

# **Brownfield Independent School District**

## **Colonial Heights Elementary**

### **2015-2016 Goals/Performance Objectives/Strategies**



## **Mission Statement**

We exist to prepare each student academically and socially to be a productive citizen upon graduation.

## **Vision**

All students and staff will aspire to be a community of learners.

# Table of Contents






Goals .....	4
Goal 1: Colonial Heights Elementary School will increase all students' performance on state and locally mandated tests to help each student meet his/her educational potential. ....	4
Goal 2: Colonial Heights Elementary School will increase student attendance and completion rate. ....	18
Goal 3: Colonial Heights Elementary School will provide a safe, drug free, and secure environment for staff and students. ....	20
Goal 4: Colonial Heights Elementary School will foster effective, consistent, and positive community, parent, teacher and student communication and relationships to involve parents as partners to promote student learning. ....	19
Goal 5: Colonial Heights Elementary School will recruit and maintain a highly qualified staff. ....	23
Goal 6: Colonial Heights Elementary School will implement technology to increase the effectiveness of student learning, instructional management, and staff development. ....	25
State System Safeguard Strategies .....	26
Federal System Safeguard Strategies .....	29












# Goals

**Goal 1: Colonial Heights Elementary School will increase all students' performance on state and locally mandated tests to help each student meet his/her educational potential.**

**Performance Objective 1:** By the end of the 2015-2016 school year, all students at Colonial Heights will be at or above grade level in Reading, Math, Writing, Science, and Social Studies.

**Summative Evaluation:** NWEA assessments including CPAA and MAP along with campus based assessments. Students are also assessed using DRA (Developmental Reading Assessment) universally at BOY, MOY and EOY. Progress monitoring every six-weeks is also utilized by classroom teachers.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) All teachers will participate in weekly PLC meetings to study student data and plan for quality instruction for all students.</p>	2	Teachers - Principal	Differentiated instruction in all classrooms documented in walkthroughs and PDAS				
<p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Administration of CPAA and MAP assessments three times per year to assist in monitoring student progress.</p>	2, 8	Teachers - Principal	Consistent improvement of student performance indicated by data analysis of student groups and individual students.				
<p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>3) Implement LLI intervention program for TIER III reading intervention.</p>	2, 3, 9, 10	Teachers, Interventionists, Principal	Monitor assessment data. Small group instruction to strengthen individual student needs.				
<p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>4) Regular meetings with District Curriculum Team to develop common assessments and receive curriculum guidance.</p>	2, 4, 8, 10	Teachers, Curriculum Team, Principal	Common assessments administrated in all classrooms designed to assess the learning of required TEKS.				
<p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>5) Implement targeted Tier 2 &amp; 3 instruction to narrow gaps in learning.</p>	2, 3, 9	Teachers, Principal, Interventionists	Data will improve for targeted students identified as Tier 2 & 3 students.				








<p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>6) Utilize Reading A-Z and DRA for guided reading and progress monitoring in all classrooms.</p>	2, 8, 9	Teachers - Principal	Improve reading skills as evidenced by raising reading levels and comprehension.				
<p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>7) Consistent communication with parents concerning strengths and areas of academic concern for each individual student.</p>	2, 6, 9	Teachers - Principal	Documentation of parent phone calls and conferences.				
<p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>8) Students not meeting specified criteria for Flex Year, will receive additional instructional support.</p>	2, 8, 9	Teachers, Interventionists, Principal	Improvement in end of year testing and attendance records				
<p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5</p> <p>9) Students have the opportunity to attend after school supports through the ACE program. Some of the programs offered include Stride Academy, enrichment activities, academic supports and fine motor activities. These are offered to students free of charge.</p>	2, 9, 10	Teachers, ACE Coordinator, ACE Instructors, Principal	Consistent improvement of student performance indicated by data analysis of student groups and individual students.				
<p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>10) Students have the opportunity to attend Homework Help at the start of the school day to receive assistance with sight words, numeracy, spelling and literacy.</p>	2, 8, 9, 10	Teacher, ACE Coordinator, ACE instructors, Principal	Consistent improvement of student performance indicated by data analysis of student groups and individual students.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>11) Students will benefit from participation in NEU network of schools.</p>	2, 5, 6, 8, 9	All staff/Principal	College symbolism, parent logs, walkthroughs, student data				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

**Goal 1:** Colonial Heights Elementary School will increase all students' performance on state and locally mandated tests to help each student meet his/her educational potential.

**Performance Objective 2:** By the end of the 2015-2016 school year, Economically Disadvantaged students will be at or above grade level in Reading, Math, Writing, Science, and Social Studies.

