Florence Elementary School
Campus Improvement Plan

2019-2020

Board Approved 10-21-2019

FLORENCE ISD

Vision

"Florence ISD, the Foremost Leader in Education"

Mission Statement
Florence ISD, together with family and community, will prepare tomorrow's leaders through the relentless pursuit of excellence.

Florence Elementary Vision

At Florence Elementary, we will work together to help develop students who will become lifelong problem solvers and community members who will be productive citizens and continual learners.

FLORENCE ISD DISTRICT GOALS

District Goal 1:
Florence ISD will create an instructional climate that meets the needs of all students.

District Goal 2:
Florence ISD will improve communication strategies for all stakeholders.

District Goal 3:
Florence ISD will emphasize leadership, ensure accountability, and create a culture of increasing expectations.

District Goal 4:
Florence ISD will provide technology that meets the emerging needs of students and staff.

District Goal 5:
Florence ISD will ensure a well-maintained facility emphasizing safety and security while using a systematic process for improvements and growth.

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc.
Annette Cooper – Specials-PE Tony Castro – 3rd Grade Marcy Wirth – 2nd Grade Becca Hershberger – 5th Grade Cheryl Owens – PK Bernice Williams – Special Education	Teachers
Lila West	District Level
Kay Bradford Angela Gower	Principal Assistant Principal
Delisa Atkinson Kristin Butler	Parent
Melanie Jamison Kylene Harvey	Business
Jennifer Nichols	Counselor
Judy Warren	Community Member
Pat Fullingim	Paraprofessional

Comprehensive Needs Assessment

Data Sources Reviewed

Demographics
Enrollment by grade and gender
Enrollment by ethnicity
Enrollment by student pop/program
PEIMS student data
Mobility data TAPR
PEIMS Attendance

Student Achievement
State Accountability Reports
PBMAS Report
TELPAS Report
STAAR Results
Promotion/Retention Rates
Student Success Initiative Data
Fitness Gram Report

School Culture and Climate
PEIMS Discipline Summary
School Climate Surveys
PEIMS Discipline Reports
Title I Surveys
Parent Conferences/Meetings

Staff Quality, Recruitment and Retention
Teacher Certifications
Paraprofessional Qualifications
Teacher FTE by Gender and Ethnicity
Teacher Yrs. Experience/Years in ISD
Staff Mobility/Stability
Teacher/Student Ratios
Special Program Qualifications
Professional Development Data
Recruitment/Retention Strategies

Curriculum, Instruction and Assessment
TEKS Resource System Documents
Unit Assessments/Benchmarks
Instructional Resources/Class Materials
Instructional Technology
Class/School/Special Program Schedules
Enrichment Resources
Lesson Development
Instr. Delivery Strategies/Techniques
Professional Development Surveys

Family and Community Engagement
Family/Community Participation Logs
Community and Student Engagement Ratings
Parent Volunteer Information
Parent Activity Evaluations/Feedback
Event and/or Meeting Calendars
Events – Parental Participation Logs
Community Agencies/Support Services
21st Century Community Learning Grant

School Context and Organization
School Structure (Depts., Teams, etc.)
Decision-Making Committee(s)
Mentor Teachers
Duty Rosters
Schedule for Student Support Services
Campus Communication
School Map & Physical Environment
Extracurricular/School Program Services

Technology
Technology Plan
Technology Professional Development
Technology Policies and Procedures
Resource Allocations

Needs Assessment Members (Spring 2019)

Demographics	**Student Achievement**
Connie Ramirez	Leah Erickson
Bobbie Congdon	Melissa Cutright
Annette Cooper	Ashley Wright
Kristin Mathson	Bernice Williams
Julie Parker	Vanessa Freed
	Angela Gower
School Culture and Climate	**Staff Quality, Recruitment and Retention**
Heather Bowman	Josh Arendt
Becca Hershberger	Tony Castro
Cara Warren	Deanne Benuck
Marcy Wirth	Grace Payne
Curriculum, Instruction and Assessment	**Family and Community**
Jyl Gibson	Marisol Ruiz
Angie Worley	Rachel Harris
Alysia Hauser	Laura Meehan
Denise Scully	Andrew Hubbard
School Context and Organization	**Technology**
Jean Norwood	Marisa Mejia
Brandy Gray	Taylor St. Tours
Cheryl Owens	Pat Fullingim
Leslie Mercado	Cassandra Isbell

Comprehensive Needs Assessment
Summary of Findings

Student Achievement

Target student performance rates lower than state and federal standards.
Improve performance of SPED students on STAAR Reading, Math, Science and Writing
Improve performance of EL students on STAAR Math, Reading, Science and Writing
Improve performance of Hispanic students on STAAR Math, Reading, Writing and Science
Improve performance of Economically Disadvantaged students in on STAAR Reading, Math, Science, and Writing
Improvement performance on STAAR in 4th grade Writing scores
Continue training on effective instructional strategies for tiered instruction
Continue improvement on RtI process including consistent progress monitoring
Utilize SAT meetings to discuss students' progress.
Improve academic growth status in math and reading
Increase the number of students at the meets performance standard on all STAAR assessments

School Culture and Climate

Training for and implementation of Positive Behavior Strategies/Supports
Raise awareness to support safety of all students
Additional training on anti-bullying and character education
Attendance incentives for students and staff
Continue to survey staff and parents about the campus
Increase staff morale with teacher incentives and communication

Staff Quality, Recruitment and Retention

Need for bilingual certified teachers – FES
Improve teacher mentor program
Increase diversity in staff
Additional training for special programs (ESL, Bilingual, GT)
Additional training for RTI, ELPs, Reading, Positive Behavior Supports
Increase opportunities for Professional Learning Communities
Need for more paraprofessional staff for student support

