
(Cooper Elementary School)

Campus Improvement Plan

2019-2020



Eager to Learn

Needing Answers

Gaining New Knowledge

Applying What I've Learned

Giving It My All

Evaluating Outcomes

Disciplined & Directing My Own Learning

Cooper ISD

Vision Statement

Our vision is to take Cooper ISD from good to great in becoming the best school district in the state of Texas.

Mission Statement

Our mission is to graduate all students with the necessary educational and social skills to maximize and attain personal and professional goals.

Belief Statements

Stakeholders for Cooper I.S.D. include all students, staff, parents, businesses and community members.

We believe leadership is the responsibility and reflection of all stakeholders. As fair and impartial leaders we will develop strategies to problem solve, energize, and motivate for the greater good of all.

We believe in the practice and modeling of continuous lifelong adult learning through the collaboration and development of professional relationships resulting in greater student success.

We believe that it is the responsibility of CISD stakeholders to create a united partnership to be accountable for lifelong student success.

We believe in the diligent pursuit of continuous improvement with a willingness to adapt and make changes for the success of our students.

We believe that collaboration and inclusion by a committed group of stakeholders will assure that students progress and succeed as responsible citizens.

We believe the values and opinions of all stakeholders should be treated with respect and dignity thus providing a quality education for all students.

We believe that the stakeholders will provide a comprehensive system of effective processes and behaviors which will promote growth in our students as systems thinkers and enable them to succeed as they progress through their educational pursuits and into a global society.

2019-2020 CES Improvement Team Members:

Name	Role/Representation
Julie Silman	Principal
Katie Bassham	Assistant Principal
Jeanette Burnett	Counselor
Lesley Young; Kaylea Baxter; Jennifer Helms; Sandy Scholta	Teachers
Janice Pickles	SPED
Amy Stegall	Head Start
Kimberly Hayner	Para-Professional
Jeff and Amber Miller	Parents
Dustin and Brittany Hunter	Business/Parents
Lyn Alley	Community

2019-20 CISD BOARD OF TRUSTEES:

Name	Role/Representation
Thomas Darden	President
Blake Randle	Vice-President
Kregg Slakey	Secretary
Mandy Freeman	Member
Jeff Phifer	Member
Lea Waller	Member
Shawn Stegall	Member

INSERT DISTRICT & CAMPUS REPORT CARD DATA HERE PENDING

2018-19 STAAR ASSESSMENT DATA

Subject	State	Regional	CISD	% Growth
Math 3rd	78%	79%	58%	-20
Reading 3rd	76%	76%	61%	-15
Math 4th	74%	72%	49%	-25
Reading 4th	74%	73%	70%	-4
Writing 4th	65%	62%	56%	-9
Math 5th	89%	91%	79%	-10
Reading 5th	86%	86%	88%	2
Science 5th	74%	73%	77%	3

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY
SCHOOL YEAR: 2018-2019

Data Sources Reviewed:			
<ul style="list-style-type: none"> • Student achievement results, enrollment counts, drop out rates, graduation rates. • Written surveys from interviews, PLC documentation, classroom observations. 			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?