**Summative Evaluation:** Individual and targeted group data from campus based assessments and NWEA data.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) All teachers will participate in student data analysis to target needs of this subgroup.</p>	2, 8, 9	Teachers - Principal	Improved performance of all students in this subgroup indicated by data analysis.				
<p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Administration of CPAA and MAP assessments three times per year to assist in monitoring the student progress and adjust instruction as needed.</p>	2, 3, 8, 9	Teachers - Principal	Consistent improvement in performance evidenced by data for this subgroup.				
<p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>3) LLI intervention for this subgroup in TIER III reading intervention.</p>	2, 3, 8, 9	Teachers, Interventionists, and Principal	Exit TIER III intervention of students when data shows student improvement.				
<p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>4) Implementation of targeted instruction for Tier 2 &amp; 3 students who need extra support.</p>	2, 3, 9	Teachers - Principal	Targeted students will show improvement as evidenced by data analysis.				
<p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>5) Utilize Reading A-Z and Developmental Reading Assessment (DRA) for guided reading and progress monitoring in all classrooms.</p>	2, 3, 8, 9	Teachers - Principal	Student reading skills improve as evidenced by raising reading levels.				

<p><b>State System Safeguard Strategies</b>  <b>Critical Success Factors</b>          CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>6) Regular meetings with District Curriculum Team for curriculum guidance and development of common assessments in each subject area.</p>	2, 4, 8, 9	Teachers, Curriculum Team, Principal	Common assessments administered in each classroom that address the TEKS and student needs.				
<p><b>State System Safeguard Strategies</b>  <b>Critical Success Factors</b>          CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>7) Consistent communication with parents concerning individual student areas of academic need.</p>	2, 6, 9	Teachers - Principal	Documentation of parent phone calls and conferences.				
<p style="text-align: center;">  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							









**Goal 1:** Colonial Heights Elementary School will increase all students' performance on state and locally mandated tests to help each student meet his/her educational potential.

**Performance Objective 3:** By the end of the 2015-2016 school year, LEP/ELL students will be at or above grade level in Reading, Math, Writing, Science, and Social Studies.

**Summative Evaluation:** Individual and targeted group data from campus based assessments and NWEA data.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) All LEP/ELL students will be placed in a self contained classroom with a certified ESL teacher.</p>	3, 9	Principal	Each LEP/ELL student will have as their teacher a certified ESL teacher.				
<p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) All ESL teachers will receive staff development on strategies for instruction of LEP/ELL students.</p>	2, 3, 4, 9	Principal	Documentation of staff development.				
<p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) All teachers will participate in weekly PLC meetings to analyze student data and plan for quality instruction.</p>	8, 9	Teachers - Principal	Weekly agendas and minutes of meetings that show evidence of quality planning.				
<p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>4) Implementation of targeted instruction for Tier 2 &amp; 3 students that need academic acceleration.</p>	2, 3, 9	Teachers - Principal- Interventionists	ESL certified teachers will assist LEP/ELL students in the Acceleration program.				
<p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) Administration of TELPAS assessments to monitor progress of LEP/ELL students.</p>	8, 9	ESL Teachers, Counselor, Principal	Increasing performance on TELPAS by students.				



<p><b>State System Safeguard Strategies</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) Utilize ELL materials along with Reading A-Z for guided reading and progress monitoring in all classrooms.</p>	8, 9	Teachers - Principal	Increase in ELL student performance.				
<p><b>State System Safeguard Strategies</b>  <b>Critical Success Factors</b>  CSF 1 CSF 5 CSF 7</p> <p>7) Consistent communication with ELL parents concerning student progress.</p>	2, 6	Teachers - Principal-Counselor	Documentation of parent phone calls and conferences.				
<p><b>State System Safeguard Strategies</b>  <b>Federal System Safeguard Strategies</b>  <b>Critical Success Factors</b>  CSF 1 CSF 5 CSF 6</p> <p>8) Increase parent understanding of school policies including Flex Year criterion, daily reading and homework, and improved communication in parents' native language through Title III meetings, held three times a semester.</p>	1, 2, 4, 6, 9, 10	Principal and counselor	Increased parent communication and attendance rosters from meetings.				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

**Goal 1:** Colonial Heights Elementary School will increase all students' performance on state and locally mandated tests to help each student meet his/her educational potential.

**Performance Objective 4:** By the end of the 2015-2016 school year, GT students will demonstrate advanced levels in core content areas (math and/or reading), evidenced by campus based assessments and MAP testing.









