyable and challenging learning experiences that are constructed around students' interests, learning styles, and preferred modes of expression.</p>	<p>Teacher(s), Support Staff, Paraprofessional(s)</p>	<p>Formative _ Increased awareness of talents and interests in students, surveys.</p>				
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Goal 1: LEARNING: 100% of our students will learn and improve on state and federal standards at their individual levels.

Performance Objective 2: Atlanta Primary School will hire and retain highly qualified teachers and paraprofessionals.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


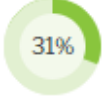



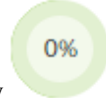

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) Assist teachers in maintaining or attaining certification through alternative program, G.T. certification, E.S.L. certification, coursework, and TEXES testing in order to assure all staff is highly qualified.</p>	Assistant Superintendent(s), Principal	Formative - Number of highly qualified teachers who complete requirements in the required timeline.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Teachers and paraprofessionals will be certified to teach in their subject areas. To reduce pupil/teacher ratios, other funding sources will be used to hire additional staff.</p>	Assistant Superintendent(s), Principal	Formative - Teacher certifications, paraprofessional certifications.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>3) Provide ongoing coaching as well as mentoring for new staff along with professional development to enhance and promote teacher effectiveness. Mentors will spend time on instructional issues as well as helping the new teacher adapt to the school environment. The mentor will assist in gathering resources and working through administrative procedures. The teacher coach will focus on the improvement of the new teacher's instructional performance.</p>	Teacher(s)	Formative - Agendas and rosters of training sessions, ESC8 Reports, surveys.				
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Goal 1: LEARNING: 100% of our students will learn and improve on state and federal standards at their individual levels.

Performance Objective 3: Atlanta Primary School will offer tutorials and interventions for students who struggle academically.

Evaluation Data Source(s) 3:

Summative Evaluation 3:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>1) Atlanta Primary School will reduce the teacher/student ratio by utilizing various funding sources and utilizing paraprofessionals and support staff.</p>	Principal, Teacher(s)	Formative - Retention rates and T.P.R.I.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>2) Teachers will provide differentiated small group instruction targeting individual student needs. Interventionists will conduct spot observations to evaluate and provide feedback on effective literacy instruction. Teachers will receive feedback and coaching to support good, first instruction. Teachers will engage in coaching, post spot observations, and utilize action steps to improve the quality of instruction.</p>	Interventionist(s), Teacher(s)	Formative - T.P.R.I. assessment timeline, BOY and MOY test data.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) School leaders will continue to use the RTI rubric to profile students for interventions based upon assessments and will host data discussions with individual teachers and teams. Teachers will evaluate tiering of students and provide RTI to students in need of intervention. Intervention will be provided for students in small group instruction settings in the areas of language arts and math. Performance data will be used to group students for intervention according to needs.</p>	Principal, Interventionist(s), Teacher(s)	Formative - RtI rubric assessment timeline, CIT documentation.				
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Goal 1: LEARNING: 100% of our students will learn and improve on state and federal standards at their individual levels.

Performance Objective 4: EDUCATOR SUPPORT SYSTEM: Provide a support system for new and experienced teachers.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>1) Each new teacher will be assigned a mentor teacher on campus and will work with the AISD District Mentor Coordinator. Mentor teachers will participate in Harry Wong training, Region 8 new teacher training, and other locally developed professional development for new teachers.</p>	Principal, Teacher(s)	Formative - Teacher collaboration throughout the curriculum and successful learning products in the classroom.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>2) Assist teachers in maintaining or attaining certification through alternative programs, G.T. certification, E.L.L. certification, coursework, and TExES testing in order to assure all staff is highly qualified.</p>	Teacher(s)	Formative - Number of highly qualified teachers who complete requirements in the required timeline.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) The school will only recruit and hire core academic subject area teachers who meet the highly qualified teacher requirements as set forth in the N.C.L.B. P.L. 1107-110, Sec. 1119, and the Texas Education Agency Guidelines.</p>	Principal	Formative - Instructional staff meets the requirements of the N.C.L.B., P.L. 1107-110, Sec. 1119, and the Texas Education Agency Guidelines.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Create a successful school partnership where diverse individuals and groups, local youth development organizations, health and human service agencies, parents, and other community leaders work together to expand opportunities for APS children and families. These community and school partnerships will connect, coordinate, and leverage resources that support the educational vision of APS.</p>	Counselor(s)	Formative - Teacher and parental response.				



<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>5) Establish a coordinated effort between the APS and AES teachers to improve alignment that tightly links standards, instruction, curriculum and assessment. Build a shared understanding of curriculum alignment by exploring how to assess school curriculum alignment efforts and create a plan to support curriculum alignment between the two campuses.</p>	Teacher(s)	Formative - Improved curriculum alignment.				
<p>Critical Success Factors CSF 1</p> <p>6) Resources will be coordinated to ensure that the maximum benefit is being derived to support the school's programs.</p>	Assistant Superintendent(s), Principal	Formative - Resources coordinated.				
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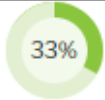


Goal 1: LEARNING: 100% of our students will learn and improve on state and federal standards at their individual levels.





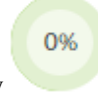

Performance Objective 5: MATH: Increase the level of student performance as measured by T.E.K.S. based on benchmarks and Multi-Sensory Projects.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Ensure alignment of TEKS-based curriculum/ for K-2. This curriculum alignment will outline the learning goals and objectives that APS students are expected to achieve along with ensuring equal opportunities for all students to master the curriculum. Curriculum alignment will reduce gaps and unproductive redundancies in the curriculum, serve as a basis for district curriculum-based assessments, and focus teacher planning time on instruction.</p>	Teacher(s)	Formative - Increased mastery of student performance on objectives for T.E.K.S. in Math.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Conduct benchmark testing for grades K-2 to fuel greater achievement in a deep and rigorous curriculum, one in which students acquire conceptual understanding, procedural skill and fluency, and the ability to apply mathematics to solve problems. Benchmark testing will also provide feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.</p>	Teacher(s)	Formative - Success on benchmarks.				