<p>Demographics</p>	<p>Anglo-Saxon- 65% African American- 10% Asian- 1% American Indian- 1% Two or More Races- 4% Of Hispanic Origin- 12% Not of Hispanic Origin- 89% Number of ELL- 2% Number of SPED- 8% Student Mobility- 8% Attendance- 96.12%</p> <p>Cooper Elementary School has many strengths. Some of the significant strengths include: Cooper Elementary has made adjustments in staffing and leadership consistency to allow for needed academic growth throughout the subjects and grade levels. We feel confident that we have the most qualified staff members teaching their ideal grade levels and subjects. We look forward to the projected growth we will monitor within the next few years. Also, we are using the appropriate funding to allow for the purchase of a balanced literacy program in order to guide students to proficient reading and writing skills which will improve their overall achievement. It is notable to recognize that the growth status for ELA/Reading target was set at 66% and we accomplished a score of 75% for all students. Also, the Student Success Status target was 41% for the Hispanic sub-population and we surpassed that with 43%. We view our ethnic diversity as a strength of our campus in which many learning opportunities occur for all students, however it is a definite area of improvement for STAAR student achievement.</p> <p>Cooper Elementary has a very strong PTO that encourages our student-centered culture. Our community members and businesses are also very supportive of CES.</p>	<p>The data shows the percentage of African American students in approaches, meets and masters categories to be significantly lower than that of other sub-populations and was a catalyst to our scaled score and grade in Domain 3-Closing the Gaps.</p> <p>Focused training for teaching diverse populations, cultural awareness, sensitivity, and building relationships. Improve communication with parents and community to ensure they are active partners in efforts to achieve student success for all students. The implementation of LLI and the hiring of a qualified staff member to help with the overflow of Dyslexia students and those who qualify for resource time.</p>	<p>Practices for intervention: Leadership has developed an RTI (Response to Intervention) routines and procedures manual. We will train all staff on RTI expectations during inservice. This manual will include a timeline for screeners and diagnostics. It will describe <i>how</i> we expect our staff to utilize RTI. Teachers will receive a binder with prior student testing data to know immediately where each of their students are academically. As we meet by-weekly to discuss PLC/RTI and progress monitor, we will monitor small group instruction plans based on assessment data. Teachers will plan a prescribed lesson for small groups and work with/train the teacher aide to ensure that students are being held accountable for mastery of skills and gaps are closing. We must ensure that the appropriate RTI curriculum is being utilized. Screeners/Diagnostics will be documented BOY/MOY/EOY and data will be used to drive RTI instruction and form groups. Checkpoints will also drive small group organization, along with pre/post tests. *Accountability for implementation of changes dealing with intervention: Observations/walk-throughs will take place during RTI times (WIN) and feedback will be given to teachers to ensure the model is effective. Students will maintain data folders that designate individual goals for specific needs; also used in conjunction with Education Galaxy. Consistently reflect to ensure intervention is being impactful for all.</p>
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Student Achievement	<table border="1"> <thead> <tr> <th>Subject</th> <th>State</th> <th>Regional</th> <th>CISD</th> <th>% Growth</th> </tr> </thead> <tbody> <tr> <td>Math 3rd</td> <td>78%</td> <td>79%</td> <td>58%</td> <td>-20</td> </tr> <tr> <td>Reading 3rd</td> <td>76%</td> <td>76%</td> <td>61%</td> <td>-15</td> </tr> <tr> <td>Math 4th</td> <td>74%</td> <td>72%</td> <td>49%</td> <td>-25</td> </tr> <tr> <td>Reading 4th</td> <td>74%</td> <td>73%</td> <td>70%</td> <td>-4</td> </tr> <tr> <td>Writing 4th</td> <td>65%</td> <td>62%</td> <td>56%</td> <td>-9</td> </tr> <tr> <td>Math 5th</td> <td>89%</td> <td>91%</td> <td>79%</td> <td>-10</td> </tr> <tr> <td>Reading 5th</td> <td>86%</td> <td>86%</td> <td>88%</td> <td>2</td> </tr> <tr> <td>Science 5th</td> <td>74%</td> <td>73%</td> <td>77%</td> <td>3</td> </tr> </tbody> </table>	Subject	State	Regional	CISD	% Growth	Math 3rd	78%	79%	58%	-20	Reading 3rd	76%	76%	61%	-15	Math 4th	74%	72%	49%	-25	Reading 4th	74%	73%	70%	-4	Writing 4th	65%	62%	56%	-9	Math 5th	89%	91%	79%	-10	Reading 5th	86%	86%	88%	2	Science 5th	74%	73%	77%	3	<p>While small group intervention, formative assessments, data walls and anchor charts were among the top ranked intervention strategies, the survey pointed out that spiraling skills and guided discourse was an area of improvement needed.</p>	<p>Top 5 identified campus priorities for reading:</p> <ol style="list-style-type: none"> 1. Comprehension 2. Daily reading block 3. Small Group 4. Vocabulary 5. Phonemic Awareness <p>Top 5 identified campus priorities for math:</p> <ol style="list-style-type: none"> 1. Vocabulary- meaning of terms 2. Problem solving 3. Number Sense 4. Comprehension of place value system 5. Consistency in daily routines <p>ExactPath will be utilized to progress monitor in all subject areas; Math will be prescribed an individualized RTI path for each student based on their specific needs. We will use this data to ensure growth in math.</p> <p>Data-driven instruction has been adopted as an expectation for all teachers, along with the use of data walls both class-wide and individual student.</p>
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School Culture and Climate	<p>Staff and students describe CES as a fun, inviting atmosphere that is student-centered.</p> <ul style="list-style-type: none"> Rachel's Challenge Genius Hour Security cameras updated Teacher badges Get to know you form during inservice Nuts and Bolts during inservice Input Team Action Plans Whole Brain Family Engagement Nights scheduled at least once a month 	<p>Based on CNA data, discipline and student behavior is an area that needs improvement; The CNA described CES as a campus where staff has high expectations for students; are enthusiastic about teaching, and agree that teacher perception of students going to college is positive. Another area of implementation noted in the CNA was:</p>	<p>We have added a behavioral interventionist and implemented a new behavior system. We will get training during inservice and understand expectations for classroom management, procedures and routines. Continue to be a campus that supports learning at high levels.</p>																																													

