



**Campus Improvement Plan
School Year: 2015-2016**

GUTE - GUTIERREZ ELEMENTARY

Principal: Claudia C. Dovalina-Guzman

Assistant Principal: Juan I. Sosa



Campus Improvement Plan School Year: 2015-2016

GUTE - GUTIERREZ ELEMENTARY


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Campus Improvement Plan School Year: 2015-2016

GUTE - GUTIERREZ ELEMENTARY Committee Signatures

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**Campus Improvement Plan
School Year: 2015-2016**

**GUTE - GUTIERREZ ELEMENTARY
Committee Signatures**

Principal: Claudia C. Dovalina - Guzman *Claudia C. Dovalina - Guzman*

Elected SBDM Teachers: Norma Flores (Year 2) *Norma Flores*

Elected SBDM Teachers: Elizabeth Lagunes (Year 2) *Elizabeth Lagunes*

Elected SBDM Teachers: Elizabeth Rubio (Year 2) *Elizabeth Rubio*

Elected SBDM Teachers: Tanya Nevarez (Year 2) *Tanya Nevarez*

Elected Campus Non-teaching Professional: Cynthia Vichareli-Castellano (Year 2) *Cynthia Vichareli-Castellano*

Elected District Professional: Cordelia Flores-Jackson (Year 2) *Cordelia Flores-Jackson*

Community Member: Selma Gonzalez (Year 2) *Selma Gonzalez*

Community Member: Vacancy (Year 2)

Business Member: Aida Martinez / Imagine (Year 2) Not available to sign

Business Member: Araceli Cadena / ~~Level~~ Energy (Year 2) *Araceli Cadena* *Stealthy Training & Consulting Firm*

Parent: Raul Reyna (Year 2) *Raul Reyna*

Parent: Ruben Villarreal (Year 2) *Ruben Villarreal*



NCLB Comprehensive Needs Assessment 2015-2016

Summary of Priority Needs

GUTE - GUTIERREZ ELEMENTARY

Chair Persons of CNA campus committees prioritize needs and recommend to SBDM Committee initiatives/strategies/activities that will meet campus needs. SBDM Committee will approve initiatives/strategies/activities that will be placed in Campus Improvement Plan.

Demographics

Needs :

Improve attendance:

26 students (4.4%) had 18 or more absences for the 2014 -2015 school year

108 students (18.6%) had 10 or more absences for the 2014 -2015 school year

Our goal is to decrease the number of students with 18 absences or more from 4.4% to 3.0% and to decrease the number of students with 10 or more absences from 18.6% to 15%.

Strategies :

1. Display attendance data in every classroom and display 100% perfect attendance flags per individual classes if goal is achieved along with a stars that will be earned for weekly perfect attendance by class.
2. Develop Principal's Plan of Action for needed students when student reaches 9 absences and monitor students who have 2 or more absences in a 3 week period by implementing strategies and interventions to keep the student from accruing additional absences and provide assistance to the parents as needed.
3. Recognize students during grade level P.E. every six weeks for achieving perfect attendance for the six weeks with a certificate and incentive and provide the students with a chance to win incentives/prizes for the six weeks, in addition to the six week grand prize provided by the district.



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School Culture and Climate:

Needs :

In order to continue providing students with positive direction for life and to maintain a safe and orderly environment, there is a need to continue to emphasize responsibility for one's actions, ownership for learning, demonstrating appropriate behaviors, and learning how to handle difficult situations that may arise.

Strategies :

1. Utilize new monitoring and tracking sheets in the Student Data Binders to teach students to develop their goals and monitor their progress in their academics and character building.
2. Continue to provide additional training on PBIS and how it supports the discipline management system of the campus along with an overview and implementation of Year 3 PBIS initiatives.
3. Implement a campus wide AMAZING initiative where all staff members will be expected to participate by consistently recognizing classes that are observed meeting PBIS expectations.
4. Continue implementation of RadKids by utilizing RadKids Fridays for all grade levels 1st - 5th to ensure continuity of the program and include PK/Kinder in age appropriate components.



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Curriculum, Instruction, and Assessment (Reading)

Needs :

EOY data indicates that 110 students from 1st - 5th are not reading on grade level.

There is a need to improve Reading instruction in order to ensure that students meet or exceed progress in the area of Reading on the STAAR.

Strategies :

1. Implement 30 minutes of small group targeted Reading instruction 4 times per week for identified 5th grade students who scored below a 60% on their STAAR reading in 4th Grade, Spring 2015.
2. Continue with the implementation of Fall Reading Academy for eligible students, by providing small-group after-school tutorials.
3. Continue with the use of novels during reading instruction and implement the use of 6 novels for 3rd - 5th for a total of 6 required novels per school year and include 1st and 2nd grade with a total of 2 novels each, one per semester.
4. Provide additional professional development in managing small group instruction and effective reading comprehension instructional strategies.



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Curriculum, Instruction, and Assessment (Math)

Needs :

As identified by EOY STAAR raw scores for the campus for 3rd-5th, it has been determined that there is a campus wide need to improve math instruction as evidenced by the raw scores bridge study - 56% for 3rd grade, 67% for 4th grade and 62% for 5th grade .

There is a need to improve Math instruction in order to ensure that students meet or exceed progress in the area of Math on the STAAR.

Strategies :

1. Implement Professional Learning Communities in the area of Math, all Math Lead Teachers will meet once per six weeks with administration and then Math Lead Teachers will meet with their grade level twice per six weeks.
2. Implement small group instruction consistently in the area of Math by utilizing learning stations in the classroom to include learning objectives in the area of math fluency (drills), vocabulary, problem-solving skills, math journals and instructional technology (Study Island- Kinder-5th, and Starfall Math Kinder-2nd).
3. Provide additional professional development in the area of managing small group instruction and effective math instructional strategies (problem-solving).



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Curriculum, Instruction, and Assessment (Writing)

Needs :

As identified by EOY Writing STAAR scores for incoming 5th graders (77% passing), it is evident that all teachers need to provide instruction for the TEKS at their assigned grade level and become familiar with the vertical alignment of TEKS in the area of Writing.

There is a need to improve Writing instruction in order to ensure that students meet or exceed the standard in the area of Writing on the STAAR and TELPAS.

Strategies :

1. Implement small group instruction consistently in the area of Writing by utilizing learning stations in the classroom to include learning objectives in the area of DOL activities, vocabulary/mighty words, writing process, writing journals. Include dolch words for weekly spelling practice with a quiz at the end of the week. Integrate activities with Reading stations as needed.
2. Implement the campus wide aligned writing activities for students in 1st - 4th grade as directed by the district plan. Students will collect in their writing samples in their data binders.
3. Continue with implementation of the KAMICO resource campus wide (1st - 4th) to provide students with practicing their revising and editing skills.
4. Provide additional professional development in the area of Writing to ensure that teachers know and understand the TEKS at their assigned grade level and become familiar with the vertical alignment of TEKS in the area of Writing.



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Curriculum, Instruction, and Assessment (Science)

Needs :

As identified by EOY Science STAAR scores for our exiting 5th graders (66% passing), it is evident that all teachers need to provide instruction for the TEKS at their assigned grade level and become familiar with the vertical alignment of TEKS in the area of Science.

There is a need to improve Science instruction in order to ensure that students meet or exceed the standard in the area of Science on the STAAR.

Strategies :

1. Implement Mad Scientist Day Activities once per six weeks for all students in K-5th Grades.
2. Conduct Science Bees from Kinder - 5th Grade utilizing Science Vocabulary cards from Mentoring Minds and Science Seconds Facts. Classes will conduct Science Bees once per six weeks (4) , and grade level Science Bees will be held by April 22, 2016.
3. Utilize STM Teacher and cadre members to plan activities for their grade level so that students visit the science lab (2nd-5th)/engage in lab experience (PK-1st) a minimum of 1 time every two weeks.
4. Provide additional professional development in the area of Science to ensure that teachers know and understand the TEKS at their assigned grade level and become familiar with the vertical alignment of TEKS in the area of Science.



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Curriculum, Instruction, and Assessment (ESL)

Needs :

System safeguards in our 2015 State of Texas Accountability system indicate that our ELL student population is not meeting the standard of 60%. 53% of ELLs passed Science and 56% of ELLs passed Writing.

Federal targets of 83% AMAO #3 was not met, with a 74% in Reading and a 62% in Math.

AMAO #1 progress indicates a 59.3% for students advancing one level or more on TELPAS and AMAO #2 indicates a 26% for students obtaining advanced high on TELPAS.

Strategies :

1. Implement a Science Club that will meet once every 3 weeks for our 5th Grade ELL students to include deliberate emphasis on vocabulary and other science activities in a small group setting.
2. Ensure that our ELL students are receiving instruction with the REACH resources 2 (Tuesdays and Thursdays) times per week for 30 minutes during the English Language Arts instruction by implementing it through the campus wide schedule.
3. Implement a Writing Camp for our 4th Grade ELL students during the months of January/February to include Fantastic Fridays camping sessions.



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Curriculum, Instruction, and Assessment (Transition)

Needs :

In an effort to ensure that children start school as soon as they are eligible and receive the maximum benefit from early instruction and interventions, consistent efforts are required to ensure that parents are aware of our PK and Kinder programs.