<p>Critical Success Factors CSF 1</p> <p>3) Teachers will use visual cues and manipulatives to anchor students' understanding of concepts. Manipulatives will be used at APS to teach a wide variety of topics in math: problem-solving, communicating, reasoning, connections, and estimation. The manipulatives will foster the student's concepts of numbers and operations, patterns, geometry, measurement, data analysis, problem solving, reasoning, connections, and representations. Teachers will use counters, place-value mats, base-ten blocks, and fraction strips while teaching from the numbers and operations standard.</p>	<p>Special Ed. Teacher(s) Teacher(s)</p>	<p>Formative - Success on benchmarks.</p>				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Conduct cross-curriculum integration of Math into all subject areas. This integration will encourage students to see how thinking skills can enable them to approach a topic from a different angle and to transfer these skills into a range of subjects.</p>	<p>Teacher(s)</p>	<p>Formative - Success in Math.</p>				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>5) Provide staff development in Pearlized/Sharon Wells comprehensive mathematics for Kindergarten through 2nd grade to ensure that teachers and students receive updated, relevant learning opportunities in mathematics.</p>	<p>Teacher(s)</p>	<p>Formative - Improved STAAR Math Passing rates.</p>				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>6) Implement the curriculum collaborative process that will provide an authentic approach to instruction. This process will include such tools as cooperative learning, collaboration, as well as a commitment to varied learning styles and technological integration creating teaching styles that are effective and researched based.</p>	<p>Teacher(s)</p>	<p>Formative - Mastery of objectives.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>7) Utilize Istation program: a comprehensive technology-based early reading, math, and science program with integrated assessments and teacher tools for Kindergarten through 2nd grade. This program adapts automatically to give each student a unique learning experience tailored to his or her own skill level and pace.</p>	<p>Teacher(s)</p>	<p>Formative - Reduced number of at risk students.</p>				

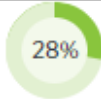


<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>8) Use progress monitoring assessments to determine students' academic performance and evaluate the effectiveness of instruction. The students' current levels of performance will be determined and goals will be identified for learning that will take place over time. The students' academic performance will be measured on a regular basis. Progress toward meeting the students' goals will be measured by comparing expected and actual rates of learning. Based on these measurements, instruction will be adjusted as needed. The students' progression of achievement will be monitored and instructional techniques will be adjusted to meet the individual student's learning needs.</p>	<p>Teacher(s)</p>	<p>Formative - Reduced number of at-risk students.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>9) Principal, counselor, interventionists, and teachers will analyze data through progress monitoring assessments and benchmarks to develop instruction to meet the students' needs.</p>	<p>Principal, Counselor(s), Teacher(s)</p>	<p>Formative - Success on benchmarks. Mastery of objectives.</p>				
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






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Performance Objective 6: ENGLISH: Meet T.E.K.S. standards for K - 2 in English and Writing.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Build the capacity to strengthen instruction through the TEKS-based English curriculum that aligns the written, taught, and tested curricula in Kindergarten through 2nd grade.</p>	Teacher(s)	Formative - Increased mastery of student performance on objectives in English/Writing.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Pursue alignment of curriculum through ELA and The Write Tools program. Teachers will use strategies that challenge and engage students in their learning along with a periodic review of the content and concepts. Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.</p>	Teacher(s)	Formative - Increased mastery of student performance on objectives in English/Writing.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Utilize benchmark testing for Kindergarten through 2nd grade to give teachers immediate feedback to determine student progress/student growth. The data will also be used to measure student mastery of standards targeted for instruction along with pinpointing the specific skills that students need to acquire to master standards that have not yet been met.</p>	Teacher(s)	Formative - success on benchmarks.				

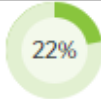


<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>4) D.O.L. (Daily Oral Language) will be conducted daily. Teachers will provide additional support for students based upon very specific needs in writing instruction through the use of flexible regrouping and supplemental instruction time. Teachers will confer with students on a regular basis to assess individual writing needs and address those needs through small group instruction and mini-lessons.</p>	Teacher(s)	Formative - Success on benchmarks.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>5) Provide E.L.L. instruction to meet state standards for growth in the students' affective, linguistic, and cognitive needs addressed through E.L.A.R. and E.L.P.S.</p>	Teacher(s)	Formative - T.E.L.P.A.S. results showing growth in language level as well as academic levels. T.E.L.P.A.S., I.P.T. - Oral Language Test, Pre-K				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>6) Work with small groups to accelerate language acquisition skills. Monitor progress of identified at-risk student populations in writing, use district curriculum resources, and incorporate goal-setting and motivation strategies to improve expository and personal narrative writing.</p>	Teacher(s)	Formative - Success on benchmarks.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						




Goal 1: LEARNING: 100% of our students will learn and improve on state and federal standards at their individual levels.

Performance Objective 7: SCIENCE: Develop knowledge of the Scientific Process and Science Concepts.

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Ensure that teachers plan and implement TEKS-aligned science lessons using the FIVE-E lesson model (engage, explore, explain elaborate, and evaluate). Improve vocabulary building in Science through the Science Word of the Week (WOW), Science word walls, and the use of Marzano Words within the Science scope and sequence.</p>	Teacher(s)	Formative - Successfully meet standards of TEKS on benchmark.				
<p>Critical Success Factors CSF 1</p> <p>2) Pursue alignment of curriculum through Science. Emphasize higher-level questioning about science concepts within a whole group, flexible small groups, and with individual students. Integrate science related topics into reading instruction.</p>	Teacher(s)	Formative - Increased mastery of student performance on objectives in Science.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Teachers will integrate technology in classroom teaching strategies while ensuring the technology applications (TEKS) are met across content areas. They will provide meaningful opportunities for students to access technology for learning current technology within classrooms (hardware and software).</p>	Teacher(s)	Formative - Students' success shown through mastery of Technology TEKS incorporated in curriculum.				