		By being consistent across the campus. "We all need to have the same expectations and follow through with how students act throughout the day: hallways, cafeteria, recess, coming and going to the classrooms or library, etc." PBIS should remedy this area of concern.	
Staff Quality/ Professional Development	Bi-Weekly PLC/RTI meetings Weekly walk-throughs Inservice trainings AVID trainings Partnership with Region 8 Send updates about future workshops to appropriate staff members. Continue to make travel arrangements/approve transportation requests/meal reimbursements. Train substitutes to take the place of teachers when out for training.	The main areas of focus for professional development noted in the CNA is: Technology training and TEKS- Unpacking/Understanding the depth.	We have hit these areas of need during inservice and will continue to revisit during the school year-Enrichment Days and Region 8 trainings also during PLC trainings and Learning Lunch.
Curriculum, Instruction, Assessment	Year 2 of AVID implementation- Continue to refine and train our staff and students on the processes; Year 2 of Fountas & Pinnell reading curricula; Implementation of the entire program will occur in the 2019-20 school year. Consistent training to ensure program fidelity; Research based math curriculum and RTI resources; Monitor writing across the disciplines; Units of study training; utilize Eduphoria test maker for unit tests ensuring the rigor is relevant to student achievement; Design PLC to use data to drive instruction by creating checkpoints using exemplars; Conduct timely data dives to have a conversation about gaps in teaching; inspect lesson plans and monitor planning PLCs. Supply teachers with resources needed to be successful.	Based on CNA data, RTI population of students who are making the most academic progression. The CNA data also showed areas of strength to be: alignment; instruction is challenging; data drives instruction; instructional technology is utilized to enhance lessons;	Based on CNA data, SPED population of students have made the least amount of academic progress. We have several new and positive factors in place for SPED and look forward to growth in this area.

		Curriculum is challenging.	
Family and Community Involvement	Family Engagement Activities each month; Reading Night, Math Night, Science Night, Family Bingo, Title I meetings, Open House, Meet the Teacher, Tailgate Party, Drive Through Breakfast, BooHoo/Yahoo Breakfast; Title III meetings for EL parents. This year, we will implement a tailgate party on the square instead of going house to house. We hope to give information to families and allow an atmosphere other than school for the families to become acquainted with CES staff members. We also plan to hold a parent orientation during the first six weeks of school to answer questions that parents might have. We will implement one of these parents orientation sessions each six weeks with a different topic and have two time slots to attend.	Deepen communication with all families to ensure they are aware of family engagement opportunities. Reach out to EL parents and offer training/resources for Title III.	Supply families with an interest survey BOY; monitor closely the breakdown in the method of communication used to reach each stakeholder. Integrate Watch DOGS on campus to allow paternal role models to engage with student population and build healthy relationships as a mentor.
School Context and Organization	Stakeholders have a voice in decision making through the implementation of an input team. Each team member created an action plan for one of the topics and we utilize those action plans to design our inservice/professional development needs, along with decisions made to increase a positive learning environment/culture. Departments create rigorous assessments for students that are consistently aligned with TEKS. We utilize teacher aides to work as a co-teacher during Response to Intervention. Teachers are given ample time to collaborate for lesson planning, RTI, data disaggregation, and TTESS coaching. The schedule is designed to give teachers the proper amount of instructional time for each subject taught. We hold a substitute training to ensure that our subs are fully trained before they step into a classroom of students.	Identify the students', parents' and communities' perception of the school and make adjustments based on data retrieved through quality surveys, social media feedback, and/or parent conferences. The CNA data showed that staff agrees that systems are in place to build capacity and support continuous learning.	We will incorporate more vertical alignment which will be possible now that the master schedule allows different grade levels to have the same planning period. We need to allow for consistent routines daily.
Technology	Integration of Interactive Panels in each classroom. Teachers have ongoing training on technology; One-to-one chromebooks in each classroom; Integration of Milo (SPED) Robot; Robotics and Coding opportunities for all students during GT and Computer Lab;	Ensure proper training for teachers and students; Monitor appropriate use of technology; Inspect that the technology is being integrated into every subject and in every classroom.	There is still a need for technology training- especially since we have new technology in the classrooms and it is constantly evolving. We will have mini trainings with teachers leading the PD and will also offer mini trainings/technology blogs in a timely manner.