**Summative Evaluation:** Individual and targeted group data from campus based assessments and NWEA data.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) GT students will be identified as GT by approved assessments and review by committee.	8	Counselor, Teachers, Principal	GT assessment results and committee reviews.				
2) Identified GT students will be placed in a GT certified teacher's classroom	8	Principal - Teachers	Certification of Teachers.				
<b>Critical Success Factors</b> CSF 1 CSF 4 3) GT students will be provided differentiated instruction to enable them to excel.	3, 8	Teachers - Principal	Student data, Walkthroughs, PDAS				
4) Consistent communication with parents concerning activities and progress of GT students.	6	Teachers - Principal	Documentation of parent phone calls and conferences.				
<b>State System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 4 5) Gifted and talented students will be provided a pull-out time to work with a G.T. certified teacher and other students of their ability level.	3, 8	Teachers, Principal	Student data, student products				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 1:** Colonial Heights Elementary School will increase all students' performance on state and locally mandated tests to help each student meet his/her educational potential.

**Performance Objective 5:** By the end of the 2015-2016 school year, Special Education students at Colonial Heights will be at or above grade level in Reading, Math, Writing, Science, and Social Studies.









**Summative Evaluation:** Modified and grade level assessment.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Special Education students will have access to regular education through mainstreaming, when applicable, by qualified Special Education staff.</p>	3, 9	Teachers - Principal	Effective IEPs that are implemented for individual student needs.				
<p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>2) Consistent communication with parents concerning their child's progress and targeted areas of academic areas needing improvement.</p>	2, 6, 9	Teachers - Principal	Documentation of parent contacts conferences, and ARD meetings.				
<p>3) All teachers including Special Education teachers participate in weekly PLC meetings to review student data and plan for instruction for all students.</p>	2, 4, 8, 9	Teachers - Principal	Meeting agendas and minutes.				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							

**Goal 1:** Colonial Heights Elementary School will increase all students' performance on state and locally mandated tests to help each student meet his/her educational potential.

**Performance Objective 6:** By the end of the 2014-2015 school year, At-Risk students at Colonial Heights will be on or above grade level in Reading, Math, Writing, Science and Social Studies.

**Summative Evaluation:** Student data from campus based assessments and NWEA assessments.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Differentiated and small group instruction to address individual needs of this subgroup.</p>	1, 9	Teachers, Principal, Interventionists, Counselor	Student data, intervention logs, walkthroughs, PDAS, Eduphoria assessments				
<p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5</p> <p>2) Consistent parent communication concerning student strengths and areas needing improvement.</p>	2, 6, 9	Teachers, Principal	Documentation of parent contacts				
<p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Administration of CPAA and MAP assessments three times per year to monitor student progress.</p>	2, 3, 8, 9	Teachers, Principal, Lab Manager	Student data, progress throughout the year, adjusting instruction to meet each student's academic needs.				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							



**Goal 1:** Colonial Heights Elementary School will increase all students' performance on state and locally mandated tests to help each student meet his/her educational potential.


**Performance Objective 7:** Meet the academic needs and maximize achievement for the Migrant Education Program for designated student groups. (Students identified as Migrant; Migrant students identified as Priority of Services)

**Summative Evaluation:** AEIS Data, AYP and State Assessment Scores, Migrant Needs analysis, Program evaluation by staff, Region 16 SSA Reports.











Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Beginning July 1 through June 30, identify and recruit migrant children and youth, including conducting annual residency verification and other Identification and Recruitment (ID&R) activities according to specific timelines, as outlined in the Texas Manual for the Identification and Recruitment of Migrant Students.	6, 7, 9, 10	Migrant Recruiter, Special Programs Director	Copies of Certificates of Eligibility	✓			
Funding Sources: 212 Title I, Part C- Migrant							
2) ID&R: Conduct ID&R activities as outlined in the ID&R plan as provided by the State MEP.	7, 9, 10	Migrant Recruiter, Special Programs Director	Copies of Certificates of Eligibility				
Funding Sources: 212 Title I, Part C- Migrant							
3) Migrant Services Coordination: Within the first grading period of the school year that the child who is eligible for migrant services in the district, (1) determine individual needs for instructional and support services, (2) identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress.	7, 9, 10	Migrant Recruiter, Special Programs Director, Principals	Summer School Attendance records				
Funding Sources: 212 Title I, Part C- Migrant							
<b>State System Safeguard Strategies</b>	8, 9, 10	Special Programs Director, Principals	Summer School Attendance Records				
4) Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed the State Assessment in any content area are accessing local, intrastate, and interstate opportunities available for summer remediation.	Funding Sources: 212 Title I, Part C- Migrant						
5) NGS: Beginning July1 through June 30, encode all required data into the New Generation System (NGS) and conduct all required activities as outlined in the NGS Implementation Guidelines for ESCs and LEAs.	10	Migrant Recruiter Special Programs Director	Copies of Certificates of Eligibility, Region 16 NGS Reports				
Funding Sources: 212 Title I, Part C- Migrant							