<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>4) Teachers will attend conferences and workshops for Science and Technology that provide hands-on training in use of new technology hardware and software. Provide staff development on integration of technology across the curriculum. Build teacher capacity to fully implement technology in instruction.</p>	Principal, Teacher(s)	Formative - Students' exposure and use of technology equipment, Teacher-made exams, Student-made presentations, Region 8 CSCOPE Developer				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>5) Utilize the Istation Program: a comprehensive technology-based early Reading, Math, and Science program with integrated assessments and teacher tools for Kindergarten through 2nd grade. This program adapts automatically to give each student a unique learning experience tailored to his or her own skill level and pace.</p>	Teacher(s)	Formative - Reduce the number of at-risk students.				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>6) APS students will be given weekly opportunities using science materials to observe, examine, compare and contrast, and sort by similarities using the TEKS-aligned science curriculum.</p>	Teacher(s)	Formative - Lesson plans, benchmark data, Istation report of time engaged.				




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  = Continue/Modify
  = No Progress
  = Discontinue

Goal 1: LEARNING: 100% of our students will learn and improve on state and federal standards at their individual levels.

Performance Objective 8: SOCIAL STUDIES: Give students an understanding of our Nation's History, Geography, Economics, Government, Citizenship, Technology, and Culture as specified in grade appropriate information K - 2.

Evaluation Data Source(s) 8:

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>1) Emphasize the roles and responsibilities of global citizenship by recognizing the interconnections between global issues and the actions and decisions of ordinary citizens. Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information. Design units based on enduring understandings that answer essential questions using the TEKS-aligned Social Studies curriculum.</p>	Teacher(s)	Formative - Increased mastery of student performance on objectives in Social Studies.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Incorporate technology in classroom strategies and instruction. Ensure the technology applications (TEKS) are met in use of new technology hardware and software. Provide staff development on integration of technology across the curriculum. Build teacher capacity to fully implement technology in instruction. Provide meaningful opportunities for students to access technology for learning. Maintain current technology within classrooms (hardware and software).</p>	Teacher(s)	Formative - Student success shown through mastery of Technology TEKS incorporated in curriculum.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) Ensure that teachers plan and implement social studies lessons based on the district scope and sequence. Focus on improving content literacy and academic vocabulary. Provide language-based scaffolding during classroom social studies instruction.</p>	Teacher(s)	Formative - Lesson plans, benchmark data, Istation report of time engaged.				










Goal 1: LEARNING: 100% of our students will learn and improve on state and federal standards at their individual levels.


Performance Objective 9: TECHNOLOGY: Establish knowledge of Technology, applications, foundation, information acquisition, work in solving problems, and communication, K - 2.

Evaluation Data Source(s) 9:

Summative Evaluation 9:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Study of technology applications, foundations, including technology-related terms, concepts, and data input strategies. Students will learn to make informed decisions about technologies and their applications. Teachers will address curriculum through technology, teach rich lessons on curricular units, deliver instruction that helps students meet state standards while providing the link between technology and classroom learning.</p>	Teacher(s)	Formative - Mastery of objectives.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) All classes will have access to the computer lab and instructional software. Technology will be used to complement and extend the TEKS curriculum in each classroom. Grade-appropriate instruction in keyboarding, basic operations, word processing, desktop publishing, multimedia, electronic presentations, research, and the Internet will be used for opportunities and meaningful learning. Students will be taught legal and ethical practices related to technology use and safety.</p>	Teacher(s)	Formative - Continuous use of technology in the lessons for students.				

<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>3) Provide staff development on aligned technology objectives that will embrace a variety of learning opportunities for technology to be used effectively in their classrooms. Create a list of on-site learning opportunities with goals, objectives, and outcomes. Provide collaborative times where the Instructional Technologist offers workshops and coaching. Use techniques such as peer coaching, modeling lessons, team teaching, participating in a study group, shadowing other teachers, developing curriculum, "just-in-time" sessions, and previewing curriculum resources.</p>	Teacher(s)	Formative - Technology incorporated into lesson plans.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>4) Build technology literacy by teaching aligned technology objectives Pre-K through 2. Explore new technologies and make a commitment to further developing technology skills. Prepare students to become digital learners who are able to construct new tools and objects, communicate ideas, and solve new problems</p>	Teacher(s)	Formative - Mastery of objectives.				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) Pre-K 4 students will demonstrate sufficient command of mouse skills and identify parts of the desktop. Use technology to produce and publish documents (using mouse skills) as well as to interact and collaborate with others.</p>	Campus Instructional Technologist	Formative - Mastery of objectives.				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>6) Students in Kindergarten through 2nd grade will demonstrate sufficient command of keyboarding skills. Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	Campus Instructional Technologist, Teacher(s)	Formative - Mastery of objectives.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>7) Purchase additional technology equipment to bring classrooms into the 21st century and replace any equipment that is antiquated or outdated. Equipment will include document cameras, LCD projectors, computers, Mimios, laptops, iPads, and state-of-the-art interactive flat panels.</p>	Principal	Formative - Equipment available for use by teachers.				

<p>Critical Success Factors CSF 1 CSF 7</p> <p>8) Purchase additional web-based software to remain current in technology and replace outdated software.</p>	<p>Principal, Campus Instructional Technologist</p>	<p>Formative - Mastery of objectives.</p>				
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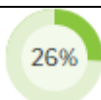
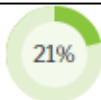


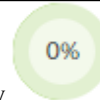

Goal 1: LEARNING: 100% of our students will learn and improve on state and federal standards at their individual levels.

Performance Objective 10: PHYSICAL EDUCATION: Develop knowledge and skills for lifelong healthy lifestyle. Establish fundamental skills for Physical Education including movement, physical activity, health, and social development.