Strategies :

1. Continue to create awareness about early registration by conducting PK /Kinder orientation in late April/early May.
2. Send notices to parents of currently enrolled students to advise them of the early registration period and to request their assistance in helping us make the community aware.
3. Prepare individual study materials for students entering Pre-Kinder and Kinder and teach parents how to utilize the study materials during the orientation.



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School Context and Organization

Needs :

There is a need to continue to improve consistent communication across the grade levels in reference to alignment of curriculum, instruction, and assessment. Information regarding alignment of resources and sharing instructional strategies in the form of professional learning communities by content areas is needed to ensure vertical alignment.

Strategies :

1. Conduct content area vertical alignment PLCs once per six weeks and discuss curriculum, instruction and assessment and strategies for improvement of instructional delivery.



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Student Achievement

Needs :

Improve collaboration and instruction among the grade levels to ensure alignment of curriculum, instruction, and assessments.

Strategies :

1. Continue to conduct Team Planning sessions on Tuesdays and ensure that lesson plans are ready to be submitted on Thursday for the following week.
2. Continue to display student data in the classroom to ensure team building, motivate students, encourage growth and to teach students to be responsible for their own success. (Data will be reported in the form of numbers and percentages)
3. Provide extended planning once per six weeks to allow teachers additional time to work on inputting their RTI information in Esped.



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Teacher Quality

Needs :

Improve campus morale by recognizing and highlighting teacher/staff accomplishments consistently.

Strategies :

1. Conduct faculty meetings once per six weeks for the entire staff to distribute information, celebrate birthdays, and recognize accomplishments by grade level.
2. Recognize a teacher and paraprofessional, weekly and provide them with a special parking spot for the week.
3. Recognize teachers and staff who have perfect attendance for the entire six weeks with incentives and a certificate.



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Family and Community Involvement

Needs :

There continues to be a need to improve parental attendance at academic events and awareness nights.

Strategies :

1. Develop and utilize a parental involvement chart to track attendance at all events and offer the opportunity to win prizes at the end of the year.
2. Conduct a minimum of 2 mandatory parent conferences, scheduled by the teacher per school year, one in the Fall and one in the Spring.
3. Conduct parent sessions in the area of Reading and Math to assist parents in understanding the content that their children are learning and to assist them with strategies in helping their children at home.



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Technology

Needs :

There is need to provide structure in our daily use of available technology resources in order to ensure maximum usage by the students.

There is a need to have greater emphasis on keyboarding skills during the time that the students go to the computer lab.

Strategies :

1. Provide access to one color printer per grade level to ensure that student's are able to print out items needed for special projects and research.
2. Continue to ensure that Learning.com is being utilized in the computer lab classes for the first 30 minutes with an emphasis on keyboarding, then other technology applications may be utilized.
3. Monitor iPad instructional usage and implementation by ensuring that lesson plans include plans for incorporating the iPads.



IRIS Campus Improvement Plan 2015-2016

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Goal 1#1 - Continue to improve student achievement
Data Analyzed To Determine Need TAPR, AYP, AMAOS, PBMAS
Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all state assessments.
Annual Performance Objective READING - To increase the percentage of ALL students meeting state standard from <u>75%</u> to <u>83%</u> on the Reading STAAR assessment, ELL students from <u>62%</u> to <u>76%</u> , and Special Education students from <u>75%</u> to <u>83%</u> .

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	State Assessment	Instruction and Curriculum	Rigor and Relevance	Academic Performance	Reading / ELA	Continue with Implementation of Novel Studies (3rd-5th) one per six weeks, and for 1st and 2nd grade, one per semester	08/24/2015	06/02/2016	Walk-throughs, Lesson Plans

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION	STATUS REPORT
				FORMATIVE	SUMMATIVE
1	1st Grade through 5th Grade	Librarian, Reading Intervention Teacher, Team Leaders for Reading	Reading Teachers Novels for Classroom - Title I \$4800.00	Weekly assessments, CBAs, Six Weeks Grades, Benchmarks	EOY STAR levels, STAAR, STAAR Accommodated



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Campus Improvement Plan 2015-2016

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Goal 1#1 - Continue to improve student achievement

Data Analyzed To Determine Need TAPR, AYP, AMAOS, PBMAS

Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all state assessments.

Annual Performance Objective READING - To increase the percentage of ALL students meeting state standard from 75% to 83% on the Reading STAAR assessment, ELL students from 62% to 76%, and Special Education students from 75% to 83%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
2	State Assessment	Instruction and Curriculum and Assessment	Rigor and Relevance	Academic Performance, Learning Time	Reading / ELA, Math, Science, Social Studies	Provide continued support and trainings for CBCI units in first grade	08/24/2015	06/02/2016	Walk-throughs, Lesson Plans

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
2	ALL = All Students in 1st Grade	Principal	Teachers	Weekly Assessments, CBAs, Benchmarks	EOY TPRI, EOY Text Levels, STAAR, STAAR Accommodated	



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INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
3	State Assessment and Data Systems	Data Systems and System Safeguards	Rigor and Relevance	Academic Performance	Reading, Math, Writing, Science	Continue with implementation of Fall Academy for students meeting eligibility requirements and Migrant Students in need of services.	08/24/2015	06/02/2016	Walk-Throughs, Attendance Rosters, Sign-in Sheets

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
3	Identified 3rd, 4th, and 5th grade students at risk for failing STAAR Reading, Mig = Migrant	Principal, Assistant Principal, Reading Academy Lead Teacher	Reading Academy Teachers RTI funds \$14,000.00 Migrant Funds if needed	Weekly Reading Assessments, CBA's, Benchmarks, Star Enterprise Reading Grade Equivalent Test Results	STAAR, STAAR Accommodated	



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INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
4	State Assessment	Instruction	Rigorous and Relevant, Ongoing Monitoring of Instruction by Administrators, Technology Integration	Academic Performance	Reading / ELA, Math, Science, Social Studies	Provide access to instructional technology by implementing <u>Mobile Device Phase II</u> and monitor IPAD usage be ensuring that lesson plans include incorporating the ipads.	08/24/2015	06/02/2016	Walk throughs, lesson plans

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
4	ALL = All students Bil = Bilingual (Dual)	Principal, Assistant Principal,	Phase II - 4 3rd Grade classes with 7 ipad minis, 5 4th Grade Teachers with Teacher Units and 2 Resource Classes with 7 ipad minis, and 2 SE units with 4 ipad minis each	Weekly Assessments, six Weeks Grades, Six Weeks Text Levels, CBA's	EOY Text Levels, EOY Report Card Grades, STAAR, STAAR Accommodated	



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5	State Assessment and Data Systems	Data Systems	Monitoring Process	Academic Performance, and Quality Data	Reading / ELA	Utilize Reading Intervention Teacher to collect, review, and monitor reading assessment data and provide small group instruction to students in need	08/24/2015	06/02/2016	Campus Level Reports

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
5	ALL = All Students	Principal, Assistant Principal, Reading Intervention Teacher	Reading Intervention Teacher Title I \$67,405.00 1 FTE	BOY & MOY TPRI, Six Weeks Text Levels Report, CBA's, Benchmarks	EOY TPRI, EOY Text Levels, STAAR, STAAR Accommodated	



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6	State Assessment	Instruction	Ongoing Monitoring of Instruction by Administrators	Academic Performance	Reading / ELA, Science	Maximize the availability of books of different genres and reading levels, along with providing access to Bill Nye Science DVDs as a check-out resource in the library. Continue to monitor reports provided by Accelerated Reader to provide recommendations to teachers about students demonstrating struggles with Reading	08/24/2015	06/02/2016	Bi-weekly AR reports with feedback to Teacher from designated monitor.

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
6	ALL = All Students	Principal, Assistant Principal, Librarian, Reading Intervention Teacher, Dyslexia Teacher	Library Books Title I \$4200.00	BOY STAR Score, MOY STAR Score, Science CBA's	EOY STAR Score, Science Final Exams, Science STAAR 5th Grade	



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7	State Assessment	and Student Support	Differentiation to Meet Needs	Academic Performance	Reading / ELA, Math, Science, Social Studies	Utilize class size reduction teacher in 1st grade to maintain low student/teacher ratio and utilize teacher assistants and computer lab assistant to provide access to technology for students and to provide small group, Tier II instruction and supplemental instruction for K students and other students in need along with migrant students in need of services.	08/24/2015	06/02/2016	Walk-throughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
7	AR = At Risk, Bil = Bilingual Mig = Migrant	Principal, Assistant Principal, Reading Intervention Teacher, Kinder Team Leader	Kinder - 2 Teacher Assistants 1st - 5th Grade - 1 Teacher Assistant Computer Lab Assistant - 1 4 FTEs, State Comp. \$74,393.92 Migrant Funds if needed 1 1st Grade Class Size Reduction Teacher 1 FTE \$58,431.00	Six Weeks Grades, Six Weeks Text Levels, BOY & MOY TPRI	EOY TPRI, EOY Text levels, EOY Grades, STAAR, STAAR Accommodated	



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8	State Assessment	Instruction, Student Support and System Safeguards	Differentiation to Meet Needs	Academic Performance	Reading, Math, Science, Writing	Continue to utilize Teachers and Teacher Assistants to provide after-school tutorials to students in the form of differentiated instruction to meet their needs.	08/24/2015	06/02/2016	Tutorial Attendance Rosters

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
8	AR = At Risk, Bil, ED, Mig	Principal, Assistant Principal, Reading Intervention Teacher	Teachers and Staff Bil \$2000.00 (Professionals) Bil \$1000.00 (Para-professionals) Title III \$2304.00 Migrant \$ as needed based on student need	Six Weeks Text Levels, CBAs, Benchmarks	EOY Text Levels, STAAR and STAAR Accommodated; TELPAS and AMAOs	



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Campus Improvement Plan 2015-2016

GUTE - GUTIERREZ ELEMENTARY

Goal 1#1 - Continue to improve student achievement

Data Analyzed To Determine Need TAPR, AYP, AMAOS, PBMAS

Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all state assessments.