Curriculum, Instruction and Assessment

Designation and planning time for staff development

Lesson development and planning for higher order of thinking
Differentiation of instruction
Bilingual educational resources
Training on ELPS strategies
Training on implementation of writing and literacy across all disciplines
Increase level of student engagement through multiple modalities
Time and resources for building common assessments/benchmarks
Vertical planning opportunities
Training and disaggregation of data
College and career readiness information
Use backwards design for planning content instruction

Family and Community Engagement

Increase parent engagement including parents of EL and low SES students
Parental information sessions on state assessments and strategies they can use at home with their child
Academic information
Need for more parent volunteers
More resources for dual language -Spanish
Regular updates to campus and teacher webpages

School Context and Organization

Improve the Teacher Mentor Program
Disaggregation and dissemination of data
Clear lines of communication
Collaborative team/ department planning
Time for professional development meetings

Technology

Allocations for technology resources – continue to procure more iPads for classroom use/ and computers on wheels
Training on how to implement instructional technology in the classroom
Technology Apps Training
Teacher webpages training
Data disaggregation and dissemination training
Utilization of educational software for progress monitoring
Maintain updated campus website

State & Local Compensatory Education

TEC Section 29.081 defines the State criteria used to identify students at risk of dropping out of school. A student at risk of dropping out of school includes each student who is under 26 years of age and who:

1. Was not advanced from one grade to the next for one or more school years (Note: prekindergarten or kindergarten students who did not advance to the next grade level only as the result of the request of the student's parents are excluded from this identification; effective school year 2009-2010);
2. Is in grades 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester.
3. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. Is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year;
5. Is pregnant or is a parent;
6. Has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. Has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through PEIMS to have dropped out of school;
10. Is a student of limited English proficiency, as defined by Section 29.052;
11. Is in the custody or care of the Department of Protective and Regulatory Services (DPRS) or has, during the current school year, been referred to DPRS by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments;
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

Florence ISD students who meet the state and local compensatory eligibility criteria are served in our programs. Each student's progress is monitored and evaluated to determine if they are making academic progress. When students no longer meet the eligibility criteria, they are exited from the program's services.

Economically Disadvantaged

	2017-2018	2018-2019	2019-2020
FISD	52.8%	57.1%	57.2
FES	57.3%	61.2%	65.9
FMS	51.2%	54.2%	50.1
FHS	47.3%	53.1%	49.8

Federal, State, and Local Funding Sources

Federal funding sources to be integrated and coordinated with State and Local funds to meet needs of all students:

Program/Funding Source	Allocations		
Federal Programs	**District 2017-2018**	**District 2018-2019**	**District 2019-2020**
Title I, Part A	$105,558	$109,447	$103,525
Title I , Part C (Migrant)	$3070	$0	$0
Title II, Part A (TPTR)	$21,247	$20,110	$24,962
Title III, Part A ELA	$21,976	$21,897	$23,480
Title IV, Part A SSAEP	$10,000	$10,000	$10,000
Title IV, Part B 21st Century CCLC	NA	$260,000	$260,000
Carl Perkins	$6,000	$6000	$6500
IDEA-B Formula	$197,763	$200,941	$209,572
IDEA-B Pre-School	$2,854	$2,984	$2,946
State Programs/Funding Source			
Career/Technology Education	$426,793	$439,271	$411,917
State Compensatory Education	$451,589	$470,552	$542,080
Gifted/Talented	$20,422	$21,471	$0
Special Education	$407,328	$430,007	$561,930
Bilingual/ESL Program	$67,855	$68,672	$90,629
High School Allotment	$82,005	$83,875	$0
Early Education Allotment			$163,856
Dyslexia Allotment			$42,578
School Safety Allotment			$5437
College, Career, or Military Readiness			$0
Teacher Incentive Allotment			$0
Mentor Program Allotment			$0
Instructional Materials Allotment	$356,224	$242,170	$209,330

Federal, State, and Local Funding Sources

Federal funding sources to be integrated and coordinated with State and Local funds to meet the needs of all students:

Program/Funding Source		2019-2020 Special Programs Payroll				
		FHS	FMS	FES	District Wide	Totals
Gifted & Talented	FTE	2.4	0.0	0.0	0.0	2.4
(PIC 21)	$	$98,878	$0	$0	$0	$98,878
Career Tech Ed	FTE	4.7	0.0	0.0	0.0	4.7
(PIC 22)	$	$330,000	$0	$0	$0	$330,000
Special Education	FTE	5.0	6.0	7.0	3.3	21.3
(PIC 23)	$	$244,519	$224,233	$246,378	$231,400	$946,530
State Comp Ed	FTE	3.7	2.4	3.2	0.0	9.2
(PIC 24, 28, 30, 34)	$	$173,465	$136,864	$146,544	$21,750	$478,623
Bilingual/ESL	FTE	0.0	0.0	1.0	1.0	2.0
(PIC 25)	$	$0	$0	$27,700	$77,640	$105,340
High School Allotment	FTE	1.9	0.0	0.0	0.0	1.9
(PIC 31)	$	$96,588	$0	$0	$0	$96,588
Title I, Part A	FTE	0.0	0.0	1.6	0.0	1.6
(Fund 211)	$	$0	$0	$99,225	$0	$99,225
IDEA-B	FTE	0.0	1.0	1.0	1.0	3.0
(Fund 224)	$	$0	$69,070	$20,749	$68,273	$158,092
21st Century CCLC	FTE	1.0	0.0	1.0	0.0	2.0
(Fund 265)	$	$60,000	$0	$60,000	$0	$120,000

Campus Goals and Performance Objectives

Campus Goal 1.   FES will provide a quality instructional program to meet the needs of all students. FES will increase academic achievement for all students while closing the achievement gap between student groups and students of special populations: Hispanic, Special Education, English Language Learners and Economically Disadvantaged.
Performance Objectives:

