

# Liberty-Eylau Elementary School

## Campus Improvement Plan

### 2018/2019



Dr. Brandon Thurston, Principal  
5492 US-59 Texarkana, TX  
903-831-5390  
brandon.thurston@leisd.net

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Date Approved: 09/20/18

# Liberty-Eylau Elementary

## Vision

Liberty-Eylau Elementary will be an efficient, communicative, and inspiring learning environment where educators, parents, and community members are effectively engaged in promoting achievement for all students.

## Mission

The students, staff, parents, and educators of Liberty-Eylau Elementary School are committed to fostering a positive learning environment for every student and creating a culture that requires every member's best efforts. We accept the challenges set before us and commit to doing the necessary work to reach successful student outcomes.

## Belief Statement

We believe every student can graduate and be college and/or career ready.

We believe that parent and community involvement are essential in the education of our students.

We believe that recruiting, retaining, and empowering great employees is the key to providing a world class education.

We believe a safe and secure environment provides our faculty, staff, and students the peace of mind necessary for the pursuit of excellence.

# Liberty-Eylau Elementary School Site Base

Name	Position
Barlow, Patricia	Community Liaison
Barlow, Roy	Community
Body, Tina	Teacher
Caudle, Thays	Teacher
Coston , Samuel	Assistant Principal
Fry, Amber	Teacher
Gibbs, Courtney	Teacher
Griffie, Von	Parent
Haugh, Melissa	Teacher
Irving, Michelle	Paraprofessional
Jameson, Ronda	District Leadership
Levia, Crystal	Interventionist
Owens, Susan	Teacher
Pope, Jimmy	Paraprofessional
Robardey, Denise	Interventionist
Rowe, Ashely	Parent
Savage, Jarnisha	Teacher
Shine, Roy	Teacher
Shine, Tonya	Counselor
Thurston , Brandon	Principal
Turner, Chad	PTA
Watkins, Yolanda	Counselor
Wilkes, Karan	Teacher

# State Comp ED Resources

## Liberty-Eylau Elementary School

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this campus: \$ 162,999.00

Total SCE funds allotted to salaries for this campus: \$118,269.28

Total FTEs funded through SCE at this campus: 4.50

The process we use to identify students at risk is: Counselors review testing data, discipline files and grade files to identify the risk factors from the previous school year and current school year by grade level. The counselors then enter the data into Skyward, copy documentation, and file in the student cumulative files.

The process we use to exit students who no longer qualify from the SCE program is: Counselors review previous year and current year testing data, discipline, and grade files, and compare it to the at-risk list. Using the criteria given by the state, students who reach criteria to exit are removed, and counselors document the data entry in our computer system.

# Curriculum & Instruction

District Goal 1: Liberty-Eylau ISD will provide a well-balanced and appropriate curriculum to all students. We believe that student success is measured in many ways. Student learning will be measured and reported in a variety of ways, including traditional state required tests, oral and written processes and products, including career and tech projects. Academic planning and guidance services will be aligned with House Bill 5 requirements.

## Comprehensive Needs Assessment Narrative:

Liberty Eylau Elementary School (LEES) Demographic Summary:

LEES includes a diverse student population of approximately 680 students which includes:

41.0%	White
5.5%	Hispanic
0.4%	Asian
48.6%	African American
3.6%	Two or more races
0.6%	American Indian
0.4%	Pacific Islander
84.3%	Economically disadvantaged
12.5%	Special Education

Our strength at LEES includes a growing campus with additional support staff and instructional staff members. The merging of the Primary and Elementary campuses into one new building, which is designed more efficiently than our former campus, will allow for less disconnect for students as they transition through the grade levels. This also allows for a well-aligned vertical instructional plan with increased communication between instructional leaders.

Demographic needs represented in the 2018 STAAR results are as follows:

Percentage of all students scoring at or above the approaches level for each STAAR assessment:

3rd reading: 61%  
3rd math: 60%  
4th reading: 58%  
4th math: 65%  
4th writing: 40%

In general, white students and students who are two or more races scored higher than other sub-populations as their scores ranged about 20 to 40 percentage points higher than Hispanic and African American students. However, Hispanic/Latino students scored among the highest in 4th grade reading (100%), 4th grade writing (67%), and 4th math (100%).

Writing remains our weakest area with only 40% of students scoring at or above the approaches level. Specifically, our sub populations performed as detailed below in writing:

- Hispanic/Latino 67%
- White 46%
- African American 35%
- Economically Disadvantaged 34%.

As noted above, reading scores for both 3rd and 4th grades were about 60%.

The following details averages for students who are represented in subpopulations for grades 3 and 4 who scored at or above the approaches level:

- Two or more races: 77%
- Hispanic/Latino: 72%
- White: 70%
- Economically Disadvantaged: 56%
- African American: 53%

To address this area of weakness, we will continue to train our teaching staff on research based methods for teaching reading, vertically align the writing curriculum across grade levels, and focus on student work across all subjects and grade levels with regard to writing mechanics.

More specifically, the campus has established a literacy planning team who wrote an action plan, to be included in the campus handbook, which will require:

- Daily implementation of Readers and Writers' workshop
- Use of district and campus approved, aligned instructional materials
- Teachers to have students write critically each day in each content area
- Campus administrators and district curriculum leaders model literacy lessons for teachers
- Intentional review of best practices and student data in PLCs
- Revamping the master schedule to maximize and protect instructional time

As research shows that reading and writing are closely connected in the learning process, we will incorporate the 5 components of reading (phonemic awareness, graphophonemic awareness, vocabulary, fluency, and comprehension) within each daily lesson. Specifically, we have purchased and trained teachers in the use of the Saxon Phonics program.