Annual Performance Objective READING - To increase the percentage of ALL students meeting state standard from 75% to 83% on the Reading STAAR assessment, ELL students from 62% to 76%, and Special Education students from 75% to 83%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
9	State Assessment	Instruction	Rigorous and Relevant	Academic Performance	Reading / ELA, Math, Science, Social Studies	Utilize instructional and technological resources /workbooks and assessments along with other resources to improve reading comprehension, problem solving, revising and editing skills, and science process skills and to allow ELLs additional opportunities to practice their ELPS and develop their language.	08/24/2015	06/02/2016	Walk-throughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
9	ALL = All Students, BII 1st - 5th Graders	Principal, Assistant Principal, Reading Intervention Teacher, Reading Team Leaders	Teachers, Additional Workbooks Bilingual \$2827.00 State Comp \$5,180.00 Language Acquisition Teacher Assistant Title III \$21,213.00	Walk-throughs, CBAs, Benchmarks, BOY and MOY TPRI	EOY Text Levels and Fluency, EOY TPRI, STAAR, STAAR Accommodated, TELPAS	



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Goal 1#1 - Continue to improve student achievement
Data Analyzed To Determine Need TAPR, AYP, AMAOS, PBMAS
Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all state assessments.
Annual Performance Objective READING - To increase the percentage of ALL students meeting state standard from <u>75%</u> to <u>83%</u> on the Reading STAAR assessment, ELL students from <u>62%</u> to <u>76%</u> , and Special Education students from <u>75%</u> to <u>83%</u> .

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
10	State Assessment	Curriculum Assessment, System Safeguards	Monitoring / Evaluation of Curriculum Implementation	Academic Performance, Learning Time	Reading / ELA	Implement 30 minutes of small group targeted Reading Instruction daily for identified 5th grade students who scored below a 60% on their STAAR reading in 4th grade , Spring 2015.	08/24/2015	06/02/2016	Walk-throughs, Student Sign In Sheets

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION	STATUS REPORT
				FORMATIVE	SUMMATIVE
10	AR = At Risk Bil = Bilingual ED = Economically Disadvantage	Principal, Assistant Principal, Reading Intervention Teacher, Team Leader Reading	Teachers	Weekly Reading Test Grades, Six Weeks Text Levels, CBAs, Benchmarks	EOY Reading Grades, STAAR, STAAR Accommodated



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Data Analyzed To Determine Need TAPR, AYP, AMAOS, PBMAS
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Annual Performance Objective READING - To increase the percentage of ALL students meeting state standard from <u>75%</u> to <u>83%</u> on the Reading STAAR assessment, ELL students from <u>62%</u> to <u>76%</u> , and Special Education students from <u>75%</u> to <u>83%</u> .

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
11	State Assessment	Instruction, System Safeguards	Targeted Professional Development (PD) with Support,	Academic Performance, Teacher Quality	Reading / ELA, Math, Science	Provide additional staff development for teachers in the specified content areas to ensure understanding of the TEKS, vertical alignment, and effective teaching strategies.	08/24/2015	06/02/2016	Walk-throughs, ERO Sign -in Sheets, ERO Evaluation

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
11	ALL = All Students	Principal, Assistant Principal, Reading Intervention Teacher, Reading Team Leader	Teachers	Weekly Assessments, Six Weeks Grades, CBAs, Benchmarks, BOY and MOY TPRI, Six Weeks Text Levels	STAAR, STAAR Accommodated, EOY TPRI, EOY Text Levels, EOY Grades	



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Campus Improvement Plan 2015-2016

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Goal 1#1 - Continue to improve student achievement
Data Analyzed To Determine Need TAPR, AYP, AMAOS, PBMAS
Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all state assessments.
Annual Performance Objective READING - To increase the percentage of ALL students meeting state standard from <u>75%</u> to <u>83%</u> on the Reading STAAR assessment, ELL students from <u>62%</u> to <u>76%</u> , and Special Education students from <u>75%</u> to <u>83%</u> .

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
12	Data Systems	Student Support	Response to Interventions (RTI)	Academic Performance, Quality Data	Reading / ELA, Math	Conduct consistent grade level RTI meetings every other Thursday as scheduled in the campus calendar and ensure that progress monitoring is taking place for those students receiving small group instruction.	08/24/2015	06/02/2016	RTI sign-in sheets and agendas, esped documentation

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
12	AR = At Risk	Principal, Assistant Principal, Counselor, RTI Team Leaders	Teachers	# of Students brought to Campus Level RTI	Total # of referrals to 504, 504/DY, and SE	



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Goal	1#1 - Continue to improve student achievement
Data Analyzed To Determine Need	TAPR, AYP, AMAOS, PBMAS
Long Range Goal	By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all state assessments.
Annual Performance Objective	READING - To increase the percentage of ALL students meeting state standard from <u>75%</u> to <u>83%</u> on the Reading STAAR assessment, ELL students from <u>62%</u> to <u>76%</u> , and Special Education students from <u>75%</u> to <u>83%</u> .

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
13	State Assessment	Instruction, Curriculum Assessment	Rigor, Relevance, Targeted Professional Development (PD) with Support	Academic Performance, Learning Time	Reading / ELA, Math, Science, Social Studies	Upgrade Kinder curriculum and training for staff	08/24/2015	06/02/2016	STAAR results, Scope and Sequence, ERO Sign-In sheets

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
13	ALL = All Students	Principal	Teachers	Six Weeks Report Cards, Text Levels	EOY Report Cards, EOY Text Levels,	No Progress



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Campus Improvement Plan 2015-2016

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Goal	1#1 - Continue to improve student achievement
Data Analyzed To Determine Need	TAPR, AYP, AMAOS, PBMAS
Long Range Goal	By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all state assessments.
Annual Performance Objective	READING - To increase the percentage of ALL students meeting state standard from <u>75%</u> to <u>83%</u> on the Reading STAAR assessment, ELL students from <u>62%</u> to <u>76%</u> , and Special Education students from <u>75%</u> to <u>83%</u> .

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
14	State Assessment	Instruction, Curriculum Assessment	Rigor, Relevance, Monitoring, Student Progress	Academic Performance, Learning Time	Reading / ELA, Math, Science, Social Studies	Follow recommendations/schedule for best implementation of computer programs.	08/24/2015	06/02/2016	Scope and Sequence, Walkthroughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
14	ALL = All Students	Principal	Teachers	CBAs, Benchmarks, Six Weeks Report Card Grades, Text Levels	EOY Report Card Grades, EOY Text Levels, STAAR & STAAR A	No Progress



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Goal 1#1 - Continue to improve student achievement

Data Analyzed To Determine Need TAPR, AYP, AMAOS, PBMAS

Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all state assessments.

Annual Performance Objective READING - To increase the percentage of ALL students meeting state standard from 75% to 83% on the Reading STAAR assessment, ELL students from 62% to 76%, and Special Education students from 75% to 83%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
15	State Assessment	Instruction, Curriculum Assessment	Rigor, Relevance, Monitoring, Student Progress	Academic Performance, Learning Time	Reading / ELA, Math, Science, Social Studies	Implement daily time allotment and explicit breakdown of the use of minutes during each content area block	08/24/2015	06/02/2016	Scope and Sequence, Lesson Plans, Walkthroughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
15	ALL = All Students	Principal	Teachers	CBAs, Benchmarks, Six Weeks Report Card Grades, Text Levels	EOY Report Card Grades, EOY Text Levels, STAAR & STAAR A	No Progress



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Campus Improvement Plan 2015-2016

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Goal 1#1 - Continue to improve student achievement

Data Analyzed To Determine Need TAPR, AYP, AMAOS, PBMAS

Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all state assessments.

Annual Performance Objective READING - To increase the percentage of ALL students meeting state standard from 75% to 83% on the Reading STAAR assessment, ELL students from 62% to 76%, and Special Education students from 75% to 83%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
16	State Assessment	Instruction, Curriculum Assessment	Monitoring Student Progress	Academic Performance	Reading / ELA	Practice daily choral reading with comprehension required in all content areas.	08/24/2015	06/02/2016	Lesson Plans

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
16	ALL = All Students	Principal	Teachers	CBA's, Benchmarks, Six Weeks Report Card Grades, Text Levels	EOY Report Card Grades, EOY Text Levels, STAAR & STAAR A	No Progress



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Goal 1#1 - Continue to improve student achievement
Data Analyzed To Determine Need TAPR, AYP, AMAOS, PBMAS
Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all state assessments.
Annual Performance Objective READING - To increase the percentage of ALL students meeting state standard from <u>75%</u> to <u>83%</u> on the Reading STAAR assessment, ELL students from <u>62%</u> to <u>76%</u> , and Special Education students from <u>75%</u> to <u>83%</u> .