<p align="center"><b>State System Safeguard Strategies</b></p> <p>6) Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/ore early withdrawal. Student participation must not interfere with core classes. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS.</p>	1, 8, 9, 10	Migrant and School Counselor, Special Programs Director, Principal	Academic Records, Migrant Records				
Funding Sources: 212 Title I, Part C- Migrant, 244 Perkins - Career & Technical							
<p align="center"><b>State System Safeguard Strategies</b></p> <p>7) Middle School Students: Coordinate with available mentoring programs or support organizations to develop students' learning and study skills and follow up to monitor and document progress.</p>	8, 9	Counselor, Principal, HQ Teacher	Academic Records				
Funding Sources: 212 Title I, Part C- Migrant							
<p align="center"><b>State System Safeguard Strategies</b></p> <p>8) Middle School Students: Provide coordination of resources by (1) contacting each student or family to establish the extent of student needs for homework assistance and tools, (2) collaborating with existing programs and organizations to coordinate student access to resources, and (3) providing students and parents with up-to-date and easy-to-understand information on how to access homework assistance when needed.</p>	6, 8, 10	Counselor, Principal, HQ Teacher	Academic records, attendance records				
Funding Sources: 212 Title I, Part C- Migrant							
<p>9) Middle School Students: Provide a presentation or information to school staff to increase their awareness of migrant middle school students' need for timely attention and appropriate interventions (according to local procedures in place) for academic and nonacademic problems or concerns. The presentation or information must include directions for non-MEP staff to notify MEP staff of referrals and interventions.</p>	4	Counselor, Principal, HQ Teacher	Priority for Services reports, Academic and attendance records.				
Funding Sources: 212 Title I, Part C- Migrant							
<p align="center"><b>State System Safeguard Strategies</b></p> <p>10) Middle School Students: Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children.</p>	6, 8, 9, 10	Counselor, Principal, HQ Teacher	Academic Records, meeting sign in sheets, attendance records.				
Funding Sources: 212 Title I, Part C- Migrant							
<p align="center"><b>State System Safeguard Strategies</b></p> <p>11) Students in Grades 3-11: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the TAKS/EOC are accessing local, intrastate, and interstate opportunities available for summer TAKS/EOC remediation.</p>	8, 9, 10	Counselor, Principal, HQ Teacher	Academic Records, meeting sign in sheets, attendance records, MSIX Log in records.				
Funding Sources: 212 Title I, Part C- Migrant, 199 General Fund							

12) Early Childhood/School Readiness: Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5 are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example Head Start, Even Start, Texas Migrant Council, or other early childhood programs.)	6, 7, 10	Counselor, Principal, HQ Teacher	PEIMS, Certificates of Eligibility, academic records.				
	Funding Sources: 212 Title I, Part C- Migrant, 263 Title III, Part A - ELA						
13) District Procedures: Develop and implement a set of procedures that outline (1) a variety of strategies for partial and full credit accrual for migrant student with late entry and/or early withdrawal, and (2) saved course slots in elective and core subject areas, based on the district's history of student migration.	1, 2	Counselor, Principal, Special Programs Director	Academic Records, attendance records, procedures manuals.				
14) Interstate Coordination: Coordinate with the Texas Migrant Interstate Program (TMIP) during the summer months in order to serve students from Texas who may attend out-of-state summer migrant programs.	10	Special Programs Director, Migrant Education Personnel at Region Service Center	Contact logs. Migrant program logs.				
	Funding Sources: 212 Title I, Part C- Migrant						
15) Intrastate and Interstate Coordination: Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations.	10	Special Programs Director, Migrant Education Personnel at Region Service Center	Staff Records, PEIMS				
16) Intrastate and Interstate Coordination: Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations.	10	Special Programs Director, Migrant Education Personnel at Region Service Center	Staff Records, PEIMS				
17) Migrant Parent Advisory Council: Establish a district-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services. The PAC must abide by the guidelines outlined in the State's MEP policy manual. (A region-wide Migrant PAC may be established where districts are members of a shared services arrangement (SSA) for the MEP.)	1, 10	Special Programs Director, Migrant Education Personnel at Region Service Center.	SSA Migrant PAC Meeting attendance sheets.				
18) Program Evaluation: Conduct an evaluation of your Migrant Education Program.	1	Special Programs Director, Migrant Education Personnel at Region Service Center	Migrant Procedures Manual, Program evaluation forms.				
19) PEIMS Migrant Indicator Code: The Title I Migrant Coordinator will provide a list of migrant students to be encoded into PEIMS with the Migrant Indicator Code.	2	Special Programs Director, Migrant Education Personnel at Region Service Center, PEIMS Registrar	PEIMS, COE				