Title I, Part A

Schoolwide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

UPDATED: 8/5/19

Goal 1 - CULTURE

Beliefs and behaviors shift resulting in an increase of students meeting college readiness and career certification requirements.

Objectives

- 1- Demonstrate Level 5 “*Campus Results*” where leadership and professional staff take responsibility for the growth mindset of all students as evident through AVID artifacts and Career Certification outcomes by May 2020.
- 2- Each campus values a culture of rigor that ensures WICOR strategies are implemented effectively through PLC collaboration with accountability measures monitored through classroom observations and the AVID site team.
- 3- A culture of school and community activities ensures college and career awareness with active links among schools, community stakeholders, industry and universities to facilitate internships and increased students’ awareness about college and career opportunities.
- 4- School climate is one which students are actively guided by faculty and staff to meet college and career readiness requirements for post-secondary success.
- 5- Provide a quality learning environment that is safe, protective and supportive for all students and staff.

Strategy Description	Resources	Monitor	Strategy’s Expected Result/Impact	Evidence of Implementation	Formative Reviews		
1.) Campus administration utilizes common structures and processes with a focus on providing an avenue of communication and input from staff, parents, and students. CSF 1,2,3,6,7 <ul style="list-style-type: none"> ● PLC focuses on data disaggregation to drive instruction ● Leadership promotes effective instructional/AVID strategies to teach content- Focus on WICOR. ● Input team creates action plans and communicates with staff, students and stakeholders. ● Utilize needs assessment/survey data to drive 	Comp Ed-Salaries: Intervention supplies/software	Silman Bassham Burnett Bolton Teachers	Quality surveys Parent meetings Kindergarten Round-Up Move Up Day Stakeholders satisfaction CNA Data	Survey documentation, newsletters, parents meeting sign-in sheets			
					Dec	Mar	June

<ul style="list-style-type: none"> Ongoing communication with campus stakeholders by holding regular campus improvement team meetings. Teachers will be 100% trained in AVID WICOR. 											
Strategy Description	Resources	Monitor	Strategy's Expected Result/Impact	Evidence of Implementation	Formative Reviews						
2.) Principal/Asst. Principal will provide timely communication with staff regarding leadership team decision making processes and information. CSF 3,6 <ul style="list-style-type: none"> Meet regularly with input team Faculty meetings; enrichment/PD meetings once a month (Let's Learn and Lunch); Monday update email to staff; CES News Smore Newsletter to staff updated each month; GroupMe; Remind; Open door policy; google form "get to know you." 	Local Funds	Silman Bassham Burnett Bolton Teachers	Staff satisfaction/Morale	Email, faculty meeting agendas/minutes, campus improvement team meeting minutes and agenda, signature pages, PLC agendas, monthly newsletters	<table border="1"> <tr> <th>Dec</th> <th>Mar</th> <th>June</th> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Dec	Mar	June			
Dec	Mar	June									
Strategy Description	Resources	Monitor	Strategy's Expected Result/Impact	Evidence of Implementation	Formative Reviews						
3.) Per the communication action plan, we will continue to keep an open line of communication with local news media. We will partner with our GT class and get timely news updates to them on a regular basis- created by our students to advocate for students and programs. CSF 5	Local Funds	Communication Team- Silman, Howard, Hayner, Bassham, Burnett	Parent and community awareness; attendance at events, parent/family involvement	Documentation of calendar of events; postings; evidence of information shared with newspaper; history of posting on facebook and website; utilize call-outs sparingly. Feedback data.	<table border="1"> <tr> <th>Dec</th> <th>Mar</th> <th>June</th> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Dec	Mar	June			
Dec	Mar	June									
Strategy Description	Resources	Monitor	Strategy's Expected Result/Impact	Evidence of Implementation	Formative Reviews						
4.) Integration of a house system that incorporates college and career readiness.	Local Funds	Silman, Bassham, Burnett,	Family integration; builds relationships; integrates teamwork and allows	Point system; behavior data; student feedback	<table border="1"> <tr> <th>Dec</th> <th>Mar</th> <th>June</th> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Dec	Mar	June			
Dec	Mar	June									