Evaluation Data Source(s) 10:

Summative Evaluation 10:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) All students will be provided opportunities to develop health-related fitness, physical competence, cognitive understanding, and positive attitudes about physical activity that promote a healthy and physically active lifestyle. Students will be taught the skills, knowledge, and attitudes essential for a healthy lifestyle.</p>	Teacher(s)	Formative - Increased mastery of student performance of PE objectives.				
<p>Critical Success Factors CSF 1</p> <p>2) Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. Students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities while participating regularly in physical activity.</p>	Teacher(s)	Formative - Student success on test.				
<p>Critical Success Factors CSF 1</p> <p>3) Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.</p>	Teacher(s)	Formative - Use of Brain Gym strategies.				
<p>Critical Success Factors CSF 6</p> <p>4) Establish a timeline for the replacement of playground equipment that is no longer functional.</p>	Principal	Formative - Equipment in place.				




<p>Critical Success Factors CSF 6</p> <p>5) Provide a structured physical education during recess for Pre-K.</p>	Teacher(s)	Formative - Students meet state requirements for physical fitness.				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>6) Provide a Field Day for Kindergarten through 2nd Grade.</p>	Teacher(s)	Formative - Rosters of participation, observation.				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>7) Students will be taught sequential lessons that will be designed for every child. These lessons will provide APS children of all abilities and interests with a foundation of movement experiences that will lead to an active and healthy lifestyle. This instruction will include 10 Daily Life Lessons (taught each day), health and wellness lessons, dance lessons, character lessons and lessons in daily exercise and nutrition.</p>	School Nurse, Teacher(s)	Formative - Increased awareness in personal care.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>8) Students will participate in service learning projects that will teach the value of community service. This focus will empower students to contribute to the community's welfare while learning how to develop heart-healthy habits.</p>	Teacher(s)	Formative - Increased awareness in personal care.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>9) APS will actively participate in The School Health Advisory Council (SHAC), comprised of parents and community stakeholders. SHAC collaborates to establish healthy behaviors in children.</p>	Principal, School Nurse, Support Staff, Teacher(s), Paraprofessional(s)	Formative - Agendas and rosters from meetings, sign-in sheets.				
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Goal 1: LEARNING: 100% of our students will learn and improve on state and federal standards at their individual levels.

Performance Objective 11: MUSIC: Establish perception, creative expression, and performance that demonstrates musical artistry.

Evaluation Data Source(s) 11:

Summative Evaluation 11:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Students will learn to sing 30-40 developmentally appropriate songs using correct singing tone, dynamics, phrasing, and posture. They will master the art of match pitch ranging from C - B using so, mi, la ,do. They will identify and correctly use speaking, whispering, shouting, and singing voices while performing contrasts (higher/lower, up/down, faster/slower, softer/louder, same/different, and longer/shorter.)</p>	Teacher(s)	Formative - Increased mastery of student performance of Music objectives.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Students will learn to move to the steady beat at faster and slower tempo and in double and triple meter (stepping vs. skipping). They will experience music through varied locomotor and non-locomotor activities using beat and divided beat patterns. Perform action songs, finger plays, simple dances and singing games from diverse cultures. Interpret music through creative movement.</p>	Teacher(s)	Formative - Student success.				
<p>Critical Success Factors CSF 1</p> <p>3) Perform steady beat and demonstrate musical contrasts on instruments. Students will echo simple rhythmic patterns on instruments. They will demonstrate understanding of steady beat and distinguish differences in longer/shorter and faster/slower in musical performances.</p>	Teacher(s)	Formative - Cross-curricular learning (Social Studies).				

<p>Critical Success Factors CSF 1</p> <p>4) Students will identify selected instruments from brass, woodwinds, strings, and percussion. They will also identify classroom instruments by sight and sound.</p>	Teacher(s)	Formative - Increased mastery of student performances of Music objectives.				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>5) Students will participate in musical activities that are connected to other disciplines while exploring the works of selected composers. They will also be exposed to music representative of American and Texas heritage. They will participate in Veteran, Christmas, Spring and Constitution Day programs, along with performances for the Board of Trustees and family engagement events.</p>	Teacher(s)	Formative - Increased mastery of student performance of Music objectives.				




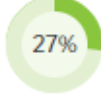
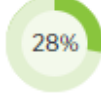

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Goal 1: LEARNING: 100% of our students will learn and improve on state and federal standards at their individual levels.

Performance Objective 12: SPECIAL EDUCATION: Provide Special Education programs and services for students with special needs to assure that they perform to their highest potential and work toward attaining state standards.

Evaluation Data Source(s) 12:

Summative Evaluation 12:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Promote positive parent relations and maintain regular communication with parents.</p>	Principal, Counselor(s)	Formative - Student success and parental involvement.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>2) Achieve vertical alignment by regular communication with appropriate grade level district personnel</p>	Principal, Counselor(s), Teacher(s)	Formative - Vertical alignment achieved for grades Pre-K through 2nd grade.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Review and evaluate the ARD accommodations/modifications to correctly identify the most appropriate assessment and least restrictive environment (LRE) for Special Education students.</p>	Principal, Counselor(s), Special Ed. Teacher(s), Teacher(s), Paraprofessional(s)	Formative - 70% mastery of grade level skills.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>4) Hire additional paraprofessionals to assist teachers in LRE classrooms.</p>	Principal, Teacher(s)	Formative - Student success.				
<p>Critical Success Factors CSF 1</p> <p>5) Provide related services for identified special needs students.</p>	School Nurse	Formative - IEP goals achieved.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>6) Provide additional support to students identified as Special Education Pre-K through 2nd grade.</p>	Principal, Special Ed. Teacher(s), Teacher(s), Paraprofessional(s)	Formative - Student success.				