Teachers will utilize small group instruction in order to differentiate student lessons, allowing for the acceleration of all student learning. Teachers will receive training in research based reading instructional strategies and implement these new learnings into their daily routines. Teams will meet regularly to align curriculum and resources to meet the required rigor of the state assessment.

Our strongest area at the elementary level was 4th grade math. Scores for all students and each subpopulation who performed at or above the approaches level are detailed below:

- 4th grade:
  - All students: 65%
  - Hispanic/Latino: 100%
  - African American: 58%

The curriculum department is meeting regularly with all grade level math teams to deconstruct math TEKS and align curriculum/resources to the rigor required by state standards. Teachers will receive additional training on research based strategies for teaching grade level TEKS.

Special Education students improved from only 12% passing in 2016 to 26% passing in 2017 to 29% passing in 2018. We feel the use of inclusion in fourth grade, as well as the use of technology and additional training provided for the special

education staff was a causal factor in this growth. We plan to continue these strategies.

At-risk students (determined by evidence from data check points) will receive additional instruction in the subject areas of writing, reading and math through a combination of intervention classes during the school day, after school tutorials, and summer school. These students will be progress monitored for academic growth and instruction will be adjusted to meet the needs of each student. Teachers will utilize research based resources, programs, and techniques with students.

# College and Career

District Goal #2: Liberty-Eylau ISD will afford every student the opportunity to be college and/or career ready through programs that prepare them for higher education, career/technical school, military service, or direct entry into the workforce upon graduation. We believe that a well-rounded education encourages the development of problem solving skills, a positive attitude, self-confidence, adaptability, team building, and a strong work ethic.

Based on our STAAR performance for spring 2018 the following information was determined: About 40% of student performed at or above the approaches level for 4th grade writing. In general, students performed higher in mathematics than reading. On average, about 60% of students performed at or above the approaches level in mathematics; however, 55% of students performed at or above the approaches level in reading.

To address these identified needs, administrators and teachers will be receiving targeted professional development in the areas of most need. Students will have access to targeted intervention and tutorials, and financial resources will be focused on providing materials, training, and personnel needed to meet and exceed expectations. Specifically, teachers will receive ongoing training concerning the implementation of high-yield instructional strategies which facilitate the transfer of knowledge for students who are at-risk. Both time and financial resources will be allotted to support this strategy.

To further meet the needs of our campus, team teaching assignments for core content areas have been restructured (into teams) to support inter-curricular alignment and to maximize instructional time. Teacher teams will provide instruction for ELAR (including writing) and social studies and other teacher teams will provide instruction for mathematics and science.

Additionally, the campus master schedule has been revised from the previous year to include an hour and 45 minutes of intervention time during the day.

The campus also will establish writing assemblies every 6 weeks. This will be an opportunity for students to be able to take a piece of writing through the entire writing process and for the campus, teachers, and students' families to celebrate the progress a student has made in writing. Moreover, it will serve as motivation for other students as they will want the recognition of being a "Writing Assembly Reader."

All students will receive opportunities for enrichment through our association with Texarkana Regional Arts & Humanities Council (TRAHC) and community career days, campus programs and presentation and other activities/programs in which they can show their individual talents.

# Campus & Community Climate

District Goal # 3 Liberty-Eylau ISD will demonstrate exceptional parent, community, and public relations. The needs of all stakeholders will be considered and addressed. Our parents and community will be full partners in the education of LEISD students.

According to the parent survey that was administered at the end of the spring 2018 semester, parents and other stakeholders generally and consistently have favorable perceptions of the school concerning its efforts to involve parents, its supportive and inviting learning environment, etc.

To maintain positive perceptions and to continuously prioritize parent and community relations, the campus leadership team will do the following:

- Establish "*Parent Power*" involvement events. These events will have a different focus for each session; including, but not limited to: gaining parent insight about campus performance, operations, and instruction; teaching parents how to support their children in core content areas; exposing parents to the content their children are learning.

- Create and share "*The Principal's Office*" videos. These videos will be recorded by campus administration and shared via social media. The principal or a designee will share campus announcements, upcoming events, etc. during the video. The video approach will be used in addition to traditional communication approaches (i.e. notes home).

The teachers have expressed a need for more Chromebooks to better integrate technology into daily instruction and to utilize the online curriculum resources in which our District has already invested. To address this need, funds will be allocated for the purchase of more Chromebooks.

A campus discipline system has also been identified as a need through individual and summer 2018 team meetings with staff members and with the new campus principal. To address this need, the campus convened a discipline system committee that created a campus discipline plan to support the District's plan. In addition to consequences, the campus plan includes behavioral interventions as well as means to contact parents.

# Professional Development

District Goal #4: Liberty-Eylau ISD will recruit and retain the highest quality staff to utilize proven and effective techniques to drive student success. Our staff will receive continuous training in the latest instructional strategies and be accountable for student achievement. LEISD will provide the support and encouragement necessary to make this the District of Choice for our employees.

The need for more intentional, focused, and effective instructional planning and delivery has been identified through analyses of local and state assessment data and classroom observations. Moreover, vertical and horizontal curriculum alignment has not been consistent, and the lack of teacher support has hindered the needed change.

To address these identified needs, the campus has and will do the following:

- Adopted a reading instruction curriculum (Saxon Phonics).
- Solicited input from teachers concerning their professional learning needs regarding the new reading curriculum.
- Solicited input from teachers concerning appropriate resources for social studies.
- Created a team of educators (teachers, campus administrators, curriculum department personnel) to create a literacy plan for the campus.
  - Collaborated with teachers (and campus administration and curriculum department personnel) to determine instructional expectations (i.e. writing every day, etc.).
  - Receive professional development from consultants related to reading, writing, math, and student engagement instructional strategies.
  - Attend professional development, (i.e. observations in other districts, travel to other areas) where low socio-economic and high poverty students are educated and show high academic success.
  - Participate in weekly PLC discussions related to instructional delivery, curriculum, and data (teachers and campus administrators).