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
17	State Assessment	Instruction, Student Support	Rigor and Relevance	Academic Performance, Family / Community Support	Reading / ELA, Math, Science, Social Studies, ELL	Provide access to one color printer per grade level to ensure that teachers have access to printing visuals for their students and for students to be able to utilize the integration of technology for their research projects, Reading Fair, Science Fair, GT Texas Performance Standards Projects	10/05/2015	06/02/2016	Completed Student Projects

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
17	ALL = All Students, G/T Gifted and Talented, Bil = Bilingual, ED = Economically Disadvantage	Principal	Teachers Bilingual \$3000.00	CBAs, Benchmarks, Six Weeks Report Card Grades, Text Levels	EOY Report Card Grades, EOY Text Levels, STAAR & STAAR A	No Progress



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Campus Improvement Plan 2015-2016

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Goal 1#2 - To improve student achievement
Data Analyzed To Determine Need TAPR, AYP, AMAOs, PBMAS
Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments
Annual Performance Objective MATH - To increase the percentage of ALL students meeting state standard from <u>62%</u> to <u>76%</u> on the Math STAAR assessment, ELL students from <u>59%</u> to <u>75%</u> , and Special Education students from <u>75%</u> to <u>83%</u> .

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	State Assessment	Curriculum Assessment, System Safeguards	Differentiation to Meet Needs, Integrated/ Interdisciplinary, On-going monitoring of instruction by administrators	Academic Performance, Learning Time	Math	Implement small group instruction consistently in the area of Math by utilizing learning stations in the classroom to include learning objectives in the area of math fluency (drills), vocabulary, problem-solving skills, math journals and instructional technology.	08/24/2015	06/02/2016	Walk-throughs, student sign-in sheets

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION	STATUS REPORT
				FORMATIVE	SUMMATIVE
1	ALL = All Students	Principal, Assistant Principal, Math Team Leader	Teachers Math Workbook/Resources/Envision Products	Weekly Math Assessments CBA's, Benchmarks,	STAAR, STAAR Accommodated



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Goal 1#2 - To improve student achievement
Data Analyzed To Determine Need TAPR, AYP, AMAOs, PBMAS
Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments
Annual Performance Objective MATH - To increase the percentage of ALL students meeting state standard from <u>62%</u> to <u>76%</u> on the Math STAAR assessment, ELL students from <u>59%</u> to <u>75%</u> , and Special Education students from <u>75%</u> to <u>83%</u> .

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
2	State Assessment	Curriculum Assessment	Monitoring / Evaluation of Curriculum Implementation	Academic Performance, Teacher Quality	Math	Conduct PLC's for Math twice per six weeks as a grade level and once per six weeks with campus administration.	07/28/2015	06/02/2016	PLC Journal Binder

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION	STATUS REPORT	
				FORMATIVE	SUMMATIVE	
2	ALL = All Students	Principal	Teachers	Weekly Math Assessments CBA's, Benchmarks,	STAAR, STAAR Accommodated	No Progress



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Goal 1#3 - Continue to improve student achievement.

Data Analyzed To Determine Need TAPR, AYP, AMAOS, PBMAS

Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all state assessments.

Annual Performance Objective SCIENCE - To increase the percentage of ALL students meeting state standard from 66% to 78% on the Science STAAR assessment, ELL students from 53% to 72%, and Special Education students from 50% to 70%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	State Assessment	Instruction, System Safeguards	Active Learning	Academic Performance	Science	Implement MAD Scientist Day activities once per six weeks for all students in PK-5th and conduct Science Bees on those designated days utilizing Mentoring Minds vocabulary cards with Campus Wide Grade Level Bees held in April 2016.	08/24/2015	06/02/2016	Schedules, Lesson Plans, Student-Sign ins

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
1	ALL = All Students	Principal, Assistant Principal, Science Teacher Mentor, Science Team Leaders	Teachers	Science Six Weeks Grades	EOY Final Exam Science, STAAR , STAAR Accommodated	



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Goal 1#3 - Continue to improve student achievement.

Data Analyzed To Determine Need TAPR, AYP, AMAOS, PBMAS

Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all state assessments.

Annual Performance Objective SCIENCE - To increase the percentage of ALL students meeting state standard from 66% to 78% on the Science STAAR assessment, ELL students from 53% to 72%, and Special Education students from 50% to 70%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
2	State Assessment	Instruction, System Safeguards	Active Learning	Academic Performance	Science	Utilize Science Teacher Mentor and Cadre Members to plan activities for their grade level so that all students visit the Science lab/engage in lab experience a minimum of once every 2 weeks.	08/24/2015	06/02/2016	Lesson Plans, walk-throughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
2	ALL = All Students	Principal, Assistant Principal, Science Teacher Mentor, Cadre Members	Teachers	Science Six Weeks Grades	EOY Final Exam Science, STAAR , STAAR Accommodated	



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Data Analyzed To Determine Need TAPR, AYP, AMAOS, PBMAS

Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all state assessments.

Annual Performance Objective SCIENCE - To increase the percentage of ALL students meeting state standard from 66% to 78% on the Science STAAR assessment, ELL students from 53% to 72%, and Special Education students from 50% to 70%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
3	Data Systems	System Safeguards	Focus on High Impact Strategies	Academic Performance, Learning Time	Science, ELL	Implement a Science Club that will meet once every 3 weeks for our 5th Grade ELL and ED at-risk students to include deliberate emphasis on vocabulary and other science activities in a small group setting	08/24/2015	06/02/2016	Schedules, Student Attendance Rosters

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
3	Bil = Bilingual ED = Economically Disadvantage	Principal, Assistant Principal, Science Teacher Mentor	Teachers	Weekly Science Assessments, CBAs, Benchmarks	STAAR, STAAR Accommodated	



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Goal 1#3 - Continue to improve student achievement.

Data Analyzed To Determine Need TAPR, AYP, AMAOS, PBMAS

Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all state assessments.

Annual Performance Objective SCIENCE - To increase the percentage of ALL students meeting state standard from 66% to 78% on the Science STAAR assessment, ELL students from 53% to 72%, and Special Education students from 50% to 70%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
4	State Assessment	Instruction, Curriculum Assessment	Rigor, Relevance	Academic Performance	Science	Develop and implement CBCI Science: Units for 2nd through 5th grades	08/24/2015	06/02/2016	STAAR results, Scope and Sequence, Lesson Plans, Walkthroughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
4	ALL = All Students	Principal	Teachers	Weekly Science Assessments, CBAs, Benchmarks	STAAR, STAAR Accommodated	No Progress



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Campus Improvement Plan 2015-2016

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Goal 1#4 - Continue to improve student achievement.

Data Analyzed To Determine Need TAPR, AYP, AMAOS, PBMAS

Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all state assessments.

Annual Performance Objective WRITING - To increase the percentage of ALL students meeting state standard from 77% to 84% on the Writing STAAR assessment, ELL students from 56% to 73%, and Special Education students from 100% to 100%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	State Assessment	Instruction and System Safeguards	Specific Timely Feedback	Learning Time, Academic Performance	Writing / ESL	Implement the campus wide aligned writing activities as determined for that grade level in accordance with the district writing plan.	08/24/2015	06/02/2016	Student Writing Samples

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
1	ALL = All Students, BIL	Principal, Assistant Principal, Writing Team Leaders	Teachers	Weekly Writing Samples	STAAR, STAAR Accommodations, TELPAS Writing Scores	



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Goal 1#4 - Continue to improve student achievement.

Data Analyzed To Determine Need TAPR, AYP, AMAOS, PBMAS

Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all state assessments.

Annual Performance Objective WRITING - To increase the percentage of ALL students meeting state standard from 77% to 84% on the Writing STAAR assessment, ELL students from 56% to 73%, and Special Education students from 100% to 100%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
2	State Assessment	Instruction, System Safeguards	Differentiation to Meet Needs, Integrated / Interdisciplinary, Ongoing Monitoring of Instruction by Administrators	Academic Performance, Learning Time	Writing	Implement small group instruction consistently in the area of Writing by utilizing learning stations in the classroom to include objectives in the area of DOL activities, vocabulary/mighty words, writing process, writing journals. Integrate activities with Reading as needed and assess spelling of dolch words on a weekly basis	08/24/2015	06/02/2016	Walk-throughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
2	ALL = All Students	Principal, Assistant Principal, Language Arts Team Leaders	Teachers	Six Weeks Language Arts Grades, CBAs, Benchmarks	EOY Language Arts Grade, STAAR, STAAR Accommodated, TELPAS	



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Goal 1#4 - Continue to improve student achievement.

Data Analyzed To Determine Need TAPR, AYP, AMAOS, PBMAS

Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all state assessments.