20) Graduation Plan Support--Employ migrant counselor or qualified specialized staff to provide graduation plan support above and beyond what is provided by regular school counselors, including to (1) develop individualized migrant student action plans, (2) provide leadership for coordination of services. (3) monitor course completion for PFS students with late entry and/or early withdrawal, (4) review district policies and procedures concerning students with late entry and/or early withdrawal, (5) intervene on behalf of students whose concerns put their academic success at risk, and (6) ensure that migrant students and parents are receiving timely information and assistance regarding the college application process, including scholarship opportunities and financial aid.	8, 9	Special Programs Director, Migrant Education Personnel at Region Service Center, Migrant and School Counselor	Graduation Plans on file, Academic Records, PFS reports, Migrant School Counselor reports.				
21) Credit Accrual--Offer a variety of alternative methods for credit accrual and recovery by providing (1) opportunities for earning credit by exam or distance learning coursework, such as that available through the Portable Assisted Study Sequence (PASS) courses or the University of Texas at Austin's Migrant Student Graduation Enhancement Program; and (2) use of equipment, space and support staff necessary for successful completion of course work. MEP funding is allowable only where migrant students cannot be served by other available resources.	8, 9	Special Programs Director, Migrant Education Personnel at Region Service Center, Migrant and School Counselor	Graduation Plans, Migrant School Counselor reports.				
22) Credit Accrual--Tuition or fees for evening classes, summer school or credit-by-exam	10	Counselor, Principal, HQ Teacher	Graduation Plans, Migrant School Counselor reports.				
Funding Sources: 212 Title I, Part C- Migrant							
23) Supplemental Instruction--Extended-Day Tutoring in Core Content Areas (before school, after school, or on Saturdays)	8, 9, 10	Special Programs Director, Campus Principal, HQ Teacher of Record	Attendance sheets				
Funding Sources: 199 General Fund, 212 Title I, Part C- Migrant							
24) Supplement Instruction--Extended-Day EOC STAAR Acceleration (before school, after school, or on Saturdays)	8, 9, 10	Special Programs Director, Campus Principal, HQ Teacher of Record	Attendance sheets, lesson plans				
Funding Sources: 199 General Fund, 212 Title I, Part C- Migrant							
25) Summer Programs--Project SMART (including current or past programs)		Special Programs Director, Campus Principal, HQ Teacher Record	Summer school attendance forms				
26) Supplemental Instruction--Home Based Building Bridges: Provide a lead teacher to train and support staff and administer home-based implementation of the Building Bridges Early Childhood Program to migrant 3 and 4 year olds if children cannot be served by other available resources.	7, 10	Special Programs Director, Campus Principal, Home based trained instructor	Migrant Records				
Funding Sources: 212 Title I, Part C- Migrant							
27) Supplemental Instruction--Other Center Based Program for 3 and 4 year olds: District Pre-K to serve 4 year olds. Three year olds to be served with Building Bridges.	7, 10	Special Programs Principal, HQ Teacher	Attendance forms, migrant program records.				
Funding Sources: 205 Head Start, 212 Title I, Part C- Migrant							








28) Identified Needs for Academic and Nonacademic Support Services-- Clothing and School Supplies. Coordination with local, state and other community resources to meet this needs will occur before sourcing Migrant program funds.	1, 10	Special Programs Director, Campus Personnel	Student records, meeting notes				
Funding Sources: 212 Title I, Part C- Migrant							
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4	2, 3, 8, 9	Teachers/Principal/Interventionists	Improving student data, walkthroughs, PDAS				
29) Differentiated and small group instruction to address individual need of this subgroup will be utilized.							
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5	2, 6, 9	Teachers/Principals	Documentation of parent contacts; compacts				
30) Consistent parent communication concerning student strengths and areas needing improvement.							
<b>Critical Success Factors</b> CSF 1 CSF 2	2, 3, 8, 9	Teachers/Principals	Student data, progress throughout the year, adjusting instruction to meet each student's academic needs.				
31) Administration of CPAA and MAP Assessments three times per year to monitor student progress.							
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6 CSF 7	8, 9	Teachers/Principal	Meeting agendas, minutes and student data.				
32) Weekly PLC meetings for studying student data and planning instruction.							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

## Goal 2: Colonial Heights Elementary School will increase student attendance and completion rate.

**Performance Objective 1:** By the end of the 2015-2016 school year, Colonial Heights will have a 97% average daily attendance rate.