# Safe School Climate

District Goal 5: Liberty-Eylau ISD will maintain a safe, disciplined environment conducive to student learning. We will establish an atmosphere of respect for each other. Faculty and staff will work together with students to assure the implementation of the most effective and accurate instructional and behavioral practices.

The Positive-Proof Visitor Management System, helps with the security and safety of our students by alerting office personnel to any persons who should not have access to the campus or students. The system utilizes a check in system at the front desk for visitors that requires all visitors to show a government issued ID in order to access the campus. This system is also used to verify identity before checking a student out of school.

The staff also participated in ALICE (Alert, Lockdown, Inform, Counter, Evacuate) active shooter training in August 2018.

LE Elementary has approximately 680 students in grades 1 through 4. About 80% of those students are economically disadvantaged, about 2% ESL students, and about 14% of the students receive special education services. African American students generally performed lower than the other ethnicity groups on each assessment.

Additionally, our campus has recently struggled to meet the state-required performance standards on the STAAR assessments.

To address these needs, the campus has and/or will do the following:

- Provide more technology devices and training to support student engagement and to provide more opportunities for students to interact with online instruction/intervention programs we have purchased.
- Continuously engage in professional learning regarding differentiation, intervention, enrichment, and high-yield instructional strategies/approaches, especially those proven to be effective with at-risk students.
- Establish a literacy focus team who has and will lead the campus in its personalized professional learning concerning the new reading program (Saxon Phonics).
- Work with the district's ELAR and math coordinators (ELAR coordinator is a new position this school year).
- Conduct data walks to assess teaching practices, monitor instruction, and provide needed follow-up with teachers, such as instructional support or modeling.
- Establish instructional expectations for each teacher in each content area (e.g. critical writing in every lesson; post and discuss student-friendly learning objectives; protect instructional time).

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**Objective 1.** Liberty-Eylau ISD will address all Texas Essential Knowledge and Skills through a balanced, aligned curriculum appropriate to student needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. A comprehensive needs assessment will be conducted and reviewed by the Campus Site-Based Committee (which includes parents, business representatives, community members, and school staff) to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology. (Target Group: All (Title I SW: 1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,5,6)</p>	<p>Campus Leadership Team, Stakeholders, Teachers</p>	<p>yearly</p>	<p>(F)Title I, (S)Local Funds</p>	<p>Summative - Summative - Comprehensive Needs Assessment Summary</p>
<p>2. Campus staff will work with Professional Service Provider (PSP) developing and implementing a plan for systematic data review, targeted instruction, and professional development training.  (Title I SW: 2) (Target Group: All)</p>	<p>Assistant Principal(s), Campus Leadership Team, Principal, Professional Service Provider</p>	<p>once monthly</p>	<p>(S)Local Funds</p>	<p>Summative - Teacher Professional Development records in targeted areas of reading, math, and writing, Student Progress Monitoring, Student Benchmarks, STAAR and PBMAS</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>3. Staff will attend professional development on balanced literacy, technology instruction, research-based, high-yield instructional strategies which target achievement for economically disadvantaged (ECD) students, students who are At-Risk, and other subpopulations, ie: African American, ELL, and SPED to assist student meet the challenging State Academic standards. Provide high-quality professional development in areas of classroom behavior management, core academic areas and other special programs. Professional development will be provided locally, through ESC8, contracted personnel, conference, and/or summer in-service sessions. Special education instructional staff will be included in all PD opportunities, as appropriate. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2,4,7)</p>	<p>Assistant Principal(s), Curriculum Coordinators, Curriculum Director, Department Heads, Principal, SPED Director, Teacher(s), Technology Integration Specialist</p>	<p>ongoing</p>	<p>(F)Title I, (F)Title I - School Improvement Grant, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds</p>	<p>Summative - Date sources:            PLCs discussions/sign in pages            PD sign in sheets            Quality of lesson plans            TTESS evaluations            Data walks</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>4. Classrooms will be provided supplemental STAAR rigor materials, progress monitoring, tutorial support and instructional support to strengthen the academic program in the school, increase the amount and quality of learning time, and provide enriched and accelerated curriculum which meets the needs of all students in core content areas in order to meet the challenging State academic standards. THESE RESOURCES WILL INCLUDE BUT NOT BE LIMITED TO THE FOLLOWING: materials for Readers and Writers' Workshop, anchor charts supplies (ie. paper, markers), math manipulatives for hands-on engagement activities, Learning Science Activity Tubs, Education Galaxy, STAAR Master, STAAR Ready, Mentoring Minds, Really Good Stuff: Hands-On Materials, TEKS Resource, Forde-Ferrier, Lakeshore, Amazon, TEKS Master as well as STAR Reading and Math Program Subscriptions. (Title I SW: 9) (Target Group: All)</p>	<p>Assistant Principal(s), Lead Teachers, Principal, Teacher(s)</p>	<p>daily</p>	<p>(F)Title I, (F)Title I - School Improvement Grant, (F)Title IV, (S)Local Funds, (S)State Compensatory - \$6,839</p>	<p>Summative - Unit assessments, STAAR, PBMAS and TPRI assessment</p>
<p>5. To support students with numeracy, the campus will provide a Math in Motion Lab, a space that integrates mental math, numeracy, and physical movement. Resources and supplies will be provided to meet the rigorous curriculum need of all students in core content areas.</p>	<p>Assistant Principal(s), District/Campus Intervention Team, Math-Science Coordinator, Principal, Teachers</p>	<p>ongoing</p>	<p>(F)Title I, (S)Local Funds</p>	<p>Summative - Unit Assessments State Assessments</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Tutorial classes will be provided to At-Risk and other subpopulation groups ie: ECD, SPED, ELL and African American in order to meet the challenging State academic standards along with supplemental STAAR rigor materials to support the rigorous curriculum which meets the needs of at-risk students in core content areas. (Target Group: 3rd, 4th) (Strategic Priorities: 2,4) (CSFs: 1,6)	Assistant Principal(s), Assistant Superintendent of Instruction, Food Service Director, Principal, Special Ed Teachers, Teachers, Transportation Coordinator	January to May	(S)State Compensatory	Summative - Summative - Unit assessments, Checkpoint and Benchmark data
7. Summer school program will be provided to At-Risk and other subpopulation along with supplemental materials, which support the rigorous State academic standards needs of all students in core content areas. (Target Group: 1st, 2nd, 3rd, 4th) (Strategic Priorities: 2,4) (CSFs: 1,6)	Assistant Principal(s), Assistant Superintendent of Instruction, Counselor(s), Food Service Director, Principal, Special Ed Teachers, Teachers, Transportation Coordinator	June	(S)Local Funds, (S)State Compensatory	Summative - Summative: Final grades, Benchmark data, attendance, ARD placement,
8. The students will participate in programs in the school that will incorporate fine arts and music to engage students in experiential learning which is the process for making meaning directly from the learning experience to increase achievement. Supplies and materials will be provided to enhance the learning experience. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,6)	Principal, Teacher(s)	August-June	(F)Title IV	Formative - Teacher Evaluation; Lesson Plans
9. To support student with their ability to read, write, and complete math activities, the campus will invest in learning tools (methods and instructional strategies that strengthen the academic program, and increase the amount and quality of learning time) that help students focus on tasks and be more successful in their completion. (Title I TA: 1) (Target Group: ECD, SPED, AtRisk, 504) (Strategic Priorities: 1) (CSFs: 1)	Counselor(s), Principal, Teacher(s)	yearly	(F)Title I, (S)Local Funds	Summative - Summative - documentation of student success and progress; DMAC Data, STAAR