1. Increase the academic performance of all students on all STAAR assessments in grades 3-5 by a minimum of 10 percentage points.
2. Increase the percentage of Economically Disadvantaged students meeting or exceeding progress as measured by state assessments on Math, Reading, Writing, and Science STAAR by at least 10 percentage points.
3. Increase the percentage of Hispanic students meeting or exceeding progress as measured by state assessments on Reading, Math, Writing and Science STAAR by at least 10 percentage points.
4. Increase the percentage of Special Education students meeting standard on the STAAR assessments to show progress by increasing at least 10 percentage points.
5. Increase the percentage of EL students meeting standard on the STAAR assessments to show progress by increasing at least 10 percentage points.
6. All students in grades K-2 will meet or exceed grade level expectations in reading as determined by Reading assessments.
7. Increase Masters Level academic performance of all students on all STAAR assessments in grades 3-5 assessments by a minimum of 10%.
8. EL students will receive appropriate support to ensure that each student advances one TELPAS level annually.
9. Develop and maintain a program to ensure that 100% of FES students are receiving quality health education and have opportunities to exercise and maintain a healthy life style.

Campus Goal 2. Students and parents will feel informed, welcomed and valued as a part of our campus community. We will continue to build positive relationships with parents and community members.
Performance Objectives:

1. FES students will celebrate student and campus successes.
2. FES will increase parent and community participation at all campus events and throughout the school day.
3. Provide students and families opportunities to become life-long learners through a variety of activities.
4. Increase the FES attendance rate by 1%.

Campus Goal 3. FES will provide an educational environment that reflects a commitment to safety, security, and high standards of excellence and citizenship among students, staff, and parents.
Performance Objectives:
1. Demonstrate 100% implementation and maintain the campus emergency management plan.
2. Decrease the number of office referrals by 10% by utilizing Restorative Discipline strategies and Capturing Kids Hearts processes to address behavior.
3. Students will participate in curriculum and programs that address anti-bullying and character education.
4. One hundred percent of all teachers will participate in the PBIS school-wide plan.
5. Maintain a focus and commitment to positive staff morale, recognition and overall support.

Campus Goal 4. The level of technology integration and professional development will be increased to ensure the best possible teaching and learning for all students. FES will develop and maintain high-performing teachers and staff members.
Performance Objectives:
1. One hundred percent of all teachers will maintain an updated website.
2. One hundred percent of teachers will utilize Eduphoria and other district technology programs to analyze formative and summative student assessments.
3. One hundred percent of FES teachers will utilize technology to increase rigor and relevance of instruction in the classroom.
4. One hundred percent of FES teachers will participate in campus and district professional development that focuses on curriculum and instructional strategies.
5. One hundred percent of new teachers will have a mentor and meet regularly with the principal.
6. Provide effective and relevant staff development and training to teachers to support the instructional vision of the campus through a variety of activities and resources.

Campus Goal 1. FES will provide a quality instructional program to meet the needs of all students. FES will increase academic achievement for all students while closing the achievement gap between student groups and students of special populations.

Objectives:
1. Implement programs that enable Title I, Special Education, Dyslexic, and 504 students to demonstrate progress as defined by federal, state, district, and campus guidelines.
2. TEKS Resource System will be implemented 100% of the time in the creation of lessons and delivery of instruction.
3. All teachers will continue to participate on Professional Learning Communities.
4. Develop a college and career readiness program with activities and initiatives to prepare students for educational pursuits beyond graduation.
5. Develop and maintain a program to ensure that 100% of FES students are receiving quality health education and have opportunities to exercise and maintain a healthy life style.

Activity/Strategy	Person(s) Responsible	Timeline	Resources Allocations	Formative Evaluation	Summative Evaluation
The TEKS Resource System will be followed in the core content areas to ensure vertically and horizontally aligned curricula. (1) Year at a Glance (YAG) (2) Vertical Alignment Documents (VADs) (3) Instructional Focus Documents (IFDs)	Principal	August – June	TEKS Resource System (TRS) Framework Documents; Local Funds	Unit / Lesson plan documentation; Walkthroughs	Adherence to state standards; increase in state assessment scores; Admin observations/ walkthroughs
The implementation of the approved curriculum framework (TEKS Resource System) will be continued and the components of the framework will be monitored and reinforced with teachers.	Curriculum Director; Principal	August – June	TEKS Resource System (TRS) Framework; Local Funds	TRS curriculum documents reviewed w/ Teachers; unit and lesson plans	Increase in state assessment scores; Unit and lesson plans; Admin. Observations/walkthroughs; Curriculum documents
All FES classroom teachers and interventionists will provide Accelerated Math Instruction (AMI) and Accelerated Reading Instruction (ARI) for identified students in grades K-5 as well as for students not passing STAAR	Principal, Teachers, Interventionists	August – June	State Compensatory Funds; Title I	Documented in Lesson Plans and Interventionist Notes	Increased performance on report cards, state assessments, lower retention rates