**Summative Evaluation:** Our campus PEIMS will indicate a 97% attendance rate.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Each Six Weeks, students with perfect attendance will be recognized with their picture on the perfect attendance bulletin board.	2	Teachers - Principal - Librarian	Updated bulletin board each six weeks.				
2) Each Six Weeks, students with perfect attendance will receive incentives for their attendance.	2	Teachers - Principal - Librarian	Students will receive incentives each six weeks they have perfect attendance.				
<b>State System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 5 3) Parent phone calls through Skyward when a student is absent without informing the school office.	2, 6	Principal - Skyward	Phone calls daily to parents with a child that is absent from school.				
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6 4) Academic Parent Nights that include data for students and information on the importance of regular attendance.		Teachers - Principal	Agendas and sign in sheets.				
<b>State System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 5) Title I parent conferences to discuss individual student academic progress and attendance.	2, 6	Teachers - Principal	Agendas and sign in sheets.				
6) Attendance letters mailed to parents with students with excessive absences.	6	Principal	Record of letters mailed and parent contacts.				
<b>State System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 7) Weekly perfect attendance drawings for a student incentive to encourage attendance.	2, 6	Teachers, Principal	Weekly attendance slips submitted to the office.				
<b>State System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6 8) Champions Cub Club assemblies each six-weeks that recognizes students with 0-1 absence during the six-weeks.	2, 6	Teachers, Principals	Quantity of students recognized for attendance.				

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

**Goal 3: Colonial Heights Elementary School will provide a safe, drug free, and secure environment for staff and students.**

**Performance Objective 1:** Colonial Heights will provide a safe, drug free, and secure environment for students and staff.

**Summative Evaluation:** Training of staff and security improvements at the campus and district.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Anti bullying staff development provided for all campus staff	10	District Staff - Superintendent	Staff participation and attendance lists.				
2) Run, Walk, Roll Against Bullying.	10	District Staff	Event attendance.				
3) Sexual Abuse staff development.	10	Assistant Superintendent	Staff attendance lists.				
4) Security Cameras installed at campus.		District Staff	Monitoring of cameras for suspicious activity.				
5) Raptor visitor scanning installed at the campus.	10	Office staff - Principal	Accurate log of visitors to the campus.				
6) Red Ribbon Week activities to inform students of the dangers of drug and other substance abuse.	10	Counselor - Teachers - Principal	Record of activities and student participation.				
7) Counselor sessions with all classrooms covering topics relating to student safety and security.	2, 10	Counselor - Teachers - Principal	Counselor schedule.				
8) Staff will receive training in signs of Child Abuse.	3, 4, 10	All staff, Counselor, Principal	Staff Training Certificates				
9) Staff will conduct monthly safety drills.	2, 10	Administration, School Resource Officer, Principal	Documentation of drill				
= Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue							

**Goal 4: Colonial Heights Elementary School will foster effective, consistent, and positive community, parent, teacher and student communication and relationships to involve parents as partners to promote student learning.**

**Performance Objective 1:** Colonial Heights will increase parental involvement and actively involve parents and the community in promoting student learning by 5%.

**Summative Evaluation:** Colonial Heights will provide and promote an increased number of activities and events to promote parent involvement.








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>1) Meet The Teacher Night held in August for parents and guardians to meet and conference with teachers.</p>	2, 6	Teachers-Principal-Counselor	Attendance lists for each classroom				
<p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>2) Campus Open House and Title 1 Meeting held in September to involve parents in student achievement.</p>	2, 6	Teachers-Principal-Counselor	Attendance lists.				
<p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>3) Title I Parent Conferences held during the month of October to allow one-on-one time with their child's teacher to discuss their child's progress.</p>	2, 6	Teachers - Principal	Attendance lists.				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) Thanksgiving Lunch will be held in November. Parents and Family are invited to attend.</p>	6	Office Staff, Principal	Sign in sheets				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>5) Parents and Family will be invited to attend events at the campus. These events include: Story Book Character Parade, Valentine's Day Parties, Easter Egg Hunt and Field Day.</p>	6	Teachers, Principal, Office Staff	Sign-In Sheets				









<b>State System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 5  6) Colonial Heights will host a Family Reading Night to involve parents in promoting good reading habits and literacy.	2, 6	Teachers-Principal-Counselor	Attendance lists.				
<b>State System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 5  7) Parent phone calls and conferences	2, 6	Teachers - Principal	Documentation of parent contacts.				
<b>State System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 5  8) Parents receive regular school communications through weekly take-home folder (Wednesday folder) and monthly newsletter.	2, 6	Teachers, Principal	Returned, signed folders each week				
<b>State System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 5  9) Student recognition each six-weeks for Champions Cub Club. Parents are invited to the assemblies.	2, 6	Teachers, Principal	Quantity of students recognized each six-weeks and parent sign-in sheets.				
<b>Critical Success Factors</b> CSF 5 CSF 6  10) Students participate in annual event- Western Day. This event includes community sponsors, middle school students as helpers, as well as parent involvement.	2, 6, 10	All CH Staff, Principal	Sign-In Sheets				
<b>State System Safeguard Strategies</b> <b>Federal System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6  11) Periodic Title 3 Meetings will be held to involve parents of ELL students.	1, 2, 6, 9, 10	Principal, Counselor, Translator	Sign-In Sheets, Agendas				
= Accomplished     = Considerable     = Some Progress     = No Progress     = Discontinue							

## Goal 5: Colonial Heights Elementary School will recruit and maintain a highly qualified staff.

**Performance Objective 1:** Colonial Heights will foster a climate that is focused on student success and on staff support.