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. To initiate a paradigm shift in the educational process on the Elementary Campus, relating to the educational needs of students from high poverty and low-socioeconomic backgrounds, and to have a Positive Impact on Student Achievement, a group teachers and principals will travel out-of-state for professional development at the Ron Clark Academy. (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,3,6,7)	Assistant Principal(s), Principal, Teachers	May-June	(F)Title I, (F)Title I - School Improvement Grant	Summative - Summative: Lesson Plans, instructional practices

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- Objective 2.** Student success will be measured in a variety of ways, including standardized assessments, oral and written processes and products, and career and tech projects.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide additional literacy instruction daily, including implementation of Saxon Phonics program in all grade levels. Implement and monitor Balanced Literacy model in grades 1-4, increasing students' literacy skills. Integrate (social) studies weekly within the literacy curriculum. ELAR teachers will implement the 8 elements of the balance literacy program daily in their classrooms. (Title I SW: 1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,4)	Assistant Principal(s), Curriculum Coordinators, Curriculum Director, Interventionist, Principal, Teacher(s)	daily	(F)Title I, (F)Title IV, (O)Personnel, (S)Local Funds	Summative - TPRI Progress Monitoring DMAC TPRI and State Assessment Results Quality of Lesson plans Data Walks Master Schedule TTESS
2. Provide additional targeted math and reading, instruction during the school day for at-risk students and the other subpopulations. Forde-Ferrier will be used to provide supplies for reading intervention. Chromebooks, hands-on manipulatives, supplies and materials will be provided for intervention and classroom technology integration as needed. (Target Group: All)	Assistant Principal(s), Assistant Superintendent of Instruction, Coordinator of State and Federal Programs, Curriculum Director, Director of Special Pops, Interventionist, Principal, Teacher(s)	30 minutes daily	(F)IDEA Special Education, (F)Title I, (F)Title I - School Improvement Grant, (S)Local Funds, (S)State Compensatory - \$11,029.98	Summative - DMAC Intervention Test Results State Assessment Results Classroom assessments IEP Progress Reports
3. Data analysis will be used to make informed instructional decisions regarding instructional programs and strategies for the target groups. (Title I SW: 8) (Target Group: All)	Assistant Principal(s), Campus Leadership Team, Curriculum Director, ESL teacher, Interventionist, Principal, Special Ed Teachers, Teacher(s)	Once per six weeks	(F)Title I, (O)DMAC, (O)Individual Education Plans	Summative - Common Assessments, Benchmarks and PBMAS
4. Identify at-risk students for Tier Interventions and track progress monitoring using Renaissance Learning Star Math and Reading, data to ensure students are making adequate progress toward academic goals. (Title I SW: 9) (Target Group: All)	Assistant Principal(s), Campus Contact Person, Interventionist, Principal, Teacher(s)	once every three weeks	(F)Title I, (O)DMAC, (O)Progress Reports, (O)Report Cards, (S)Local Funds, (S)State Compensatory - \$8,200, (S)TEKS Resource System Assessments	Summative - Progress monitoring data, report cards, progress reports, benchmarks, and state assessments