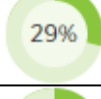
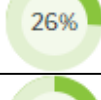
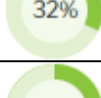

Critical Success Factors CSF 1 7) All Pre-K through 2nd grade teachers and paraprofessionals will be trained to meet the needs of children with disabilities included in their classrooms.	Principal, Teacher(s)	Formative - Meets individual goals.				
Critical Success Factors CSF 1 8) Provide self-contained unit for SPH students.	Teacher(s), Paraprofessional(s)	Formative - Meet individual student goals.				
Critical Success Factors CSF 1 9) Provide PPCD Unit for all identified 3 - 5 year-old children.	Principal, Counselor(s), Special Ed. Teacher(s)	Formative - Meet individual student needs, ARD meeting, and IEPs.				
Critical Success Factors CSF 1 10) Provide SI, VI, and AI instruction for identified students.	Special Ed. Teacher(s)	Formative - Meet individual student needs.				
Critical Success Factors CSF 1 CSF 2 CSF 7 11) Provide a Resource Unit for all identified students (K - 2).	Special Ed Teachers	Formative - Meet individual student needs, ARD meetings, and IEPs.				
Critical Success Factors CSF 1 CSF 6 12) Provide positive behavior management support for identified students (Pre-K through 2nd grade).	Principal, Special Ed. Teacher(s), Teacher(s), Paraprofessional(s)	Formative - Formative - Meet individual student needs and BIPs.				
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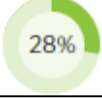

Goal 1: LEARNING: 100% of our students will learn and improve on state and federal standards at their individual levels.

Performance Objective 13: PRE-KINDERGARTEN PROGRAM: Provide the opportunity for Pre-K students to achieve success throughout their education by building a stronger foundation.

Evaluation Data Source(s) 13:

Summative Evaluation 13:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>1) Provide 3-year-old children a full day dual program alternating with Head Start.</p>	Teacher(s), Paraprofessional(s)	Formative - Progress on TEKS objectives.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>2) Provide 4-year-old children a full day dual program alternating with Head Start that leads to the attainment of PK guidelines.</p>	Principal, Teacher(s), Paraprofessional(s)	Formative - Progress and/or mastery of TEKS objectives.				
3) Implement "OWLS" Curriculum.	Teacher(s)	Formative - Progress and/or mastery of TEKS objectives.				
4) Implement RTI for struggling students using social, language, and academic skills.	Teacher(s)	Formative - Student success and mastery of TEKS objectives.				
5) Physical education to be implemented during structured recess.	Teacher(s)	Formative - Students meet state requirements for physical fitness.				
6) Provide solid foundation for students in the use of technology.	Teacher(s)	Formative - Students prepared to use technology at the next level of instruction.				
7) Implement Circle testing for all Pre-K 4 students.	Teacher(s)	Formative - Progress and/or mastery of TEKS objectives.				

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 7</p> <p>8) Implement high-quality prekindergarten consistent with program requirements in Texas Education Code (TEC) Â§29.167 â€“ 29.171 and consistent with the provisions of TEC Chapters 41 and 42. These requirements include use of a curriculum aligned with the Texas Prekindergarten Guidelines, increased prekindergarten teacher training and/or qualifications, implementation of student progress monitoring, program evaluation and development of a family engagement plan.</p>	Principal, Teacher(s), Technology Staff	Formative - prepare Pre K children for success in kindergarten and beyond by supporting development of the whole child.				
9) Implementation of BEST (School Wide Enrichment model) for Pre-K students	Teacher(s)	Formative - Improved attendance rates for all groups, 6-week data on SEM participation, and staff feedback.				
10) Pre-K 4 students will demonstrate sufficient command of mouse skills and identify parts of the desktop. Use technology to produce and publish documents (using mouse skills) as well as to interact and collaborate with others.	Campus Instructional Technologist	Formative - Students prepared to use technology at the next level of instruction.				





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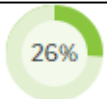
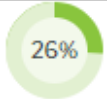
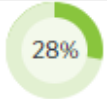
Goal 2: CLIMATE: 100% of our campuses will be safe and will be maintained to ensure a conducive learning environment.

Performance Objective 1: Provide a safe and secure learning environment.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Maintain the use of security video cameras for the surveillance of the campus.</p>	Principal	Formative - Timely intervention, reduction in office referrals				
<p>Critical Success Factors CSF 6</p> <p>2) APS will ensure adequate, trained, equipped, and attentive playground supervision. Students will be instructed on how to properly play on the playground equipment. Written playground safety rules will be taught to all students, reviewed with parents, and consistently enforced. Playground equipment and surfacing that are selected, placed, and installed will meet district guidelines.</p>	Principal, Teacher(s), Paraprofessional(s)	Formative - Overall effects year round.				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) Monitor facility for safety and conditions that are conducive to the teaching-learning process.</p>	Principal	Formative - Facility meets current safety and maintenance standards.				
<p>Critical Success Factors CSF 6</p> <p>4) Perform regular preventative maintenance of playground equipment according to the manufacturer's recommendations. Continue to perform routine playground equipment inspections to ensure safety of structures and playground.</p>	Principal	Formative - Playground safety improved.				

<p>Critical Success Factors CSF 6</p> <p>5) Regularly conduct fire, tornado, site evacuation, active shooter and first responder emergency drills.</p>	Principal	Formative - Staff and students having a clear understanding of what to do in crisis situations in order to maintain a safe school.				
<p>Critical Success Factors CSF 6</p> <p>6) Continue to maintain distribution of disaster kits to all classrooms as well as strategic areas of campus.</p>	School Nurse	Formative - Classrooms and campus prepared in the event of a disaster.				
<p>Critical Success Factors CSF 6</p> <p>7) All visitors will check in and be screened in the front office.</p>	Principal, Office Staff	Formative - Facility free of visitors without appropriate screening.				
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>8) Full time school nurse who trains staff in:</p> <ol style="list-style-type: none"> 1) AED operation 2) Food allergies 3) Anaphylaxis recognition 4) CPR/First Aid 5) Blood pressure monitoring 6) Diabetic education guidance 7) Wellness lifestyle 	Principal, School Nurse	Formative - Prompt and appropriate response to emergency situations.				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>9) Implementation of school health index evaluation. These include: nutrition, family and community involvement, health promotion for staff, school counseling, and all other health related services.</p>	School Nurse	Formative - Daily documentation on file in nurse's office.				
<p>Critical Success Factors CSF 6</p> <p>10) 10) Two trained officials will be armed on campus to support district wide safety initiative.</p>	Principal	Provide additional layer of security for students				
<p>Critical Success Factors CSF 6</p> <p>11) 11) The AISD Police Department will support and facilitate the educational process by providing a safe and secure environment through building and establishing meaningful relationships with students and staff. They will regularly visit the campus to ensure safety and monitor activity.</p>	Principal	Ensure a safe and secure environment.				