**Summative Evaluation:** Minutes and agendas of PLC meetings and mentoring program.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7</p> <p>1) All new staff to the campus will be assigned a mentor.</p>	2, 4, 5	Teachers - Principal	Support of new staff, mentor, log/list				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Teachers will attend weekly PLC meetings to plan instruction, review student data, and support high quality instruction.</p>	2, 4, 5, 8	Teachers - Principal	Meeting agendas, minutes, and increased academic performance.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6 CSF 7</p> <p>3) Grade level curriculum institutes with curriculum team each six weeks to support teachers in curriculum management.</p>	2, 4, 5, 8	Curriculum team - Teachers - Principal	Consistent vertical and horizontal curriculum, agendas, sign-in sheets				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Continuing professional development to target specific areas and needs of the campus and staff.</p>	2, 4, 5	Administrative staff - Teachers - Principal	Records of professional development.				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>5) Frequent walkthroughs in classrooms to monitor instruction and give feedback to staff.</p>	2, 3, 5	Principal - Curriculum team - Administration	Record of walkthroughs in Eduphoria.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>6) All staff will have an appraisal yearly through PDAS to support staff and increase quality of instruction. First year teachers will have one appraisal in the fall and an additional appraisal in the spring.</p>	2, 3, 5	Principal - Administration	Record of PDAS in Eduphoria.				
<p><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>7) Increased communication through weekly and monthly calendars and staff meetings held twice a month.</p>	2, 3, 4, 5	Principal, Administration	Weekly, monthly calendars, staff meeting agendas, sign-in sheets				






<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>8) Embedded staff development by the Colonial Heights staff during monthly faculty meetings.</p>	2, 3, 4, 5	Principal, Administration	Records of implementation noted through walkthroughs, PDAS; discussion and application in PLCs.				
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>9) Team Building activities will be scheduled periodically throughout the year (i.e. staff luncheons).</p>	2, 5	All Staff	Staff surveys				
<p align="center"><b>State System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>10) Teachers will conduct peer observations throughout the school year to view and share best teaching practices.</p>	1, 2, 3, 4, 5, 8, 9	Teachers, Principal	Documentation of observations				
<p align="center">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							



**Goal 6: Colonial Heights Elementary School will implement technology to increase the effectiveness of student learning, instructional management, and staff development.**

**Performance Objective 1:** Colonial Heights will continually update technology to support student learning and staff development.

**Summative Evaluation:** Updated technology and maintenance of existing technology.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>1) Promethean Boards in all classrooms that will be maintained.</p>	2, 5, 9, 10	Teachers - Principal - Technology Department.	Working Promethean boards in all classrooms.	✓			
<p>2) Staff development with technology department to ensure effective use and implementation of technology.</p>	2, 3, 4, 5, 10	Teachers - Technology Department - Principal	Records of Staff Development.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>3) Student computers in each classroom for student use and differentiated instruction.</p>	2, 5, 9, 10	Teachers - Principal	Working computers in each classroom.	✓			
<p><b>Critical Success Factors</b> CSF 2 CSF 7</p> <p>4) IPADs are provided for all teachers.</p>	3, 10	Principal - Technology Department.	Effective use of IPADs, lesson plans	✓			
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Document cameras in all classrooms that will be maintained and used to enhance instruction.</p>	2, 5, 9, 10	Teachers, Principal, Technology Department	Effective use of Document Cameras, lesson plans	✓			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Administration of CPAA and MAP assessments three times per year to assist in monitoring student progress.
1	1	3	Implement LLI intervention program for TIER III reading intervention.
1	1	4	Regular meetings with District Curriculum Team to develop common assessments and receive curriculum guidance.
1	1	5	Implement targeted Tier 2 & 3 instruction to narrow gaps in learning.
1	1	6	Utilize Reading A-Z and DRA for guided reading and progress monitoring in all classrooms.
1	1	7	Consistent communication with parents concerning strengths and areas of academic concern for each individual student.
1	1	8	Students not meeting specified criteria for Flex Year, will receive additional instructional support.
1	1	9	Students have the opportunity to attend after school supports through the ACE program. Some of the programs offered include Stride Academy, enrichment activities, academic supports and fine motor activities. These are offered to students free of charge.
1	1	10	Students have the opportunity to attend Homework Help at the start of the school day to receive assistance with sight words, numeracy, spelling and literacy.
1	2	1	All teachers will participate in student data analysis to target needs of this subgroup.
1	2	2	Administration of CPAA and MAP assessments three times per year to assist in monitoring the student progress and adjust instruction as needed.
1	2	3	LLI intervention for this subgroup in TIER III reading intervention.
1	2	4	Implementation of targeted instruction for Tier 2 & 3 students who need extra support.
1	2	5	Utilize Reading A-Z and Developmental Reading Assessment (DRA) for guided reading and progress monitoring in all classrooms.
1	2	6	Regular meetings with District Curriculum Team for curriculum guidance and development of common assessments in each subject area.
1	2	7	Consistent communication with parents concerning individual student areas of academic need.
1	3	1	All LEP/ELL students will be placed in a self contained classroom with a certified ESL teacher.
1	3	2	All ESL teachers will receive staff development on strategies for instruction of LEP/ELL students.
1	3	3	All teachers will participate in weekly PLC meetings to analyze student data and plan for quality instruction.
1	3	4	Implementation of targeted instruction for Tier 2 & 3 students that need academic acceleration.
1	3	5	Administration of TELPAS assessments to monitor progress of LEP/ELL students.