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Teachers will utilize a variety of provided technology tools, in classrooms to implement innovative and highly engaging lesson techniques, ie: Chromebooks, iPads. (Title I SW: 10) (Target Group: All)	Assistant Principal(s), Coordinator of Instructional Technology, Curriculum Coordinators, Director of Technology, Principal, Teacher(s)	daily	(F)Title I, (F)Title I - School Improvement Grant, (L)Grants, (O)DMAC, (O)Online Lesson Planner, (S)Local Funds	Summative - Walk-through observations, lesson plans, and student assessment data: benchmarks, DMAC, Progress Monitoring
6. To address the low State Accountability performances in the areas of Student Achievement and Closing the Gap, the campus will receive specific training in core content alignment, the writing process, small group instruction, planning technical support, and literacy instruction. Identification of study/support factors for subpopulations performing below expectations. Implement the use of progress monitoring and diagnostic measures for at risk students in the area of reading, mathematics and writing. Provide additional training and support for SPED. (Title I SW: 2,10)	Assistant Principal(s), Coordinator of State and Federal Programs, Counselor(s), Curriculum Coordinators, Director of Special Pops, District/Campus Intervention Team, Interventionist, Principal, Teacher(s)	August ,November, January, March	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title IV, (O)DMAC, (O)ESC 8, (S)Local Funds	Summative - Above state standard performance on STAAR. Benchmark scores Unit Assessment scores Walk-through and observation data
7. To meet the low State Accountability performance in Academic Growth, teachers will meet to analyze individual student data and/or student work to determine appropriate activities and provide a rich curriculum that includes real world connections and enrichment activities. (Title I SW: 8) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1)	Assistant Principal(s), Campus Leadership Team, Curriculum Coordinators, Lead Teachers, Principal, Teacher(s)	Six weeks	(S)Local Funds	Meeting agendas, minutes, and planning documents
8. Special Education personnel providing instruction to identified students with disabilities will participate in trainings which focus on meeting the needs of Special Education students (IEP/Progress Reports)and differentiation of instruction based on data. (Title I SW: 4,10) (Target Group: SPED)	Assistant Superintendent of Instruction, Curriculum Coordinators, Curriculum Director, Principal, Special Ed Teachers, SPED Director	August-June	(F)IDEA Special Education, (O)Individual Education Plans, (O)Instructional Resources, (O)Teacher Planning Days	Summative - PBMAS, STAAR, STAAR A and STAAR Alternate Professional Development Sign-In Sheets

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- Objective 2.** Student success will be measured in a variety of ways, including standardized assessments, oral and written processes and products, and career and tech projects.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Technology tools (Chromebooks) and Explore Learning/Reflex for intervention in math and reading will be provided as needed.	Assistant Principal(s), Assistant Superintendent of Instruction, Coordinator of State and Federal Programs, Interventionist, Principal, Teacher(s)	daily	(F)Title I, (O)Personnel, (S)Local Funds, (S)State Compensatory - \$13,405	Summative - TPRI, Progress Monitoring, DMAC, State Assessment Results, Campus Inventory of Manipulatives and Technology Tools

# Liberty-Eylau Elementary School

**Goal 1.** District Goal 1: Liberty-Eylau ISD will provide a well-balanced and appropriate curriculum to all students. We believe that student success is measured in many ways. Student learning will be measured and reported in a variety of ways, including traditional state required tests, oral and written processes and products, including career and tech projects. Academic planning and guidance services will be aligned with House Bill 5 requirements.

**Objective 3.** Academic planning and guidance services will be provided to students in accordance to HB5 requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Substitute teachers will be secured in order to allow teachers to meet for collaboration, targeted planning, and model teaching of challenging TEKS within content areas during the school day. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal(s), Curriculum Coordinators, Curriculum Director, Interventionist, Support Staff, Teacher(s)	once per six weeks	(F)Title I, (S)Local Funds, (S)State Compensatory - \$2,100	Summative - meeting agendas, minutes and planning documents, Walk-through Data
2. Counselor's will provide guidance classes for all students, in music class and small groups where needed: grief counseling and anger management. (Target Group: All) (CSFs: 6)	Assistant Principal(s), Counselor(s), Principal, Teachers	September - April	(S)Local Funds	student schedules and career paths. Transition plan for SPED

# Liberty-Eylau Elementary School

- Goal 2.** District Goal 2: Liberty-Eylau ISD will afford every student the opportunity to be college and/or career ready through programs that prepare them for higher education, career/technical school, military service, or direct entry into the workforce upon graduation. We believe that a well-rounded education encourages the development of problem solving skills, a positive attitude, self-confidence, adaptability, team building, and a strong work ethic.
- Objective 1.** Liberty-Eylau ISD will provide program opportunities to every student to prepare them for their chosen path after graduation, including higher education at college or career/technical school, military service or direct entry into the workforce.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. At-risk programs designed to supplement the regular education program to reduce the dropout rate and increase the achievement of students identified as being at-risk will be created, revised, implemented, monitored and evaluated on campus by campus/student achievement team. Materials and other supplies will be provided as needed for at-risk programs. (Title I SW: 9) (Target Group: All)	Assistant Principal(s), Assistant Superintendent of Instruction, Campus Leadership Team, Counselor(s), Curriculum Director, Interventionist, Principal	every three weeks	(O)Instructional Resources, (O)Progress Reports, (O)Report Cards, (O)Skyward Discipline, (S)Local Funds, (S)State Compensatory - \$65.14	Summative - Student at-risk list, DMAC and progress monitoring data, review meeting documentation (agendas, minutes and plans, report cards, state and local assessments, PEIMS data