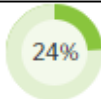
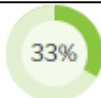










Goal 2: CLIMATE: 100% of our campuses will be safe and will be maintained to ensure a conducive learning environment.

Performance Objective 2: Provide a guidance curriculum, responsive services, individual planning, and system support to all students.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Review and revise effectiveness of intervention for violence and bullying. Implement "Be A Buddy, Not a Bully" curriculum through counselor's office.</p>	Principal, Counselor(s), Teacher(s)	Formative - Fewer students receiving accelerated instruction.				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Address academic concerns, relationship concerns, abuse, grief issues, family issues, safety concerns, and cases of incarcerated parents with individual students.</p>	Principal, Counselor(s), Teacher(s)	Formative - End-of-year program evaluation, teacher and student feedback, end-of-year discipline reports.				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) Counselor will develop and implement guidance lessons to meet the current needs of students and will meet regularly with students in group settings for these lessons.</p>	Counselor(s), Teacher(s)	Formative - End-of-year program evaluation, teacher and student feedback, end-of-year grade reports, end-of-year discipline reports.				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>4) Students will be recognized for academic achievement, attendance and character at SUPERKID assemblies every six weeks.</p>	Counselor(s)	Formative - Number of students served in K - 2.				
<p>Critical Success Factors CSF 1</p> <p>5) Attendance incentives will be awarded every six weeks for perfect attendance.</p>	Principal	Formative - Improved attendance.				





<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>6) The APS Positive Behavior Intervention and Supports Program (PBIS) will provide multiple setting (home and school) and multimodal (behavior management, social skills, and academic tutoring) prevention strategies. These interventions are designed to increase appropriate behaviors and decrease negative teacher-student, and per-student interactions.</p>	<p>Principal, Counselor(s), Teacher(s)</p>	<p>Formative - Reduced number of referrals and classroom interruptions.</p>				
<p>Critical Success Factors CSF 1</p> <p>7) Reduce the number of discretionary student placements in ISS and DAEP.</p>	<p>Principal, Special Ed. Teacher(s)</p>	<p>Formative - Reduce the number of ISS and DAEP placements of students served in special education and reflected on the PBMAS.</p>				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>8) Allow students to have alternatives in dealing with difficult issues that could lead to forms of violence, discipline or disruptions - counselor, teachers, reward systems, assemblies, field trips, etc.</p>	<p>Principal, Counselor(s), Teacher(s)</p>	<p>Formative - Students' conflicts are reduced and come to an appropriate resolution that decreases the number of discipline problems.</p>				
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>9) Teachers will be trained in Building Relationships with AISD students to cultivate and create a safe, trusting learning environment with students.</p>	<p>Principal, Administration</p>	<p>Formative-Decrease delinquent behaviors and improve skills to build rapport with students</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 2: CLIMATE: 100% of our campuses will be safe and will be maintained to ensure a conducive learning environment.

Performance Objective 3: Provide a health curriculum that will improve and maintain student health.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

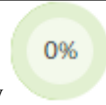
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Provide health services for all students. These services include: height and weight checks, obesity education, hearing and vision screening, dental assessments, mobile asthma clinics, injury assessments, illness assessments, immunizations and health education awareness for families.</p>	Principal	Formative - Services provided.				
<p>Critical Success Factors CSF 1</p> <p>2) Coordinate health program with CATCH curriculum through physical education classes.</p>	Principal, Teacher(s)	Formative - Health program coordinated.				
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>3) Train and educate staff on the use of AEDs which are located in strategic areas throughout the campus.</p>	Assistant Superintendent(s), Principal, Teacher(s)	Formative - Prompt and appropriate response to emergency situations.				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) The APS Health Services department will: 1. Assess individual student health and developmental status 2. Promote and maintain the health and well-being of all students 3. Develop health plans for students with health conditions 4. Coordinate prevention and control of communicable disease 5. Develop a system of first aid and emergency care 6. Participate in health education and recommend new and updated health policies</p>	School Nurse	Formative - Summaries of all activities, parent involvement on file.				



= Accomplished



= Continue/Modify



= No Progress








= Discontinue

Goal 2: CLIMATE: 100% of our campuses will be safe and will be maintained to ensure a conducive learning environment.

Performance Objective 4: Atlanta Primary School will meet the requirements for Coordinated School Health.

Evaluation Data Source(s) 4:

Summative Evaluation 4:





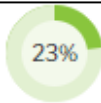
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6 CSF 7</p> <p>1) APS will incorporate the health index evaluation components: health education, physical education, health services, nutrition services, counseling and psychological services, healthy school environment, health promotion for staff, and family/community involvement. Each year, two of these components are assessed by the district committee for health services.</p>	School Nurse	Formative - Fitness Gram, School Health Index, student data in PEIMS.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						







Goal 3: COMMUNICATION: All stakeholders will have avenues of input and ownership in making decisions that affect our mission.