Annual Performance Objective WRITING - To increase the percentage of ALL students meeting state standard from 77% to 84% on the Writing STAAR assessment, ELL students from 56% to 73%, and Special Education students from 100% to 100%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
3	State Assessment	Instruction, Data Systems, System Safeguards	Rigorous and Relevant	Academic Performance	Writing	Implement the utilization of Kamico in 1st - 4th Grade to ensure that students have access to revising and editing instructional practice.	08/24/2015	06/02/2016	Walk-throughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
3	ALL = All Students	Principal, Assistant Principal, Language Arts Team Leader	Teachers \$1700.00 State Comp	Six Weeks Language Arts Grades, CBA's , Benchmarks	Final Exam Language Arts Grade, STAAR, STAAR Accommodated, TELPAS	



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Goal 1#4 - Continue to improve student achievement.
Data Analyzed To Determine Need TAPR, AYP, AMAOS, PBMAS
Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all state assessments.
Annual Performance Objective WRITING - To increase the percentage of ALL students meeting state standard from <u>77%</u> to <u>84%</u> on the Writing STAAR assessment, ELL students from <u>56%</u> to <u>73%</u> , and Special Education students from <u>100%</u> to <u>100%</u> .

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
4	State Assessment, Data Systems	System Safeguards	Data Driven Instructional Decisions	Academic Performance, Learning Time	Writing	Implement a Writing Camp for ELL students during the month of January to include Fantastic Friday camping sessions.	08/24/2015	06/02/2016	Student Attendance Rosters, Schedules

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION	STATUS REPORT
				FORMATIVE	SUMMATIVE
4	Bil = Bilingual	Principal, Assistant Principal, Writing Lead Teacher	Teachers	Writing composition rating December 2015 Benchmark	Writing Composition rating February 2016 Benchmark



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Campus Improvement Plan 2015-2016

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Goal 1#4 - Continue to improve student achievement.

Data Analyzed To Determine Need TAPR, AYP, AMAOS, PBMAS

Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all state assessments.

Annual Performance Objective WRITING - To increase the percentage of ALL students meeting state standard from 77% to 84% on the Writing STAAR assessment, ELL students from 56% to 73%, and Special Education students from 100% to 100%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
5	State Assessment	Instruction	Technology Integration	Academic Performance	Writing	Ensure that Learning.com with an emphasis on keyboarding is being utilized in the computer lab classes for the first 30 minutes, then other technology applications may be utilized.	08/24/2015	06/02/2016	Lesson Plans, Learning.com reports

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
5	ALL = All Students	Principal, Assistant Principal, Writing Lead Teacher, ETT, Computer Lab Manager	Computer Lab Manager	Six Weeks Usage Reports for Learning .com	EOY Usage Reports for Learning .com	



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Goal 1#5 - Continue to improve student achievement.
Data Analyzed To Determine Need TAPR, AYP, AMAOS, PBMAS
Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all state assessments.
Annual Performance Objective ELL- To increase the percentage of ELL Students progressing 1 proficiency level from <u>59%</u> to <u>75%</u> and ELL students with 1-4 years in U.S. schools attaining Advanced High from <u>26%</u> to <u>58%</u> and ELL students with 5+ years in U.S. schools attaining Advanced High from <u>48%</u> to <u>69%</u> .

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	State Assessment	Instruction and Curriculum and Assessment	Rigor and Relevance	Academic Performance	ELL	Continue to assign the Language Acquisition Assistant to assist the Reading Intervention Teacher with the implementation of My Virtual Reading Coach and small group instruction	08/24/2015	06/02/2016	Class Schedule and Roster of participants, Weekly reports

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION	STATUS REPORT
				FORMATIVE	SUMMATIVE
1	Identified ELLs	Principal, Assistant Principal, Language Acquisition Assistant, Reading Intervention Teacher	Reading Intervention Teacher Language Acquisition Assistant	Progress Monitoring Text Levels Reports, Six Weeks Text Levels	TELPAS scores, STAAR Reading Scores, EOY Text Levels



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Campus Improvement Plan 2015-2016

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Goal 1#5 - Continue to improve student achievement.
Data Analyzed To Determine Need TAPR, AYP, AMAOS, PBMAS
Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all state assessments.
Annual Performance Objective ELL- To increase the percentage of ELL Students progressing 1 proficiency level from <u>59%</u> to <u>75%</u> and ELL students with 1-4 years in U.S. schools attaining Advanced High from <u>26%</u> to <u>58%</u> and ELL students with 5+ years in U.S. schools attaining Advanced High from <u>48%</u> to <u>69%</u> .

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
2	Data Systems	System Safeguards	Monitoring Process	Academic Performance	Reading / ELA, ELL	Monitor and ensure that our ELL students are receiving instruction with the REACH resources 2(Tuesdays and Thursday) times per week for 30 minutes during the English Language Arts instruction/campus wide schedule	08/24/2015	06/02/2016	Lesson Plans, Documentation of ESL Grades from Tyler System

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
2	ELL students in 1st - 5th	Principal, Assistant Principal, Bilingual Clerk, Extended LPAC Committee	Teachers, Extended LPAC Committee Members	Six Weeks	Grades in ESL	EOY final Grades in ESL , TELPAS Scores, AMAOs 1 & 2	



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Campus Improvement Plan 2015-2016

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Goal 1#5 - Continue to improve student achievement.

Data Analyzed To Determine Need TAPR, AYP, AMAOS, PBMAS

Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all state assessments.

Annual Performance Objective ELL- To increase the percentage of ELL Students progressing 1 proficiency level from 59% to 75% and ELL students with 1-4 years in U.S. schools attaining Advanced High from 26% to 58% and ELL students with 5+ years in U.S. schools attaining Advanced High from 48% to 69%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
3	LRE	Instruction, Curriculum Assessment, Student Support, Representation	Monitoring, Student Progress, Student Centered, Targeted Professional Development	Academic Performance, Teacher Quality, Learning Time	ELL	Train and implement on ESL/REACH program for Kindergarten teachers of ELLs.	08/24/2015	06/02/2016	Classroom Schedules, REACH at a glance, REACH lessons, Classroom Observations

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
3	Bil = Bilingual	Principal	Teachers	Six Weeks pre - TELPAS monitoring results for Listening, Speaking, Reading and Writing	EOY TELPAS Results, AMAO 1 & 2, ELL STAAR Scores	No Progress



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Campus Improvement Plan 2015-2016

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Goal 1#5 - Continue to improve student achievement.
Data Analyzed To Determine Need TAPR, AYP, AMAOS, PBMAS
Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all state assessments.
Annual Performance Objective ELL- To increase the percentage of ELL Students progressing 1 proficiency level from <u>59%</u> to <u>75%</u> and ELL students with 1-4 years in U.S. schools attaining Advanced High from <u>26%</u> to <u>58%</u> and ELL students with 5+ years in U.S. schools attaining Advanced High from <u>48%</u> to <u>69%</u> .

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
4	State Assessment	Instruction, Curriculum Assessment, Student Support, System Safeguards	Monitoring, Student Success	Academic Performance, Learning Time	ELL	Continue to provide support to all campuses (2nd-12th grade) of the TELPAS on-line Reading test with a TELPAS released test. Aside from the TELPAS tutorial required by the UISD testing department, Coordinators will inform ELLs about the importance of this assessment, practice with a released test and sign an oath as an affirmation to do their best.	08/24/2015	06/24/2016	State Assessments, TELPAS, AMAOs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
4	Bil = Bilingual	Principal	Teachers	Six Weeks pre - TELPAS monitoring results for Listening, Speaking, Reading and Writing	EOY TELPAS Results, AMAO 1 & 2, ELL STAAR Scores	No Progress



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Campus Improvement Plan 2015-2016

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Goal 1#5 - Continue to improve student achievement.
Data Analyzed To Determine Need TAPR, AYP, AMAOS, PBMAS
Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all state assessments.
Annual Performance Objective ELL- To increase the percentage of ELL Students progressing 1 proficiency level from <u>59%</u> to <u>75%</u> and ELL students with 1-4 years in U.S. schools attaining Advanced High from <u>26%</u> to <u>58%</u> and ELL students with 5+ years in U.S. schools attaining Advanced High from <u>48%</u> to <u>69%</u> .

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
5	Data Systems	Student Support	Technology Integration, Use of Technology, Student Centered	Academic Performance	ELL	Implement iPad minis for 5th grade DUAL Program teachers. In order to provide DUAL students with a technology rich environment. (New 5th DUAL)	08/24/2015	06/24/2016	Director of the Bilingual Department, Language Acquisition Program Instructional EL Coordinators, Director of Technology CIT, CIT Coordinators, Executive Director of Federal Programs/Title III

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
5	Bil = Bilingual	Principal	Teachers	Six Weeks pre - TELPAS monitoring results for Listening, Speaking, Reading and Writing	EOY TELPAS Results, AMAO 1 & 2, ELL STAAR Scores	No Progress



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Campus Improvement Plan 2015-2016

GUTE - GUTIERREZ ELEMENTARY

Goal 1#5 - Continue to improve student achievement.

Data Analyzed To Determine Need TAPR, AYP, AMAOS, PBMAS

Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all state assessments.