# Liberty-Eylau Elementary School

- Goal 2.** District Goal 2: Liberty-Eylau ISD will afford every student the opportunity to be college and/or career ready through programs that prepare them for higher education, career/technical school, military service, or direct entry into the workforce upon graduation. We believe that a well-rounded education encourages the development of problem solving skills, a positive attitude, self-confidence, adaptability, team building, and a strong work ethic.
- Objective 2.** The education provided by Liberty-Eylau ISD will encourage development of skills necessary for success in all aspects of life, including problem-solving, adaptability, team-building, self-confidence, positive attitude, and a strong work ethic.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In order to create a classroom environment where children feel safe and well cared for while also stimulating their cognitive growth, providing multiple and varied opportunities for language and literacy experiences we will provide incentives for student attendance, academics, good behavior, positive work ethic and character. (Title I SW: 7) (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Daily	(F)IDEA Special Education, (L)Activity Funds, (S)Local Funds	Summative - Bender Champion Reward list, PEIMS data, lesson plans, PBMAS and walk-through data
2. Students will be provided opportunities to learn about community, career and college opportunities through activities incorporated in the school day: community/college guest speakers, academic presentations and field trips. (Title I SW: 9) (Target Group: All)	Campus Leadership Team, Community Volunteers, Counselor(s), Principal, Teacher(s)	four times per year	(L)Activity Funds, (O)Business Donations, (S)Gifted and Talented, (S)Local Funds	Summative - Program agendas, guest speaker list, and lesson plans
3. Provide additional Chromebooks in the classroom to enable students increased intervention and instructional opportunities. (Target Group: All)	Assistant Principal(s), Assistant Superintendent(s), Director of Technology, District/Campus Intervention Team, Principal, Teacher(s)	Daily	(F)Title I	Summative - STAAR, TPRI, Unit Assessments

# Liberty-Eylau Elementary School

**Goal 3.** District Goal 3: Liberty-Eylau ISD will demonstrate exceptional parent, community, and public relations. The needs of all stakeholders will be considered and addressed. Our parents and community will be full partners in the education of LEISD students.

**Objective 1.** Liberty-Eylau ISD will demonstrate exceptional parental, community and public relations, considering and addressing the needs of all stakeholders.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In order to improve relationships with students and students' families, staff will contact parents by phone, email and/or letters a minimum of 18 times per semester. Teachers will contact parents prior to any failing progress reports or report cards are sent home. (Title I SW: 6) (Target Group: All)	Assistant Principal(s), Parent Liaison, Principal, Teacher(s)	at least times per year	(S)Local Funds	Summative - parent contact documentation logs, parent surveys, increased student performance on report cards
2. Parents will be notified of students' daily schedule, special events, campus/district parent nights, Open House, extracurricular activities, benchmark dates and STAAR test dates and encouraged to participate when possible. (Title I SW: 6) (Target Group: All)	Director of Communications, Lead Teachers, Principal, Teacher(s)	monthly	(S)Local Funds	Summative - Agendas Sign-in logs, monthly calendar, Bender Buzz, grade level newsletter, notes
3. LEES will maintain a campus website and social media page to keep the community aware of upcoming events, school news and policies. The campus will appoint a technology liaison to manage and assist with web information. All information will be disseminated to parents on a consistent basis by: utilizing school marquee, creating and sending classroom newsletters, creating and sending the campus newsletter once per month, sending school wide notes on upcoming events/activities, creating and maintaining school/teacher webpages, and providing Resources for Educators Parent Newsletter. Additionally, the campus principal (or designee) will publish a "Principal's Office" video which will share current information about the campus. (Title I SW: 6) (Target Group: All)	Campus Contact Person, Director of Communications, Parent Liaison, Principal, Teacher(s), Technology Integration Specialist	monthly	(F)Title I, (S)Local Funds	Summative - Newsletter and webpages maintained throughout the year, webpage hits, and survey results

# Liberty-Eylau Elementary School

**Goal 3.** District Goal 3: Liberty-Eylau ISD will demonstrate exceptional parent, community, and public relations. The needs of all stakeholders will be considered and addressed. Our parents and community will be full partners in the education of LEISD students.

**Objective 2.** Parents and community will be full partners in the education of students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. LEES will work with the district parent liaison to promote school-to-parent relationships. (Title I SW: 6) (Target Group: All)	Counselor(s), Director of State & Federal Programs, Principal	three times per year	(F)Title I, (L)Activity Funds, (S)Local Funds	Summative - Sign-in sheets for parent involvement activities and surveys
2. Parental Involvement Consultant will work with campus administrators and parent liaison to improve parent and community involvement. The parent liaison will utilize the curriculum program: Practical Parent Education and other supplies and materials as needed. Resources for Educators (parent newsletter) is also made available to parents. (Title I SW: 6) (Target Group: All)	Director of State & Federal Programs, Parent Liaison, Principal	Twice per year	(F)Title I, (S)Local Funds	Summative - meeting agenda, minutes and planning documents
3. Parent Liaison will attend the annual Parent Involvement Conference and other workshops to learn and implement techniques to foster positive relationships with parents. (Target Group: All)	Director of State & Federal Programs, Parent Liaison	Once per year	(F)Title I	Summative - Sign-in sheets for parent involvement activities, conference certificates, and surveys

# Liberty-Eylau Elementary School

**Goal 4.** District Goal 4: Liberty-Eylau ISD will recruit and retain the highest quality staff to utilize proven and effective techniques to drive student success. Our staff will receive continuous training in the latest instructional strategies and be accountable for student achievement. LEISD will provide the support and encouragement necessary to make this the District of Choice for our employees.