Elementary teachers will teach all grade level & subject area TEKS during the school year using research-based instructional designs and delivery.	Principal Teachers	Daily Lessons	TRS scope & sequence TEKS Lesson Plans Local Funds	Lesson Plans STAAR results, Walkthroughs, Observations	High quality instructional delivery and design
Identify At-Risk students according to state compensatory criteria (as listed in district plan) and provide accelerated instructions to identified students	Principal; Counselor; Teachers	October	State Comp Funds	Reading Inventory Results (K-2); State Assessment Results	Increased student performance on report cards, state assessments, reading progress (K-2), lower retention rates
Purchase supplemental materials to assist students with reading, math, writing and science.	Principal	August – June	Local Funds, Title I Funds	Unit assessments, benchmarks, progress reports, grades	Increased student performance on report cards, state assessments, reading progress (K-2), lower retention rates
Benchmark testing will be conducted to monitor the progress of teacher instruction and student learning.	Principal Teachers Reading and Math Interventionist	August – June	Local Funds, Released STAAR Scheduling Accommodations	Benchmark Results STAAR scores	Student grades; state assessments / course work performance
Improve the Master Schedule to maximize time for instruction and intervention supports.	Principal	August – June	Master Schedule Special Ed. Staff	Increased Instructional Opportunities	Student grades; state assessments / course work performance
The Elementary instructional staff will continue to evaluate their Response to Intervention (RTI), Student Success Initiative (SSI), and Dyslexia Identification Program and Referral processes.	Principal, District Leadership, Teachers	August – June	SSI,RTI, State Dyslexia Handbook, FISD Dyslexia Handbook, Consultants, Local Funds	Number of students referred for RTI, Dyslexia and Special Education, Progress Reports.	Increased student performance on report cards, state assessments
Elementary teachers will incorporate ELPS strategies in classroom instruction.	Principal	August – June	Local Funds, Title I, Title III	PDAS Snapshots and Evaluations, Classroom observations	Increased performance on report cards, state assessments, lower retention rates
Elementary teachers will implement sight word and math fluency assessments (Formative Loop) to increase student understanding and decrease learning gaps in learning.	Teachers	August – June	Local Funds; Title I	Lesson plans, walk throughs, assessment data results	Increased performance on report cards, state assessments, lower retention rates
Teachers will attend trainings for incorporating research-based strategies with EL students – including Sheltered Instruction.	Principal Region 13, Consultants, Interventionists	August – June	Local Funds, Title I, Title III	Certificates and Walk-Throughs	Increased performance on report cards, state assessments, lower retention rates
All teachers will use formative assessments to guide the instruction of students. This will allow them to	Teachers	August – June	Local Funds, Assessments	Lesson Plans	Student grades; state assessments / course work performance

modify and adjust for students in need of enrichment, reteach, and intervention.					
All teachers will plan together to ensure continuity at each grade level.	Teachers	Weekly	Local Funds, TRS, Lesson plans	Lesson plans	Increased collaboration for planning quality instruction
Provide additional academic support to students through: (1) Tutorials; (2) Inclusion support as appropriate; (3) Reading and math intervention services; (4) Summer School (5) 21 Century CLC/ACE	Principal; Counselor; Teachers	August - June	Local Funds; Title I, Part A; State Comp. Funds; Title III; 21st CCLC	Grades, Unit Exams/ Benchmarks, , Prior STAAR Results; TELPAS Results; ACE Attendance Records	Increased performance on grades and state assessments; lower dropout rates; lower retention rates; ACE summative data
Utilize progress monitoring assessments to track student data (Lexia, Dibels, TPRI, STAR Math and Reading, LLI kits, running records, checkpoints, unit exams).	Teachers, Principal	August – June	Local Funds, Computer lab, formative assessments	Assessment data results	Increased student performance on report cards, state assessments results
Utilize classroom iPads for classroom instruction with small groups and stations.	Teachers, principal, Instructional Technologist	August – June	Local Funds, iPads	Lesson Plans, device monitoring	Increased student performance on report cards, state assessments results
Utilize Lead4ward modules (heat maps) to build targeted intervention lessons.	Teachers, principal	Oct.-June	Eduphoria, Lesson Plans, Local Funds	Intervention/ tutorial lesson plans, assessment data	Increased student performance on report cards, state assessments results
Implement an after-school tutorial program for grades 3-5 for targeted interventions and support.	Teachers, Interventionists ACE	August-May	Lesson plans, Local Funds, 21st Century Grant	Attendance ~~sheets~~ records, lesson plans; ACE attendance records	Increased student performance on report cards, state assessments results; ACE summative data
Staff and administration will select professional development that is focused on highest campus needs of: • ELAR/Writing for Hispanic, Sped. and EcoDis., ELs • Math for EL~~L~~, Special Education, and Hispanic • Science for ALL groups • ELPS • Research based instructional strategies • STAAR Standards	Principals, teachers, District Leadership	August – June	ESC Snapshot, Local Funds, Title I, Title II, Title III, IDEA B	Training Agenda Sign In Sheets Meeting Notes Evidence of Strategy Application in Classroom Observation	Increased student performance on report cards, state assessments results

Team and data meetings will have set agendas, use data tracking tools to monitor student growth on TEKS/ unit assessments, etc., for interventions.	Principals, Teacher leaders	August – June	Local Funds	Sing in sheets, Meeting notes	Improved RtI process, Increased student performance
G/T teachers will receive 30-hour training and 6-hour update training annually.	Region 13 District Leadership	August – June	Local Funds	Sign-in sheets, certificates	Increased student performance on report cards, state assessments results
Utilize screeners to assess and monitor reading levels and reading skills beginning in Kindergarten, and utilize the results of the screeners to plan assistance for students. (1) Fluency Assessments (2) Texas Primary Reading Inventory (K-2) (3) Running Records (4) STAR Reading (5) DIBELS (6)	Principals, Teachers	Fall-Spring	Local Funds; Title I, Part A	Screening data on reading level and skills and documented interventions; progress reports	Increased student performance on reading level and in reading skills; grades
Emphasize reading improvement. (1) Employ reading intervention teachers at FES to provide additional support through small group instruction. (2) Incorporate research-based teaching strategies to implement in elementary reading instruction. (3) Provide appropriate reading, literature, and reference materials such as Reading A-Z (4) Utilize Lexia software, (5) Focus on vocabulary development in academic and content areas. (6) Provide training in research-based reading interventions for teachers. (7) Utilize LLI kits (8) Implement common sight word lists (9) Utilize data portfolios to monitor and evaluate reading improvement	Curr Director; Principals; Teachers	August – June	Local Funds; Title I, Part A; Title II, Part A; Title III (ESL/Bilingual)	Screening data on reading levels and skills and documented interventions	Increased student performance in reading; grades, state assessments
Provide for the needs of dyslexic students. (1) Utilize research-based instructional strategies to help and support dyslexic students	Curriculum Director; SPED / Federal Programs Director; Principals		Local Funds, Title I, Part A, State Comp	Screening data on reading levels and skills and documented interventions; progress reports;	Increased student performance in reading; grades; state assessments; increased teacher proficiency