Annual Performance Objective ELL- To increase the percentage of ELL Students progressing 1 proficiency level from 59% to 75% and ELL students with 1-4 years in U.S. schools attaining Advanced High from 26% to 58% and ELL students with 5+ years in U.S. schools attaining Advanced High from 48% to 69%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
6	State Assessment	Instruction, Curriculum Assessment, Student Support, System Safeguards	Targeted Professional Development	Academic Performance, Teacher Quality, Learning Time	ELL	Train and provide support to 5th grade teachers in the DUAL participating campuses on the theory, expectations, curriculum and instruction for an effective DUAL Program. (New 5th DUAL)	08/24/2015	06/02/2016	Classroom Schedules, Classroom Observations

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
6	Bil = Bilingual	Principal	Teachers	Six Weeks pre - TELPAS monitoring results for Listening, Speaking, Reading and Writing	EOY TELPAS Results, AMAO 1 & 2, ELL STAAR Scores	No Progress



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Campus Improvement Plan 2015-2016

GUTE - GUTIERREZ ELEMENTARY

Goal 1#5 - Continue to improve student achievement.
Data Analyzed To Determine Need TAPR, AYP, AMAOS, PBMAS
Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all state assessments.
Annual Performance Objective ELL- To increase the percentage of ELL Students progressing 1 proficiency level from <u>59%</u> to <u>75%</u> and ELL students with 1-4 years in U.S. schools attaining Advanced High from <u>26%</u> to <u>58%</u> and ELL students with 5+ years in U.S. schools attaining Advanced High from <u>48%</u> to <u>69%</u> .

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
7	State Assessment	Instruction, Student Support	Student Centered	Academic Performance, Teacher Quality, Learning Time, Family / Community Support	ELL	Implement the DUAL SHOWCASE (PHASE I) Projects during Bilingual Education Awareness Month (November) Elementary level K-2nd based on Social Studies TEKS en Español for parents to attend.	08/24/2015	06/02/2016	Sign-In sheets, Agendas, Invitations

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION	STATUS REPORT	
				FORMATIVE	SUMMATIVE	
7	Bil = Bilingual	Principal	Teachers	Six Weeks pre - TELPAS monitoring results for Listening, Speaking, Reading and Writing	EOY TELPAS Results, AMAO 1 & 2, ELL STAAR Scores	No Progress



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Campus Improvement Plan 2015-2016

GUTE - GUTIERREZ ELEMENTARY

Goal 1#5 - Continue to improve student achievement.

Data Analyzed To Determine Need TAPR, AYP, AMAOS, PBMAS

Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all state assessments.

Annual Performance Objective ELL- To increase the percentage of ELL Students progressing 1 proficiency level from 59% to 75% and ELL students with 1-4 years in U.S. schools attaining Advanced High from 26% to 58% and ELL students with 5+ years in U.S. schools attaining Advanced High from 48% to 69%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
8	State Assessment	Instruction, Student Support, Curriculum Assessment	Monitoring, Student Progress, Effective Intervention Strategies	Academic Performance, Teacher Quality, Learning Time	ELL	Continue to train and implement the teachers of ELLs from 1st-12th grade on sheltered instruction strategies (Research based Stra-tiques) across curriculum areas. Differentiating in language proficiency levels and aligned to the ELPS standards. Phase I: Elementary level 3rd -5th grade (Alphaboxes, Gist, and Quick Write) Phase II: Elementary level 1st & 2nd grade (T-Notes, Jigsaw, and Inside-Outside Circle)	08/24/2015	06/02/2016	Classroom Observations, State Assessments, ELL Plan for Success, Failure Reports, ERO Sign-In Sheets, agendas and presentations. Screencasts also available for the teacher to follow up and for enrichment in the Bilingual Department's WEB page.

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
8	Bil = Bilingual	Principal	Teacher	Six Weeks pre - TELPAS monitoring results for Listening, Speaking, Reading and Writing	EOY TELPAS Results, AMAO 1 & 2, ELL STAAR Scores	No Progress



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Campus Improvement Plan 2015-2016

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Goal 1#6 - Continue to improve achievement on Fitness Gram assessment

Data Analyzed To Determine Need FitnessGram Results

Long Range Goal By the year 2017, all students will pass all six components of the FitnessGram Assessment.

Annual Performance Objective To increase the percentage of students passing all components of the FitnessGram from 39% to 65%

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	Fitness	Student Health	Physical Activity	Fitness	Physical Education	Utilize Doug Monaghan games and skills, students will walk around the gym and increase walk to a jog for 3 to 5 minutes	08/24/2015	06/02/2016	Walk throughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
1	ALL = All Students	Principal, Assistant Principal, P.E. Coaches	P.E. Coaches	Weekly observations	EOY Fitnessgram Results	



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Campus Improvement Plan 2015-2016

GUTE - GUTIERREZ ELEMENTARY

Goal 1#6 - Continue to improve achievement on Fitness Gram assessment
Data Analyzed To Determine Need FitnessGram Results
Long Range Goal By the year 2017, all students will pass all six components of the FitnessGram Assessment.
Annual Performance Objective To increase the percentage of students passing all components of the FitnessGram from <u>39%</u> to <u>65%</u>

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
2	Fitness	Student Health	Physical Activity	Fitness	Physical Education	Conduct a benchmark test in the following areas: PACER test, shoulder stretch, curl-ups, push-up and trunk lift	08/24/2015	06/02/2016	Walk throughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
2	ALL = All Students	Principal, Assistant Principal, P.E. Coaches	P.E. Coaches	BOY Benchmark Test	EOY Fitnessgram Results	



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Campus Improvement Plan 2015-2016

GUTE - GUTIERREZ ELEMENTARY

Goal 1#6 - Continue to improve achievement on Fitness Gram assessment

Data Analyzed To Determine Need FitnessGram Results

Long Range Goal By the year 2017, all students will pass all six components of the FitnessGram Assessment.

Annual Performance Objective To increase the percentage of students passing all components of the FitnessGram from 39% to 65%

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
3	Fitness	Student Health	Physical Activity	Fitness	Physical Education	Increase upper body strength by modifying push-ups - Gator walk, wall push-ups, stair and knee push-ups	08/24/2015	06/02/2016	Walk throughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
3	ALL = All Students	Principal, Assistant Principal, P.E. Coaches	P.E. Coaches	9 week benchmark tests	EOY Fitnessgram Results	



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Campus Improvement Plan 2015-2016

GUTE - GUTIERREZ ELEMENTARY

Goal 1#6 - Continue to improve achievement on Fitness Gram assessment
Data Analyzed To Determine Need FitnessGram Results
Long Range Goal By the year 2017, all students will pass all six components of the FitnessGram Assessment.
Annual Performance Objective To increase the percentage of students passing all components of the FitnessGram from <u>39%</u> to <u>65%</u>

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
4	Fitness	Student Health	Physical Activity	Fitness	Physical Education	Increase flexibility static stretching, side shoulder stretch, and overhead elbow stretch	08/24/2015	06/02/2016	Walk throughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
4	ALL = All Students	Principal, Assistant Principal, P.E. Coaches	P.E. Coaches	9 week benchmark tests	EOY Fitnessgram Results	



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Campus Improvement Plan 2015-2016

GUTE - GUTIERREZ ELEMENTARY

Goal 1#6 - Continue to improve achievement on Fitness Gram assessment
Data Analyzed To Determine Need FitnessGram Results
Long Range Goal By the year 2017, all students will pass all six components of the FitnessGram Assessment.
Annual Performance Objective To increase the percentage of students passing all components of the FitnessGram from <u>39%</u> to <u>65%</u>

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
5	Fitness	Student Health	Physical Activity	Fitness	Physical Education	Increase implementation of targeted areas in daily instruction	08/24/2015	06/02/2016	Walk throughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
5	ALL = All Students	Principal, Assistant Principal, P.E. Coaches	P.E. Coaches	9 week benchmark tests	EOY Fitnessgram Results	



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Campus Improvement Plan 2015-2016

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Goal 1#7 - Continue to improve student achievement.
Data Analyzed To Determine Need Federal Guidelines
Long Range Goal By the year 2017, all students eligible for pre-kinder will participate in transition activities.
Annual Performance Objective To increase the percentage of Pre-Kinder student participating in transition activities from 53% to 72%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	State Assessment	Instruction	Collaborative Planning	Academic Performance, Family/Community Support	Pre-Kinder / Kinder	Continue to create awareness about early registration by conducting Pre-Kinder/ Kinder orientation in late April / early May and participate in coordination of services for early Childhood services.	08/24/2015	06/02/2016	Sign-In Sheets

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
1	Pre-School Students, Mig = Migrant	Principal, Assistant Principal, Pre-Kinder and Kinder Teachers	Bilingual Clerk, Registrar	Sign-In Sheets		Enrollment Numbers end of May for PK and new to Kinder students



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Campus Improvement Plan 2015-2016

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Goal 1#7 - Continue to improve student achievement.

Data Analyzed To Determine Need Federal Guidelines

Long Range Goal By the year 2017, all students eligible for pre-kinder will participate in transition activities.