**Objective 1.** Liberty-Eylau ISD will recruit and retain a high-quality staff by providing the support and encouragement necessary to make this the district of choice for our employees.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. LEES will provide staff team-building opportunities through professional development. (Title I SW: 5) (Target Group: All)	Assistant Principal(s), Campus Leadership Team, Department Heads, Principal, Teachers	twice per year: August & January	(L)Activity Funds	Summative - Meeting agenda, sign-in sheets, and climate surveys
2. LEES will utilize a staff support committee "Sunshine Club" to provide encouragement, support and assistance to all staff for life events. This committee will host parties, celebrations, provide recognition, and honor staff throughout the year. (Title I SW: 5) (Target Group: All)	Principal, Support Staff, Teacher(s)	August to June	(L)Activity Funds	Summative - Celebration announcements, invitations, sign-in sheets, campus climate surveys
3. Teachers and campus administration will be involved in ongoing professional development through PLCs/ grade level meetings, readers and writers' workshops, whole-campus learning staff meetings, consultants such as: Kim Banelos, Stephanie Boyce, as well as Region 7 and Region 8 curriculum and special education consultants. Training manuals and PD supplies will be provide as needed. Campus administration will attend Learning Forward Texas' Annual conference. Staff will utilize high-yield instructional strategies to enhance content delivery and student performance. (Title I SW: 1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 3)	Assistant Principal(s), Campus Leadership Team, Curriculum Coordinators, Curriculum Director, Director of Special Pops, Principal, Teacher(s)	September 2017- June 2018	(F)IDEA Special Education, (F)Title I, (F)Title I - School Improvement Grant, (F)Title IIA Principal and Teacher Improvement, (L)Activity Funds	Summative - Based on Teacher observations TTESS Domain: Instructional Delivery, Sign-In Sheets.

# Liberty-Eylau Elementary School

**Goal 4.** District Goal 4: Liberty-Eylau ISD will recruit and retain the highest quality staff to utilize proven and effective techniques to drive student success. Our staff will receive continuous training in the latest instructional strategies and be accountable for student achievement. LEISD will provide the support and encouragement necessary to make this the District of Choice for our employees.

**Objective 2.** The staff of Liberty-Eylau ISD will participate in continuous training in the latest instructional strategies to support student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will be provided additional professional development designed to integrate the technology TEKS into the curriculum. (Title I SW: 5) (Target Group: All)	Assistant Superintendent of Instruction, Coordinator of Instructional Technology, Curriculum Coordinators, Director of Technology, Principal	August and January	(F)Title IIA Principal and Teacher Improvement, (O)Teacher Planning Days, (S)Local Funds	Summative - Training agenda, sign-in sheets, technology use in classroom as evidenced by lesson plans and classroom observation/walk-through
2. Professional development PLC for core content teachers will enhance their ability to utilize the readiness and supporting standards throughout the daily instruction. (Target Group: All)	Assistant Principal(s), Curriculum Coordinators, Director of State & Federal Programs, Executive Director of Special Programs, Interventionist, Principal, SPED Dept., Teacher(s), Technology Integration Specialist	twice monthly	(F)Title IIA Principal and Teacher Improvement, (L)Activity Funds, (L)New Teacher Institute, (O)ESC 8, (O)Instructional Resources, (O)PLCs, (O)Teacher Planning Days, (S)Gifted and Talented, (S)Local Funds	Summative - Meeting agendas, sign-in sheets, meeting plans, lesson plans, and class walk-through/observations
3. Teachers will be provided additional professional development, such as Lead4Ward, Writing, CAMT, TEKS Resource Conference, Region 8 workshops/institutes/training and TEA Mathematics and Reading Academies. (Target Group: All)	Assistant Principal(s), Assistant Superintendent of Instruction, Principal, Teacher(s)	on going	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title IV	Summative - Training agenda, sign-in sheets, lesson plans, and class walk-through/observations
4. Administrators attend Learning Forward Texas, Annual Conference. (Target Group: All)	Assistant Principal(s), Principal	Once per year	(F)Title I	Summative - Surveys from staff
5. Paraprofessionals will be hired, receive highly qualified certification training, and be utilized to provide instructional assistance to at-risk students and students with disabilities. These paraprofessionals will be closely supervised by our certified teaching staff and will receive additional training and support to ensure they meet the needs of all struggling students. (Title I SW: 1,3) (Target Group: AtRisk)	Assistant Principal(s), Principal, Teacher(s)	August -June	(F)IDEA Special Education, (F)Title IIA Principal and Teacher Improvement, (O)The Master Teacher, (S)State Compensatory - \$72,409.28	Summative - Ongoing progress monitoring

# Liberty-Eylau Elementary School

**Goal 5.** District Goal 5: Liberty-Eylau ISD will maintain a safe, disciplined environment conducive to student learning. We will establish an atmosphere of respect for each other. Faculty and staff will work together with students to assure the implementation of the most effective and accurate instructional and behavioral practices.

**Objective 1.** Liberty-Eylau ISD will maintain a safe, disciplined environment conducive to student learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide incentives for student attendance, academics, good behavior and character. Campus-wide incentives to promote staff attendance which will promote better student performance in the classroom. (Title I SW: 9) (Target Group: All)	Campus Leadership Team, Principal, Teacher(s)	Daily	(L)Activity Funds, (L)Character Development Materials, (S)Local Funds	Summative - documentation of student celebration events: Bender Champion Days, Attendance certificates, Leopard Club, Leopard Club Luncheon
2. Improve campus discipline and reduce office referrals by implementing PBIS, establishing and following the campus discipline/intervention system, and following the district wide discipline grid. The campus will provide supplies to help students remain in the classroom. (Title I SW: 9) (Target Group: All)	Assistant Principal(s), Counselor(s), Teacher(s)	Daily	(F)Title I, (L)Activity Funds, (S)Local Funds	Summative - Skyward discipline reports longitudinally & classroom referrals

# Liberty-Eylau Elementary School

**Goal 5.** District Goal 5: Liberty-Eylau ISD will maintain a safe, disciplined environment conducive to student learning. We will establish an atmosphere of respect for each other. Faculty and staff will work together with students to assure the implementation of the most effective and accurate instructional and behavioral practices.