(2) Provide small group instruction (as appropriate) to dyslexic students (3) Utilize instructional technology programs to supplement reading instruction (such as Lexia – FES). (4) Provide professional development to teachers on characteristics of dyslexia, direct and systematic instruction for dyslexic students, and requirements and information in the State Dyslexia Handbook to inform campus decision making		August - June		documentation of professional development for dyslexia teacher	
Monitor the progress of ESL students and provide additional support for students to become proficient in English and to obtain mastery of the grade-level / content specifics TEKS. (1) ESL Progress Monitoring Spreadsheets (2) Small group instruction (3) TELPAS results (4) Progress notices	Principal; ESL/Bilingual Coord; Teachers	August – May June	Local Funds; Title III	Unit assessments, benchmarks, progress reports, grades	End of year grades, TELPAS, STAAR
Provide instructional resources that target culturally diverse texts and high interest materials aligned with the TEKS that support second language learners.	Principal, ESL/ Bilingual Coordinator, Librarian, Teachers	August – May June	Local Funds; Title III	Unit assessments, benchmarks, progress reports, grades	End of year grades, TELPAS, STAAR
Provide accommodations for instruction and assessments as appropriate, and focus on differentiated instruction to meet the needs of various student populations (SPED, ELLs, GT, 504, Migrant, Dyslexia, and At-Risk students).	Principals; Teachers; SPED/Federal Programs Director	August - June	Local Funds, Title I, Part A; Migrant SSA; IDEA Part B; State Comp; Title II; Title III	Unit assessments and benchmarks; progress reports	Increased student performance on report cards; state assessments results
Teachers will utilize Eduphoria to disaggregate data from STAAR, unit assessments, benchmarks and universal screening instruments.	Principals; Teachers; Instr Tech	August – June	Local Funds, Team meetings	Disaggregated data	Utilization of data to inform instruction and plan for learning needs
Administer individual student Fitness-Gram assessments.	PE Teacher	Spring	Local Funds, Lesson plans	Fitness gram pre-test	Fitness gram post-test

Provide a variety of physical fitness activities and opportunities to develop healthy living habits (i.e. GoNoodle, after school recreation, jump rope club, running club, after school volleyball, after school soccer).	Principal, SHAC, Teachers, PE	August – June	Local Funds	Participation in Health Education and Physical Education programs / activities; progress in coursework	Fitness Gram Results; grade in PE
Communicate with parents and community regarding the availability of health services with the district and within the community (mobile dentist, immunization opportunities).	Nurse, Counselor	August – June	Local funds, paper flyers, website	Parent participation	Parent participation communication /feedback
The campus will participate in College Week.	Counselor	Spring	Announcements, Local Funds	Student and staff participation	Student awareness of college/career awareness
The campus will provide visual representations to support college awareness (collegiate banners/ teacher college pennants).	Counselor	August – June	Local Funds	Visual items displayed to support college awareness	Visual items displayed to support college awareness; college/career awareness
Promote school readiness between FES PK and WBCO Head Start to improve early reading, math and social development.	Principal	August – June	Local Funds	Meeting notes, Participation, progress reports	EOY progress
Teachers will review strategies from a book study, *7 Steps to a Language Rich Interactive Classroom*, to improve student learning outcomes.	Principal, Teachers	August – June	Local Funds	Meeting notes, presentations at faculty meetings	Increased student performance on report cards, state assessments results
Teachers will participate in a book studies-to improve student learning outcomes.	Principal, Teachers	October – June	Local Funds	Meeting Notes, presentations at faculty meetings	Increased student performance on report cards, state assessments results
Continue to equip the bilingual library room with books for EL students.	Librarian	August – June	Local Funds; Title III	Inventory; Book check logs	Book check logs
Utilize the Circle Progress Monitoring System to Measure social and emotional development, language and communication, emergent literacy reading, emergent literacy writing, and mathematics.	Principal, Curriculum Director, PKTeachers	September, January, May	Local Funds	Progress monitoring reports	End-of-year data; Kindergarten Readiness -TPRI

Campus Goal 2. Students and parents will feel informed, welcomed and valued as a part of our campus community. We will continue to build positive relationships with parents and community members.

Objectives:
1. FES students will celebrate student and campus successes.
2. FES will increase parent and community participation at all campus events and throughout the school day.
3. Provide students and families opportunities to become life-long learners through a variety of activities.
4. Increase the attendance rate by 1%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources Fund/$ Amount	Formative Evaluation	Summative Evaluation
Administration will continue monitoring attendance and send truancy letters and conduct home visits	Administration	August – June	Grade book, TxEIS, Local Funds	Attendance Reports, letters and communication logs	Increased attendance, increased grades, Attendance report
Work collaboratively with Williamson County Juvenile Services Truancy Diversion Staff to reduce the number of truancy concerns.	Principal, Counselor, , Wilco	August – June	Local funds, printing	Attendance Reports, letters and communication logs with Wilco	Increased attendance, increased grades
Record tardies in first period on Grade book to monitor students not receiving instruction; report concerns to the administrator.	Teachers, Student Data Services, Administration	August – June	Grade book, Local Funds	Attendance Reports	Increase student achievement
Recognize students with perfect attendance - monthly, nine weeks, and at EOY assemblies. Prize drawings for all students per grade for perfect attendance.	Principal, student data services	Monthly, Nine weeks, EOY	Local Funds,	Attendance reports	Increase student achievement
Inform parents of attendance policies and required documentation for absences by: • Student Handbook notification • Website notification • Frequent Reminders in the Weekly School Messenger emails • Personal reminders made during daily attendance messages	Principal Counselors District Leadership	Annually, weekly, and daily online	Student Handbook Announcements Local Funds	Attendance reports	Increase student achievement, Increased parent communication