Annual Performance Objective To increase the percentage of Pre-Kinder student participating in transition activities from 53% to 72%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
2	State Assessment	Instruction, Parents / Community	Collaborative Planning	Academic Performance, Family / Community Support	Pre-Kinder / Kinder	Send notices to parents of currently enrolled students to advise them of the early registration period and to request their assistance in helping us make the community aware.	08/24/2015	06/02/2016	Notice, Forms returned with information

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
2	Pre-School Students	Principal, Assistant Principal, Pre-Kinder and Kinder Teachers	Bilingual Clerk, Registrar	Daily May enrollment numbers	Enrollment Numbers end of May for PK and new to Kinder students	



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Campus Improvement Plan 2015-2016

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Goal 1#7 - Continue to improve student achievement.
Data Analyzed To Determine Need Federal Guidelines
Long Range Goal By the year 2017, all students eligible for pre-kinder will participate in transition activities.
Annual Performance Objective To increase the percentage of Pre-Kinder student participating in transition activities from 53% to 72%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
3	State Assessment	Instruction, Parents / Community	Collaborative Planning	Academic Performance, Family / Community Support	Pre-Kinder / Kinder	Prepare and distribute individual study materials for students entering Pre-Kinder and Kinder and teach parents how to utilize the study materials during the orientation.	08/24/2015	06/02/2016	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
3	Pre-School Students	Principal, Assistant Principal, Pre-Kinder and Kinder Teachers	Bilingual Clerk, Registrar, Pre-Kinder/Kinder Assistants	# of parents who attended Orientation	# of parent signatures for information received at the end of May 2015	



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Campus Improvement Plan 2015-2016

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Goal 1#7 - Continue to improve student achievement.
Data Analyzed To Determine Need Federal Guidelines
Long Range Goal By the year 2017, all students eligible for pre-kinder will participate in transition activities.
Annual Performance Objective To increase the percentage of Pre-Kinder student participating in transition activities from 53% to 72%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
4	State Assessment	Instruction, Curriculum Assessment	Rigor, Relevance	Academic Performance	Transition	Continue with (4) Four Vertical Dialogue Meetings/Campus Visits between receiving and sending schools to discuss data, intervention and monitoring practices	08/24/2015	06/02/2016	Sign-In Sheets, Data Reflections

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
4	ALL = All Students	Principal	Teachers			No Progress



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Campus Improvement Plan 2015-2016

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Goal 2#1 - Continue efforts to provide safe and nurturing environments for faculty and staff
Data Analyzed To Determine Need Tyler Discipline Report
Long Range Goal By the year 2017, disciplinary referrals will be reduced to 1% of the student population.
Annual Performance Objective To reduce campus discipline referrals from .02% to .01%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	Discipline	Discipline	ISS, PBIS	School Climate, Teacher Quality	Safe Schools	Provide additional training on PBIS and how it supports the discipline management system of the campus along with an overview and implementation of Year 3 PBIS initiatives	08/24/2015	06/02/2016	Walk-Throughs, Reduction in Disciplinary Referrals

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
1	ALL = All Students	Principal, Assistant Principal, PBIS Committee	All Teachers and Staff	Sign-In Sheets for PBIS Committee Meetings, Walk-Throughs	EOY Tyler Discipline Report	



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Campus Improvement Plan 2015-2016

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Goal 2#1 - Continue efforts to provide safe and nurturing environments for faculty and staff
Data Analyzed To Determine Need Tyler Discipline Report
Long Range Goal By the year 2017, disciplinary referrals will be reduced to 1% of the student population.
Annual Performance Objective To reduce campus discipline referrals from .02% to .01%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
2	Discipline	Culture / Climate	High Expectations	Academic Performance, School Climate	Reading/ELA, Math, Science, and Social Studies, Safe Schools	Utilize new monitoring and tracking sheets in the Student Data Binders to Teach Students to Develop Goals and Monitor Their Progress in their Academics and Character Building	08/24/2015	06/02/2016	Student Data Binders

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
2	ALL = All Students	Principal, Assistant Principal, Counselor, PBIS Committee	Teachers	BOY and MOY Text Levels, BOY, MOY Benchmarks, Six Weeks Tyler Discipline Reports	EOY Text Levels, EOY STAAR and STAAR Accommodated, EOY Tyler Discipline Report	



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Campus Improvement Plan 2015-2016

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3	Discipline	Culture / Climate	Inviting / Respectful Climate	School Climate	Safe Schools	Implement a campus wide AMAZING initiative where all staff members will be expected to participate by consistently recognizing classes that are observed meeting PBIS expectations to earn a letter.	08/24/2015	06/02/2016	Classroom displays

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
3	ALL = All Students	Principal, Assistant Principa, PBIS committee	Teachers	Six Weeks Status on Letters Earned	EOY Status on Letters Earned	



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4	Discipline	Student Support	Positive Behavioral Support	School Climate	Safe Schools	Continue with implementation of RadKids for all grade levels 2nd - 5th by utilizing RadKids Fridays to ensure continuity of the program and include PK/Kinder/1st in age appropriate components.	08/24/2015	06/02/2016	Student Attendance Rosters

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
4	ALL = All Students	Principal, Assistant Principal, Counselor, P.E. coaches,	Teachers	Six Weeks Tyler Discipline Report	EOY Tyler Discipline Report	



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5	State Assessment, Discipline	Instruction, Discipline	Student Attendance	Academic Performance, School Climate	Safe Schools	Recognize students during grade level PE every six weeks for achieving perfect attendance for the six weeks with a certificate and incentive and provide the students with a chance to win incentives/prizes for the six weeks in addition to the six week grand prize provided by the district.	08/24/2015	06/02/2016	Tyler Attendance Reports, Student sign in sheets at Rally

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
5	ALL = All Students	Principal, Assistant Principal, Counselor, P.E. coaches, Demographics Committee	Registrar, Attendance Officer Local	Six Weeks Perfect Attendance Report	End of Year Perfect Attendance Report	



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6	Data Systems	Student Support, Culture / Climate	Evaluation of Results	Academic Performance, School Climate	Safe Schools	Display student data in the classroom to ensure team building, motivate students, encourage growth and to teach students to be responsible for their own success. (Numbers and percentages) , along with attendance data and weekly perfect attendance stars.	08/24/2015	06/02/2016	Classroom Data Display

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
6	ALL = All Students	Principal, Assistant Principal, Student Achievement Committee	Teachers	Six Weeks Data - Text Levels, CBAs, Benchmarks	EOY Data - 5th Six Weeks Text Levels, STAAR, STAAR Accommodated Results	



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7	Discipline	Instruction, Curriculum Assessment	Data Driven Decision Making Monitoring/Evaluation of Curriculum	School Climate, Student Support	Safe Schools	Provide substance abuse and anti-bullying education, prevention, and intervention sessions for elementary middle, and high school students (Include parents)	08/24/2015	06/02/2016	Lesson Plans, Classroom Observations, Monthly Calendar, date of session Parent Sign-In sheets, Less Bullying referrals

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
7	ALL = All Students	Principal	Teachers	Six Weeks Tyler Discipline Report	EOY Tyler Discipline Report	No Progress



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8	Discipline, Curriculum & Instruction	Discipline, Instruction, Student Support, Culture / Climate	Targeted Professional Development	Learning, School Climate, Prevention Strategies	Safe Schools	Provide Gun Safety Awareness to all School District Students and Staff	08/24/2015	06/02/2016	Minimum one session per year Sign-In Sheets

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
8	ALL = All Students	Principal	Campus Based Police Officer Teachers	Sign In sheets	EOY Title I Parent Survey	No Progress



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9	Discipline	Culture / Climate	Targeted Professional Development (PD) with Support	Effective Prevention & Intervention Strategies, School Climate	Safe Schools	Utilize Mediation Strategies in a timely manner to address Employees/Parent concerns. Apply Verbal/Non - Verbal communication strategies in collaborating with all stake holders.	08/24/2015	06/02/2016	Two sessions per year (with Sign-In Sheets), must include follow up meetings with Administration

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
9	ALL = All Students	Principal	Teachers	Sign In sheets	EOY Surveys	No Progress



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10	Discipline	Culture / Climate	Decision Making, Staff Support and Climate	Prevention Strategies, School Climate	Safe Schools	Provide parenting sessions about abstinence awareness, teen and pre-teen pregnancy to parents of 5th grade students.	08/24/2015	06/02/2016	Minimum One Session Per Year

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
10	ALL = All Students	Campus Counselor	Teachers	Sign In sheets	EOY Surveys	No Progress



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Campus Improvement Plan 2015-2016

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Goal 3#1 - Continue to promote community partnerships and parental involvement
Data Analyzed To Determine Need Sign-In Rosters of Parental Activities
Long Range Goal By the Year 2017, 90% of all students will be represented at parental involvement activities.
Annual Performance Objective To increase the percentage of students represented at campus based parental involvement activities from 57% to 74%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	Parental Involvement	Parents / Community	Parent / Community Support	Family/community Support	Parent Involvement	Increase parental involvement by implementing a tracking sheet in which parent gain points for attendance and must have a minimum number of points to have the opportunity to win prizes at the end of the year.	08/24/2015	06/02/2016	Sign-In Sheets, Tracking Sheets kept by Teachers