Performance Objective 1: Notify parents of school activities.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ensure that school website is updated regularly with schedule of events, important dates, and current pictures and coverage of student activities.	Principal, Counselor(s), Teacher(s), Technology Staff	Formative - Parental and community response.				
2) Coordinate with district PR officer to send pictures and information to local media outlets including newspaper, radio, website, and Facebook.	Principal, Counselor(s), Teacher(s), Librarian	Formative - Number of articles published.				
3) APS will utilize campus Facebook page highlighting student success, important events, upcoming events, and general information about the school.	Principal	Formative - Increased parent awareness of school activities.				
4) Teachers will continue to develop and expand their skills in order to maximize effective communication with parents through class newsletters, class DOJO (a technology app that allows parents immediate access to classroom activities, behavior, etc.), and parent conferences.	Teacher(s)	Formative - Increased parent awareness of school activities, individual teacher conferences, and sign-in sheets.				
5) Circle Assessment Report Cards (Pre-K).	Teacher(s)	Formative - Follow-up by principal				




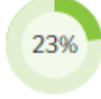

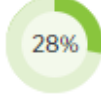
<p>6) Teachers will seek to inform parents about events, activities, or student progress through a variety of sources, such as an introductory letter at the beginning of the school year, classroom or school newsletters, report cards, communication books, radio announcements and the school website. Other communication will include telephone calls, home visits, parent-teacher conferences, open houses, and various school-based community activities. Teachers will actively incorporate various strategies to maximize sharing information with parents.</p>	<p>Teacher(s)</p>	<p>Formative - Increased parent awareness of school activities</p>				
<p>7) Coordinate the STARS volunteer program to assist in parent attendance at school performances, parents accompanying students on field trips, parents serving as resource persons for in- and out-of-class activities, parents helping with the school's fundraising programs, and parents themselves taking advantage of learning opportunities offered by the school.</p>	<p>Teacher(s)</p>	<p>Formative - Agendas, sign-in sheets, and notes and reminders sent home.</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 3: COMMUNICATION: All stakeholders will have avenues of input and ownership in making decisions that affect our mission.

Performance Objective 2: Involve parents in the student's academic and character-building process.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Ensure critical information is given to parents regarding: Title I participation information; school/parent Title I compact and school accountability.</p>	Principal, Teacher(s)	Formative - Number of signed compact.				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>2) Share information with parents concerning school attendance laws and instructional minutes. Provide incentives (iPads, certificates, recognition at award's assembly) to students with excellent attendance</p>	Principal, Counselor(s), Teacher(s)	Formative - Improved student attendance.				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Notify parents of special activities such as Campus Parent's Night, Open House, and extracurricular activities.</p>	Principal	Formative - Number of parents participating as evidenced by signature pages.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>4) Campus Intervention Team (CIT) meetings will be held regularly to discuss academic progress of identified students.</p>	Principal, Counselor(s), Teacher(s)	Formative - Student Progress.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>5) Progress Reports will be sent home the third week of each six week period.</p>	Principal, teacher(s)	Formative - Student Progress.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>6) Report Cards will be sent every six weeks.</p>	Principal, Teacher(s)	Formative - Student Progress.				

 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

Goal 3: COMMUNICATION: All stakeholders will have avenues of input and ownership in making decisions that affect our mission.

Performance Objective 3: Inform parents of student progress.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>1) Each teacher will contact parents every six weeks.</p>	Principal, Counselor(s), Teacher(s)	Formative - Increased parental involvement and less discipline referrals which improves classroom performance.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Provide parents with academic progress reports and report cards at three and six week intervals.</p>	Principal, Teacher(s), Campus Instructional Technologist	Formative - Improved student grades.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>3) Teachers will regularly communicate with parents through daily folders, email, conferences, home visits, telephone calls, curriculum/literacy nights, and open houses while using a variety of strategies adapted to the needs of particular families and their schedules. Other strategies will include: monthly school calendars, local newspaper coverage, district website, APS Facebook page, Class Dojo, electronic newsletters, grandparent, and parent days (Muffins with Moms, Donuts with Dads, Grandparent's Reception).</p>	Teacher(s)	Formative - Communication documents and parent surveys.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>= Accomplished</p> </div> <div style="text-align: center;"> <p>= Continue/Modify</p> </div> <div style="text-align: center;"> <p>= No Progress</p> </div> <div style="text-align: center;"> <p>= Discontinue</p> </div> </div>						

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Administrator	Donna Rice	Principal
Non-classroom Professional	Kristie Alexander	Counselor
Classroom Teacher	Dianna Carney	Kindergarten Teacher
Classroom Teacher	Mary Kay Kutz	Pre-K Teacher
Classroom Teacher	Debra Washington	Second Grade Teacher
Non-classroom Professional	Angela Barnes	Math Resource
Non-classroom Professional	Stacey Harrell	Reading/Dyslexia
Non-classroom Professional	Lori Smith	Reading/ESL
Non-classroom Professional	Kathryn Smith	Special Education
Classroom Teacher	Jessica Wylie	First Grade Teacher
Paraprofessional	Patricia Muniz	Computer Lab Paraprofessional

Addendums

Campus Improvement Plan Employee FTE Report
 ATLANTA ISD
 Summary

Function Object Organization	PIC 11 Basic Ed Services Salary FTE	PIC 21 Gifted Talented Salary FTE	PIC 22 Career Tech Salary FTE	PIC 23 Special Ed Salary FTE	PIC 24 Accel Ed Salary FTE	PIC 25 Bilingual Spec LA Salary FTE	PIC 26 AEP Basic Salary FTE
11 - 6119 INSTRUCTION - Professional Staff							
107 - ATLANTA PRIMARY SCHOOL	677,466.87	5,135.40	.00	121,338.63	.00	.00	.00
	17.8750	.0963	.0000	2.3333	.0000	.0000	.0000
Totals	677,466.87	5,135.40	.00	121,338.63	.00	.00	.00
	17.8750	.0963	.0000	2.3333	.0000	.0000	.0000
11 - 6129 INSTRUCTION - Support Staff							
107 - ATLANTA PRIMARY SCHOOL	.00	.00	.00	101,029.00	.00	.00	.00
	.0000	.0000	.0000	6.0000	.0000	.0000	.0000
Totals	.00	.00	.00	101,029.00	.00	.00	.00
	.0000	.0000	.0000	6.0000	.0000	.0000	.0000
12 - 6129 MEDIA SERVICES - Support Staff							
107 - ATLANTA PRIMARY SCHOOL	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
Totals	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
23 - 6119 SCHOOL ADMINISTRATION - Professional Staff							
107 - ATLANTA PRIMARY SCHOOL	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
Totals	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
23 - 6129 SCHOOL ADMINISTRATION - Support Staff							
107 - ATLANTA PRIMARY SCHOOL	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
Totals	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
31 - 6119 GUIDANCE & COUNSELING SERVICES - Professional Staff							
107 - ATLANTA PRIMARY SCHOOL	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
Totals	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
33 - 6119 HEALTH SERVICES - Professional Staff							
107 - ATLANTA PRIMARY SCHOOL	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
Totals	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
51 - 6129 PLANT MAINT AND OPERATIONS - Support Staff							
107 - ATLANTA PRIMARY SCHOOL	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
Totals	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
Grand Totals	677,466.87	5,135.40	.00	222,367.63	.00	.00	.00
	17.8750	.0963	.0000	8.3333	.0000	.0000	.0000