The Elementary student data services clerk, secretary, and counselor will receive current information to identify new and existing students that may be homeless (ESSA).	Homeless Coordinator	August – June	Homeless Information Identification Sheet, Local Funds, Title I Part A	Campus Roster of homeless students	Increased school/parent communication
Students will participate in Attend-a-Dance if they have perfect attendance each nine weeks.	Student Data Services, Principal, Coach	Nine Weeks	TxEIS, Local Funds	Attendance Reports	Increased attendance, increased grades
Utilize Alert Now system for contacting parents about student absences and tardies.	Principal, Technology	August – June	Local funds	Attendance reports, call log from Alert Now	Parental feedback, Increased Parental communication
Students will receive a perfect attendance recognition at the end of the year.	Student Data Services, Counselor	End of year	TxEIS, Local Funds	Attendance Reports	Increased attendance, increased grades
Keep lines of communication open between school and parents (i.e. webpages, school social media networks, newsletters, report cards, parent conferences, marquee, surveys, parent compacts, various campus activities, weekly grade level folders) and up to date.	Principal, teachers, faculty	August – June	Local funds, printing	Scheduled postings, copies of newsletters/ communication letters	EOY survey, Review of websites, Parental and community feedback
Stress the importance of positive communication with parents and community members, and assist staff members with acquiring information on building relationships through opportunities such as book studies, professional development opportunities, etc.	Principal; Curr Director	August-May (as scheduled)	Local Funds	Record of Prof Dev. attended / book studies; faculty meetings	Increased positive parental communication
Provide parents and families and students an opportunity to participate in a variety of campus events and activities (music programs, awards programs, Math/ Science Night, Literacy Night, Holiday/ class parties, Information Parent Meetings, Field Day, Fall Festival, PTA, Talent Show, Outdoor School, , coat drive, can food drive, Homecoming, UIL, SHAC, Veteran's Program, LPAC, ARD,	Principal, Teachers, faculty	August – June	Local Funds, printing	Parent sign in sheets, Meeting agendas, participation	EOY survey, meeting minutes, school/ parent/ community communication

Book Fair, Great Book Giveaway, field trips)					
Utilize the military mentors from Ft. Hood Adopt a School Operational Test Command for students.	Counselor	August – June	Local Funds	Log of visits	Log of visits
Work collaboratively from campus to campus to transition students and student information to the next campus. (1) HeadStart, PPCD, and PK to Kindergarten (2) Fifth grade to Middle School	Principal, teachers, SPED Director	August – June	Local Funds, IDEA-Preschool, IDEA- Part B, Title I Part A	SPP Indicators, Documentation of campus meetings and MOU with Head Start	District compliance with state and federal transition indicators; increase in teacher and student proficiencies
Work with Santa Rosa Catholic Church for Monthly Food Program to help families in need.	Counselor, Santa Rosa Church	Monthly	Santa Rosa Church, Local Funds	Monthly Food Donations to Families	EOY Survey
Hold a parent information night with a rotation schedule to provide guidance and strategies on how a parent can assist his/her child at home	Principal, Teachers	Fall	Local Funds	Parent sign in sheets, Meeting agenda, participation	EOY survey, meeting minutes, school/ parent/ community communication
Monitor the implementation of the Family Engagement Plan for prekindergarten students.	Principal; Teachers	August - November	Local Funds; High Quality PK Program	Log of activities; record of parent participation	Parent feedback; parent engagement in PreK activities
Provide an Open House for parents to see student work and progress.	Principal, Teachers	Fall and Spring	Local Funds	Parent sign in sheets	EOY survey, parent communication

Campus Goal 3.   FES will provide an educational environment that reflects a commitment to safety, security, and high standards of excellence and citizenship among students, staff, and parents.

1. Implement and maintain the campus emergency management plan
2. Decrease the number of office referrals by 10%
3. Students will participate in curriculum and programs that address anti-bullying and character education.
4. Implement PBIS school-wide plan

Activity/Strategy	Person(s) Responsible	Timeline	Resources Fund/$ Amount	Formative Evaluation	Summative
Utilize PBIS (Positive Behavior Intervention Supports), and Restorative Discipline practices.	Principal, Counselor, Teachers	August – June	Local Funds	Reduction in the number of discipline referrals	Campus Discipline Reports; End of Year PEIMS Discipline Report
Students and staff will conduct and participate in Red-Ribbon week activities to teach students about the dangers of various drugs. (1) Safe and drug-free awareness activities	Principal; Counselors	Oct	Local Funds	Reduction in the number of incidents involving drugs	Campus Discipline Reports; End of year PEIMS Discipline Report
FES teachers will be trained in Restorative Discipline practices.	Principal, Counselor, RD committee Region 13 Mentor	August – June	Local Funds	Reduction in the number of discipline referrals	Campus Discipline Reports; End of Year PEIMS Discipline Report, RD surveys
FES will be a "No Place for Hate" Campus and sponsor and participate in at least three anti-bullying events a year.	Counselor	August – June	Local Funds	Records of Incidents	Campus Discipline Reports / PEIMS End of Year Reports
Provide social skills/ character education lessons for students (i.e. trust, responsibility, respect, honesty).	Counselor	August – June	Local Funds	Monthly	Campus Discipline Reports / PEIMS End of Year Reports, Academic performance
Implement character education programs and expand character education resources. • Project Wisdom announcements	Principals' Counselor	August-June	Local Funds; Title IV	Discipline referrals; lesson plans	Decrease in discipline referrals; positive behavioral recognitions; End-of-year grades