Goal	Objective	Strategy	Description
1	3	6	Utilize ELL materials along with Reading A-Z for guided reading and progress monitoring in all classrooms.
1	3	7	Consistent communication with ELL parents concerning student progress.
1	3	8	Increase parent understanding of school policies including Flex Year criterion, daily reading and homework, and improved communication in parents' native language through Title III meetings, held three times a semester.
1	4	5	Gifted and talented students will be provided a pull-out time to work with a G.T. certified teacher and other students of their ability level.
1	5	1	Special Education students will have access to regular education through mainstreaming, when applicable, by qualified Special Education staff.
1	5	2	Consistent communication with parents concerning their child's progress and targeted areas of academic areas needing improvement.
1	6	1	Differentiated and small group instruction to address individual needs of this subgroup.
1	6	2	Consistent parent communication concerning student strengths and areas needing improvement.
1	6	3	Administration of CPAA and MAP assessments three times per year to monitor student progress.
1	7	4	Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed the State Assessment in any content area are accessing local, intrastate, and interstate opportunities available for summer remediation.
1	7	6	Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. Student participation must not interfere with core classes. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS.
1	7	7	Middle School Students: Coordinate with available mentoring programs or support organizations to develop students' learning and study skills and follow up to monitor and document progress.
1	7	8	Middle School Students: Provide coordination of resources by (1) contacting each student or family to establish the extent of student needs for homework assistance and tools, (2) collaborating with existing programs and organizations to coordinate student access to resources, and (3) providing students and parents with up-to-date and easy-to-understand information on how to access homework assistance when needed.
1	7	10	Middle School Students: Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children.

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
1	7	11	Students in Grades 3-11: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the TAKS/EOC are accessing local, intrastate, and interstate opportunities available for summer TAKS/EOC remediation.
2	1	3	Parent phone calls through Skyward when a student is absent without informing the school office.
2	1	5	Title I parent conferences to discuss individual student academic progress and attendance.
2	1	7	Weekly perfect attendance drawings for a student incentive to encourage attendance.
2	1	8	Champions Cub Club assemblies each six-weeks that recognizes students with 0-1 absence during the six-weeks.
4	1	1	Meet The Teacher Night held in August for parents and guardians to meet and conference with teachers.
4	1	2	Campus Open House and Title 1 Meeting held in September to involve parents in student achievement.
4	1	3	Title I Parent Conferences held during the month of October to allow one-on-one time with their child's teacher to discuss their child's progress.
4	1	6	Colonial Heights will host a Family Reading Night to involve parents in promoting good reading habits and literacy.
4	1	7	Parent phone calls and conferences
4	1	8	Parents receive regular school communications through weekly take-home folder (Wednesday folder) and monthly newsletter.
4	1	9	Student recognition each six-weeks for Champions Cub Club. Parents are invited to the assemblies.
4	1	11	Periodic Title 3 Meetings will be held to involve parents of ELL students.
5	1	10	Teachers will conduct peer observations throughout the school year to view and share best teaching practices.

## Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	3	8	Increase parent understanding of school policies including Flex Year criterion, daily reading and homework, and improved communication in parents' native language through Title III meetings, held three times a semester.
4	1	11	Periodic Title 3 Meetings will be held to involve parents of ELL students.