End of Report

Campus Improvement Plan Employee FTE Report
 ATLANTA ISD
 Summary

Function Object Organization	PIC 27 AEPS uppl Salary FTE	PIC 28 DAEP Basic Salary FTE	PIC 29 DAEP Suppl Salary FTE	PIC 30 Title 1 Part A Salary FTE	PIC 31 High School Allotment Salary FTE	PIC 32 Prekindergarten Salary FTE	PIC 71-89 Reserved for ESCs Salary FTE
11 - 6119 INSTRUCTION - Professional Staff							
107 - ATLANTA PRIMARY SCHOOL	.00	.00	.00	170,231.64	.00	117,574.00	.00
	.0000	.0000	.0000	4.3333	.0000	3.0000	.0000
Totals	.00	.00	.00	170,231.64	.00	117,574.00	.00
	.0000	.0000	.0000	4.3333	.0000	3.0000	.0000
11 - 6129 INSTRUCTION - Support Staff							
107 - ATLANTA PRIMARY SCHOOL	.00	.00	.00	16,301.00	.00	41,761.00	.00
	.0000	.0000	.0000	1.0000	.0000	3.0000	.0000
Totals	.00	.00	.00	16,301.00	.00	41,761.00	.00
	.0000	.0000	.0000	1.0000	.0000	3.0000	.0000
12 - 6129 MEDIA SERVICES - Support Staff							
107 - ATLANTA PRIMARY SCHOOL	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
Totals	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
23 - 6119 SCHOOL ADMINISTRATION - Professional Staff							
107 - ATLANTA PRIMARY SCHOOL	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
Totals	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
23 - 6129 SCHOOL ADMINISTRATION - Support Staff							
107 - ATLANTA PRIMARY SCHOOL	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
Totals	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
31 - 6119 GUIDANCE & COUNSELING SERVICES - Professional Staff							
107 - ATLANTA PRIMARY SCHOOL	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
Totals	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
33 - 6119 HEALTH SERVICES - Professional Staff							
107 - ATLANTA PRIMARY SCHOOL	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
Totals	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
51 - 6129 PLANT MAINT AND OPERATIONS - Support Staff							
107 - ATLANTA PRIMARY SCHOOL	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
Totals	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
Grand Totals	.00	.00	.00	186,532.64	.00	159,335.00	.00
	.0000	.0000	.0000	5.3333	.0000	6.0000	.0000

End of Report

Campus Improvement Plan Employee FTE Report
 ATLANTA ISD
 Summary

Function Object Organization	PIC 91 Athletics Related Salary FTE	PIC 99 Other Undistrib Salary FTE	Total PICS Salary FTE
11 - 6119 INSTRUCTION - Professional Staff			
107 - ATLANTA PRIMARY SCHOOL	.00	.00	1,091,746.54
	.0000	.0000	27.6379
Totals	.00	.00	1,091,746.54
	.0000	.0000	27.6379
11 - 6129 INSTRUCTION - Support Staff			
107 - ATLANTA PRIMARY SCHOOL	.00	.00	159,091.00
	.0000	.0000	10.0000
Totals	.00	.00	159,091.00
	.0000	.0000	10.0000
12 - 6129 MEDIA SERVICES - Support Staff			
107 - ATLANTA PRIMARY SCHOOL	.00	14,871.00	14,871.00
	.0000	1.0000	1.0000
Totals	.00	14,871.00	14,871.00
	.0000	1.0000	1.0000
23 - 6119 SCHOOL ADMINISTRATION - Professional Staff			
107 - ATLANTA PRIMARY SCHOOL	.00	69,164.00	69,164.00
	.0000	1.0000	1.0000
Totals	.00	69,164.00	69,164.00
	.0000	1.0000	1.0000
23 - 6129 SCHOOL ADMINISTRATION - Support Staff			
107 - ATLANTA PRIMARY SCHOOL	.00	44,271.00	44,271.00
	.0000	2.0000	2.0000
Totals	.00	44,271.00	44,271.00
	.0000	2.0000	2.0000
31 - 6119 GUIDANCE & COUNSELING SERVICES - Professional Staff			
107 - ATLANTA PRIMARY SCHOOL	.00	52,278.00	52,278.00
	.0000	1.0000	1.0000
Totals	.00	52,278.00	52,278.00
	.0000	1.0000	1.0000
33 - 6119 HEALTH SERVICES - Professional Staff			
107 - ATLANTA PRIMARY SCHOOL	.00	33,413.00	33,413.00
	.0000	1.0000	1.0000
Totals	.00	33,413.00	33,413.00
	.0000	1.0000	1.0000
51 - 6129 PLANT MAINT AND OPERATIONS - Support Staff			
107 - ATLANTA PRIMARY SCHOOL	.00	92,801.00	92,801.00
	.0000	6.0000	6.0000
Totals	.00	92,801.00	92,801.00
	.0000	6.0000	6.0000
Grand Totals	.00	306,798.00	1,557,635.54
	.0000	12.0000	49.6379

End of Report