Administrators will complete "Bullying Investigative Forms" when students or parents report bullying incidents.	Administrators	August – June	Forms for Bullying, Local Funds	Record of Incidents	Campus Discipline Reports / PEIMS End of Year Reports
Fifth Grade will promote the D.A.R.E. program.	Teachers, DARE Officer	Spring	D.A.R.E. Officer, Local Funds	Log of Events	Campus Discipline Reports / PEIMS End of Year Reports
Train staff on all emergency and crisis plan procedures.	Principal, teachers	August – June	Faculty Meeting, Local Funds	Staff development sign in sheets, drills	Emergency management preparedness
Conduct a variety of monthly practice drills including fire, tornado, and lock-down.	Principal, teachers	August – June	Local Funds	Observation of drill	Reports of drills
Utilize the new camera/ security system to ensure visitors are checking in the office	Principal, office staff	August – June	Local Funds	Visitor reports	EOY visitor reports
Utilize the Raptor visitor management badge system.	Office staff	August – June	Local Funds, name tags	Visitor reports	EOY visitor reports
Invite community services to presents safety information to students and staff. • Fire Safety Presentations • Local Police	Curr Director; Principal; Counselor	August – June	Local Funds	Schedule of events; sign-in sheets	Increased education in safety information; Campus Discipline Reports
The nurse will provide health awareness information each month (announcements, flyers, coloring sheets).	District Nurse	August June	Local Funds	Student participation sheets turned in and displayed	Student participation
Teachers will implement CKH strategies to improve relationships with students.	Teachers	August – June	Local Funds	Reduction in the number of discipline referrals	Training documents; Sign-In sheets; Teacher input Staffing meetings

Campus Goal 4. The level of technology integration and professional development will be increased to ensure the best possible teaching and learning for all students. FES will develop and maintain high-performing teachers and staff members.

Objectives:
1. 100% of all teachers will maintain an updated website.
2. Utilize district technology programs to analyze formative and summative student assessments.
3. FES will utilize technology to increase rigor and relevance of instruction in the classroom.
4. One hundred percent of FES teachers will participate in campus and district professional development that focuses on curriculum and instructional strategies.
5. One hundred percent of new teachers will have a mentor and meet regularly with the principal.
6. Provide effective and relevant staff development and training to teachers to support the instructional vision of the campus through a variety of activities and resources.
7. Maintain a focus and commitment to positive staff morale, recognition and overall support.

Activity/Strategy	Person(s) Responsible	Timeline	Resources Fund/$ Amount	Formative Evaluation	Summative Evaluation
Faculty and staff will receive updates in the following areas: • State/Federal Guidelines • 504 • Special Education • ESL • Dyslexia	District Leadership Principal Special Ed & General Ed Teachers Special Ed Support Staff	August – June	Local funds Faculty meetings	Staff Development Session Agenda Sign In Sheets	Increase in teacher proficiencies; Admin observations
Staff Development in Google Docs will be provided.	Instructional Technologist	August – June	Local Funds, Gmail/ Google Applications	Use of Google Docs to display information and data	Increase in teacher proficiencies

FES teachers will model the use of technology in classrooms and provide students with opportunities to use technology.	Principal, Teacher	August – June	Local Funds, Title II Part A, Staff Development for Teachers, Instructional Technology	Lesson Plans, PDAS, walkthroughs	Increase in student engagement; Admin observations; Level of student engagement; Student grades / academic performance
Utilize Eduphoria for data analysis, lesson planning, forms, TTESS and PD.	Principal, Technologist	August – June	Local Funds	Data from benchmarks, Documents in program	Utilization of data to inform instruction and plan for learning needs
Continue school-wide progress monitoring for reading and targeted interventions: Lexia DIBELS STAR Fluency passages Sight words Math Fluency Quick Phonics Screener.	Principal, Teachers, Instructional technologist	August – June	Local Funds; Title I, Part A; Title II, Part A	Screening data on reading levels and skills and documented interventions	Increased student performance in reading; grades, state assessments
Provide professional development and utilize all aspects of current technology in place, both software and hardware, to improve student performance. Lexia Reading A-Z DIBELS EasiTeach IXL Math	Principal Instructional Technology Coordinator, Teachers	August – June	Local Funds Title I, Part A, Title III	Lesson Plans	Increase in teacher proficiencies; Use of Polyvision boards; Level of student engagement; Admin observations: Student grades / academic performance
Provide quality staff development in instructional technology to support curricular planning and implementation of: • Progress Monitoring program data • Eduphoria	Principal, Instructional Technology Coordinator, Teachers	August – June	Local Funds, Title II, Part A	Staff Development, STAR Report Lesson plans Sign in Sheets	Increase in teacher proficiencies; Use of Polyvision boards; Level of student engagement; Admin observations: Student grades / academic performance