**Objective 2.** We will establish an atmosphere of respect between all stakeholders.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Positive reinforcement of desired social interactions and behaviors. (Title I SW: 7,10) (Target Group: All)	Assistant Principal(s), Chief of Police, Counselor(s), Principal, Teacher(s)	August-June	(L)Activity Funds, (L)Character Development Materials, (O)Leopards of character, (O)Rewards	Summative - Weekly recognition of student behavior, conduct grades from report cards, and campus surveys
2. In order to create and maintain safe learning environments, the elementary will implement programs such as: Red Ribbon Week, anti-bullying workshops, district drug rally, and other positive outlets for students. (Title I SW: 6) (Target Group: All)	Assistant Superintendent(s), Chief of Police, Counselor(s), Personnel Director, Principal, Teacher(s)	August-June	(S)Local Funds	Summative - Participation rates Sign-in sheets

# Liberty-Eylau Elementary School

**Goal 5.** District Goal 5: Liberty-Eylau ISD will maintain a safe, disciplined environment conducive to student learning. We will establish an atmosphere of respect for each other. Faculty and staff will work together with students to assure the implementation of the most effective and accurate instructional and behavioral practices.

**Objective 3.** Liberty-Eylau ISD faculty and staff will work together with students to assure the implementation of the most effective and accurate instructional and behavioral practices.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Counselor and staff will teach drug awareness to all students. (Title I SW: 6) (Target Group: All)	Counselor(s), Teacher(s)	October	(S)Local Funds	Summative - Student and teacher participation during Red Ribbon Week
2. Campus discipline plans will be published in the student handbook and made available to parents, students, and staff through print and online sources. (Title I SW: 1,2,6) (Target Group: All)	Principal, Teacher(s)	August-June	(S)Local Funds	Skyward Discipline Reports
3. Maintain Bullying Awareness procedures on all campuses. (Title I SW: 2,6,10) (Target Group: All)	Chief of Police, Counselor(s), Principal, Teacher(s)	August-June	(S)Local Funds	Surveys from students, staff, and community
4. Maintain Campus/Bus video monitoring system. (Title I SW: 2) (Target Group: All)	Assistant Principal(s), Principal, Transportation Coordinator	August-June	(S)Local Funds	Summative - Periodic Service Reports/Skyward Bus Discipline
5. Campus representative(s) will attend quarterly meetings of the School Health Advisory Committee. (Title I SW: 6) (Target Group: All)	Assistant Superintendent of Operations, Campus Representatives, Chief of Police, Committee Chair, Principal	4 times per year	(L)Grants, (S)Local Funds	Summative - Documentation of Meetings
6. Counselor will over see the implementation of a Suicide Prevention Plan, Based on Best Practices Registry of the Suicide Prevention Resource Center. Teachers will attend training and implement skills regarding suicide prevention. (Title I SW: 1,6) (Target Group: All)	Chief of Police, Counselor(s), Principal, Teacher(s)	August-June	(O)Online Training, (S)Local Funds	Summative - Manual Checklist
7. Campus will implement PBIS plans and strategies on the campus. (Title I SW: 1,2,6) (Target Group: All)	Assistant Superintendent(s), Counselor(s), Principal, Teacher(s)	Daily	(S)Local Funds	Summative - Skyward Discipline Reports

# Liberty-Eylau Elementary School

- Goal 5.** District Goal 5: Liberty-Eylau ISD will maintain a safe, disciplined environment conducive to student learning. We will establish an atmosphere of respect for each other. Faculty and staff will work together with students to assure the implementation of the most effective and accurate instructional and behavioral practices.
- Objective 3.** Liberty-Eylau ISD faculty and staff will work together with students to assure the implementation of the most effective and accurate instructional and behavioral practices.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>8. Policies will be reviewed and adopted regarding child abuse and neglect. These policies will be distributed to school personnel at the beginning of each year and addressed in staff development. Employees will be trained concerning prevention techniques and recognition of abuse. Child abuse anti-victimization programs will be provided. (Target Group: All)</p>	<p>Chief of Police, Counselor(s), Personnel Director, Principal, Superintendent(s), Teacher(s)</p>	<p>August-June</p>	<p>(O)Online Training, (S)Local Funds</p>	<p>Summative - Training logs Posters District Policy Eduhero training completion records</p>
<p>9. Designated personnel (campus and district) will continuously monitor disciplinary assignments. The ARDC will consider any unique circumstances when determining if a change in placement is appropriate for Special Education students. (Title I SW: 2,7,9,10) (Target Group: All, SPED)</p>	<p>Counselor(s), Diagnosticians, Principal, SPED Director, Teacher(s)</p>	<p>August-June</p>	<p>(F)IDEA Special Education, (O)Skyward Discipline</p>	<p>Summative - Skyward Discipline Data CIP (PBMAS)</p>
<p>10. Campus and District Intervention Teams will review student's disciplinary, SPED, and/or 504 referrals/placements. The referrals/placements will be reviewed during team meetings. Disciplinary patterns and circumstances will be considered. The team will monitor interventions and student progress. (Title I SW: 2,7,9,10) (Target Group: All)</p>	<p>Counselor(s), Diagnosticians, Principal, SPED Director, Teacher(s)</p>	<p>August-June</p>	<p>(O)Skyward Discipline, (S)Local Funds</p>	<p>Summative - Skyward Discipline Data CIP (PBMAS)</p>