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
1	ALL = All Students	Principal, Assistant Principal, Counselor	Teachers	Sign-In Sheets, Participation Percentages per event	Title 1 Parent Survey Responses, EOY Overall Percentages	



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2	Parental Involvement	Parents / Community, Instruction	Parent Training	Academic Performance	Attendance and Parent Involvement	Develop Principal's Plan of Action if student reaches 9 absences and closely monitor students who have accumulated 2 absences within a 3 week period and implement strategies and interventions and provide assistance to teachers and parents in improving student attendance and following State and District procedures regarding attendance	08/24/2015	06/02/2016	Committee Sign In Sheets, Attendance Reports

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
2	ALL = All Students	Principal, Assistant Principal, Counselor	Attendance Committee, Teachers, Registrar, Attendance Officer	Six Weeks Attendance Percentage, # of unexcused absences	EOY Attendance Percentage, # of students with 10 or more unexcused absences	



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3	Parental Involvement	Parents / Community	Parent Education / Adult Education	Family / Community Support	Parent Involvement	Promote UISD Parent Festival, Family Leadership Institute, Uniform Vouchers, Transportation(Supplemental Support Services), Referral to community Agencies, Project SMART for migrant students and encourage parents to attend and participate	08/24/2015	06/02/2016	Samples of letters and flyers sent home with parent responses

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION	STATUS REPORT
3	ALL = All Students, Mig = Migrant	Principal, Assistant Principal, Counselor	Title I \$2780.00 (Parent Festival)	FORMATIVE: # of parents signing up to attend SUMMATIVE: # of parents attending UISD Parent Festival	



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4	State Assessment	Parents / Community, System Safeguards	Parent / Community Support	Family / Community Support	Parent Involvement	Conduct a minimum of 2 mandatory parent conferences, scheduled by the teacher per school year, one in the Fall and one in the Spring	08/24/2015	06/02/2016	Parent Conference Reports, Teacher Appointment Schedule

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
4	ALL = All Students	Principal, Assistant Principal, Counselor	Teachers	% of parent contacts per conference sessions - October 2015 and February/March 2016	Overall % of parent contacts for conference sessions - October 2015 and February/March 2016	



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5	State Assessment	Parents / Community	Parent Involvement	Family / Community Support, School Climate	Parent Involvement	Utilize school messenger consistently and provide option for teachers who wish to utilize the Remind 101 app texting feature with parents to keep them informed about school events.	08/24/2015	06/02/2016	School Messenger Log; Teacher Survey on Use of Remind 101 app

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION	STATUS REPORT
				FORMATIVE	SUMMATIVE
5	ALL = All Students	Principal, Assistant Principal, Counselor, Librarian, Team Leaders, School Secretary	School Secretary, Office Staff	Sign-In Sheets, Participation Percentages per event	Title 1 Parent Survey Responses, EOY Overall Percentages



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6	State Assessment	Student Support, Parents / Community, System Safeguards	Parent Involvement	Academic Performance, Family / Community Support	Reading / ELA, Math, Parent Involvement	Conduct parent sessions in the area of Reading and Math to assist parents in understanding the content that their children are learning and to assist them with strategies in helping their children at home, and include other sessions as needed.	08/24/2015	06/02/2016	Sign-in sheets for parent sessions

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION SUMMATIVE	STATUS REPORT
6	ALL = All Students	Principal, Assistant Principal, Counselor, Librarian, Team Leaders, School Secretary	Teachers Title I \$365.00	# of parents attending	# of students whose parents attended session and passed STAAR / STAAR Accommodated Reading and/or Math	



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7	State Assessment	Parents / Community Representation	Parent Involvement, Specific /Timely Feedback	Family / Community Support	Parent Involvement	Implement a standard process for the review/revision of the Parent Compact & parent Involvement Policy. Parents will be part of the review /revision of the Parent/Student Compact and Parental Involvement Policy.	08/24/2015	06/02/2016	Agendas and Sign-In Sheets

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
7	AR = At Risk	Campus Counselor	Teachers			No Progress



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Goal 4#1 - Create a strong employee development, recruitment, training, and retention initiative

Data Analyzed To Determine Need Certification

Long Range Goal By the end of the year 2017, all students will be taught by highly qualified teachers.

Annual Performance Objective To maintain the percentage of highly qualified teachers at 100%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	Teacher Retention and Certification	Culture / Climate	Adult Advocate / Mentor/ Advisor	Teacher Quality	Qualified Employees	Promote Ginger Tucker Teacher Mentor Program and Partner with Colleges	08/24/2015	06/02/2016	Walk-throughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
1	Teachers and Staff	Principal, Assistant Principal, Human Resources	Teacher Mentors, Substitutes, 1st Year Teachers	Walk-throughs	PDAS, Certification	



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2	Teacher Development and Retention	Curriculum Assessment and Instruction	Professional Learning Community	Teacher Quality	Qualified Employees	Utilize extended planning time and campus based staff development days to conduct content area vertical alignment PLCs once per six weeks and discuss curriculum, instruction and assessment and strategies for improvement of instructional delivery.	08/24/2015	06/02/2016	Walk-throughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
2	Teachers	Principal, Assistant Principal, Instructional Committees and Chairs	Teachers	Walk-throughs,	PDAS, Final Exam Grades, STAAR, STAAR Accommodated	



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3	Teacher Development and Retention	Curriculum Assessment and Instruction	Professional Learning Community	Teacher Quality, Academic Performance	Qualified Employees	Conduct Team Planning sessions on Tuesdays, and ensure that lesson plans are ready to be submitted on Thursday for the following week.	08/24/2015	06/02/2016	Grade Level Agendas and Sign In Sheets

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
3	Teachers	Principal, Assistant Principal, Team Leaders	Teachers	Weekly Agendas, Walk-throughs	PDAS, EOY Text Levels, Final Exam Grades, STAAR, STAAR Accommodated, TELPAS	



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4	Teacher Retention	Culture / Climate	Inviting / Respectful Climate	School Climate	Qualified Employees	Recognize 1 teacher, 1 paraprofessional, weekly and provide them with a special parking spot for the week.	08/24/2015	06/02/2016	Faculty / Staff Recognition Binder

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
4	Teachers and Staff	Principal, Assistant Principal, CNA committee Staff Quality, Recruitment and Retention	Teachers and Staff	Teacher and Staff Attendance Rate Per Six Weeks	EOY Teacher and Staff Attendance Rate	



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5	Teacher Quality and Retention	Professional Development	Professional Learning Community	Teacher Quality	Qualified Employees	Continue to utilize substitutes to allow teachers to attend professional development both on and off campus and to allow them to collaborate with other professionals for professional growth.	08/24/2015	06/02/2016	ERO Evaluations

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
5	Teachers	Principal, Assistant Principal, Office Clerk	Teachers, Substitutes Bilingual \$3,000.00	Walk-throughs		EOY Listing of Professional Development Activities,PDAS



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6	Teacher Quality and Retention	Professional Development	Professional Learning Community	Teacher Quality	Qualified Employees	Provide extended planning once per six weeks to allow teachers additional time to collaborate as a grade level to address RTI and input into DMAC System.	08/24/2015	06/02/2016	RTI Sign-in sheets, agendas, Esped documentation

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
6	AR = At Risk	Principal, Assistant Principal, RTI Team Leaders	Teachers	# of students brought to Campus Level RTI meetings	# of referrals to 504, 504/DY, and SE	



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7	Teacher Quality and Retention	Culture / Climate	Student / Staff Attendance	Teacher Quality	Qualified Employees	Recognize teachers and staff who have perfect attendance for the entire six weeks with incentives and a certificate	08/24/2015	06/02/2016	Listing of employees who qualified with signatures for receipt of incentives

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
7	ALL = All Students	Principal, Assistant Principal, Office Clerk	Office Clerk	Six Weeks Teacher and Staff Attendance Report	EOY # of employees absences Teacher and Staff Attendance Report	



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Campus Improvement Plan 2015-2016

GUTE - GUTIERREZ ELEMENTARY

Goal 4#1 - Create a strong employee development, recruitment, training, and retention initiative
Data Analyzed To Determine Need Certification
Long Range Goal By the end of the year 2017, all students will be taught by highly qualified teachers.
Annual Performance Objective To maintain the percentage of highly qualified teachers at 100%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
8	Teacher Quality and Retention	Culture / Climate	Student / Staff Attendance/Inviting / Respectful Climate	School Climate, Teacher Quality	Qualified Employees	Conduct faculty meetings once per six weeks for the entire staff to distribute information, celebrate birthdays, and recognize accomplishments by grade level.	08/24/2015	06/02/2016	Sign-In sheets, agendas

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
8	ALL = All Students	Principal, Assistant Principal, Secretary	Secretary	Open Agenda at Grade Level Meetings	EOY Climate Survey	



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INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
9	State Assessment	Instruction, Curriculum Assessment	Monitoring	Academic Performance, Learning Time	Teacher Retention	Hold grade level meetings on Thursdays as designated to facilitate turn around training at campus and district level.	08/24/2015	06/02/2016	Scope and Sequence

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
9	ALL = All Students	Principal	Teachers	Open Agenda at Grade Level Meetings	EOY Climate Survey	No Progress