- District Scope and Sequence Tools, Resources and Implementation - Polyvision White Boards - Website Development - Digital Media Resources - iPads in the classroom - Technology Applications					
Continue to meet requirements of state-certified teachers.	Supt; HR; Principal	Aug-July	SBEC Certifications; Local Funds	HR Evaluations of Certifications/ Qualifications	Certification verifications
Teachers will be actively recruited through the ESC, colleges and universities, job fairs and multiple websites.	District Leadership Principal	August – June	Local Funds	Record of job fair attendance, posting of positions through various media and professional outlets	Applications completed
Provide mentors for new teachers / teachers new to the district, and provide training /support to these teachers with orientation to the district / campus, classroom management techniques, "best practices" in instructional, curriculum and planning support, etc.	Supt; Principal	August – June	Local Funds	New teacher orientations; Professional development documentation; Mentoring meetings	Increased retention of teachers in district; increased teacher proficiencies / support
Provide positive support and recognition for teachers and staff throughout the year	Principal Sunshine Club	August – June	Local Funds	Surveys	Surveys

Continue to meet the highly qualified requirement for all elementary paraprofessionals.	Supt; HR, Principal	Aug-July	Local Funds, criteria for paraprofessionals	HR evaluations of paraprofessional credentials	HQ Reports
Seek bilingual certified teachers/ applicants for the continual implementation of the bilingual program at FES.	Supt; HR, principal	August – June	Local Funds, Title III	Record of job fair attendance, posting of positions through various media and professional outlets	Applications received for bilingual positions
Provide opportunities for teachers to participate in professional development in meeting the needs of special populations including SPED, ESL, Migrant, 504, dyslexic, and homeless students.	Curr Dir; Principal; SPED/Fed Programs Dir.	August – June	Local Funds, Title I Part A, Title III, Title II, IDEA Part B	Record of teacher / staff participation in professional development and trainings	Increase in teacher proficiencies; Admin observations
Continue to provide professional development opportunities to teachers in the TEKS and strategies to help students meet success on state-mandated assessments.	Curr Dir.; Principal	August – June	Local Funds, Title I Part A, Title II, IDEA Part B	Record of teacher / staff participation in professional development and trainings	Increase in teacher proficiencies; admin observations
Provide professional development to teachers to assist with best practices for writing instruction and strategies for reinforcing writing across the curricula. (1) STAAR Writing Workshops (2) Region 13 Content Area Workshops	Curr Dir.; Principal	August – June	Local Funds, Title I Part A, Title II, IDEA Part B	Record of teacher / staff participation in professional development and trainings	Increase in teacher proficiencies; Admin observations
Continue to provide professional development to assist teachers in addressing the English Language Proficiency standards. (1) Sheltered Instruction Training (2) ESL Certifications	Curr Dir.; Principal; Fed Programs Dir.	August – June	Local Funds, Title I Part A, Title II, Title III	Record of teacher / staff participation in professional development and trainings	Increase in teacher proficiencies; Admin observations, AMAOs

(3) Bilingual Education for Elementary Staff					
Provide professional development to bilingual teachers and all elementary staff for the effective implementation of a bilingual education program.	Curr Dir.; Principal; SPED/Fed Programs Dir.	August – June	Local Funds, Title I Part A, Title III, Title II,	Record of teacher / staff participation in professional development and trainings	Increase in teacher proficiencies; admin observations, AMAOs
Continue to equip teachers with strategies to address the English Language Proficiency standards and meet the needs of ELLs in all content areas. (1) Sheltered Instruction Training (2) ESL Certifications (phase-in certifications for all teachers) (3) Bilingual Education for Elementary Staff (4) ELPS / Support for ELLs via ESC 13 Workshops (5) ESL / Bilingual Coordinator Meetings @ ESC 13	Curr Dir.; Principal; SPED/Fed Programs Dir.	August – June	Local Funds, Title I Part A, Title II, Title III	Record of teacher / staff participation in professional development and trainings	Increase in teacher proficiencies; Admin observations, AMAOs
Provide training to teachers in data disaggregation and data disaggregation tools (Eduphoria). (1) Meetings w/ Teachers on use of Eduphoria (2) Lead4Ward Sessions	Curr Dir., Principal, Instructional Technologist	August – June	Local Funds, Title I Part A, Title III, Title II,	Record of teacher / staff participation in professional development and trainings	Increase in teacher proficiencies; Admin observations
Provide required training for teachers and paraprofessionals. (1) SAMA (2) First Aid (3) Trainings specific to assignments / student needs	Curr Director; SPED/Fed Programs Director; Principal	August – June	Local Funds, IDEA, Part B	Record of teacher / staff participation in professional development and trainings; Positive behavior strategies / interventions	Increase in teacher proficiencies; Admin observations; disciplinary incidents

Provide professional development to teachers to assist with best practices for all content areas instruction and strategies. • Project Read Phonology Webinars (Grades K-2) • Standards-based instruction • Reading consultant • Reading workshops (Region 13) • Math consultant • Core content workshops	Curr Director; Principal	August – June	Local Funds; Title I, Part A; Title II, Part A	Training documents; Sign-In sheets; Teacher input	Increased teacher knowledge of content and delivery of reading instruction and skills; Admin observations
Provide professional development to teachers and staff to assist with best practices for Special Education instruction and strategies. • Region 13 meetings • Staffings • Behavioral specialist	Curr Director; Special Education Director, Principal	August – June	Local Funds; Title I, Part A; Title II, Part A; IDEA Part B	Training documents; Sign-In sheets; Teacher input Staffing meetings	Increased teacher knowledge of content and delivery of instruction and skills; Admin observations
Provide professional development to PreK teachers to develop a high quality prekindergarten program and achieve end-of-year PreK learning outcomes.	Principal; Curriculum Director	August – June	Local Funds	Record of professional development	Student end-of-year progress; kindergarten readiness screener - TPRI
Instructional staff will be trained in Capturing Kids Hearts behavioral skills and processes	Principal, Curriculum Director	August-June	Local Funds; Title IV	Training documents; Sign-In sheets; Teacher input Staffing meetings	Campus Discipline Reports / PEIMS End of Year Reports; academic progress, attendance reports, teacher feedback