(Spin-off of the Ron Clark Academy that promotes academic and social growth.) CSF 1,6		Teachers/Aides Bolton	students from across grade levels to mentor each other.				
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Strategy Description	Resources	Monitor	Strategy's Expected Result/Impact	Evidence of Implementation	Formative Reviews		
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5.) Integrate College/Career Exploration into our Genius Hour and computer lab rotation; participate in the college fair. CSF 1, 2, 6	GT/CTE	Silman, Bassham, Burnett, Teachers/Aides	Student achievement; meet college and career readiness standards.	Students demonstrate knowledge of CCR and have a plan for life after high school.	Dec	Mar	June
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Strategy Description	Resources	Monitor	Strategy's Expected Result/Impact	Evidence of Implementation	Formative Reviews		
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6.) Continue to utilize safety systems supported by trained staff members such as the Guardian Plan, the Raptor System, two-way radios, updated security cameras, school safety drills; update Emergency Preparedness Logs. CSF 6		Silman Bassham Howard	Safety and security of all students and staff members 100% of the time.	Needs assessment data; discipline data	Dec	Mar	June
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Strategy Description	Resources	Monitor	Strategy's Expected Result/Impact	Evidence of Implementation	Formative Reviews		
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7.) Implementation of PBIS and addition of a behavioral interventionist. CSF 1, 2, 4, 6, 7 <ul style="list-style-type: none"> Admin trained in mental health strategies 	Stipend-Local Funds	Silman Bassham Burnett	Students will be more likely to gauge their own triggers and utilize calming	Discipline data; Needs assessment data; Instructional engagement impact	Dec	Mar	June
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<ul style="list-style-type: none"> All staff will be trained to teach positive social behaviors Campus and classroom procedures and routines taught during the first two weeks of school and consistently revisited throughout the year Behavioral Interventionist proactively teach and model behavioral expectations Establish a climate where appropriate behavior is the norm. 		Hayner Staff	techniques to minimize the time out of instruction.				
Strategy Description	Resources	Monitor	Strategy's Expected Result/Impact	Evidence of Implementation	Formative Reviews		
8.) Continue to offer Rachel's Challenge lessons and activities and utilize the Kindness and Compassion Club to be liaisons for our student population. CSF 1, 4, 5, 6 <ul style="list-style-type: none"> Incorporate the 2019-20 theme: CES- We've got the POWER. P=Perseverance; O=Ownership; W=Work Ethic; E=Enthusiasm; R=Respect GAME'S On: (Goals And Motivation Equal Success) Student "Check-Out" program 	Guidance	Silman Burnett Bassham Librarian Howard	To increase the impact of leading a healthy lifestyle, improve positive character traits, identify and model soft skills, and decrease bullying through Rachel's Challenge lessons.	Culture change; Student discipline data; needs assessment/survey; online bullying reports	Dec	Mar	June
Strategy Description	Resources	Monitor	Strategy's Expected Result/Impact	Evidence of Implementation	Formative Reviews		
9.) Update technology, supplies and equipment to allow students to have access to the appropriate learning materials. CSF 1, 4, 5, 6 <ul style="list-style-type: none"> Class sets of chromebooks Interactive panels for each classroom Monitor appropriate use and student engagement. 	Comp. Ed.	Silman Bassham Rutledge Scott Bolton	Implementation in lesson planning; evidence of utilization during lessons; Students proficient	System check; documentation history; survey/needs assessment; communication to understand needs	Dec	Mar	June

Goal 2 – LEADERSHIP

Sets a vision and tone that promotes college readiness and career certification for all students.

Objectives






- 1- The principal, faculty, AVID site team and stakeholders work collaboratively to promote college readiness and high expectations for all students.
- 2- The leadership team and staff collaborate in professional learning communities to form a shared understanding of data driven instruction with authentic reflection for student academic growth and glows.
- 3- PLCs utilize personal evaluation and peer walkthrough data to guide instructional practices including reflective practices and tracking of progress on both student and teacher learning objectives.
- 4- Maintain or achieve staff Highly Qualified rate of 100% for teachers and paraprofessionals

Strategy Description	Resources	Monitor	Strategy's Expected Result/Impact	Evidence of Implementation	Formative Reviews		
1.) Teachers make data-driven instructional decisions provide personalized student support. CSF 1,2,3,4,6 <ul style="list-style-type: none"> ● Implement data walls in each classroom, along with personal data growth charts housed in student binders. ● Maintain common language focused on best practices ensuring learning for all students. ● PLC leadership and structure to focus discussions on the use of WICOR strategies in lessons and unit design. ● TTESS conferences with teachers will focus on data obtained from observations and walkthroughs to guide instructional practices: reflective practices and progress on SLOs. 		Silman Bassham Teachers	Student achievement will increase by 10% on STAAR.	Benchmark data; other formative assessment data; RTI data	Dec	Mar	June

<ul style="list-style-type: none"> Communicate PLC goals and materials needed prior to PLC meetings. 											
Strategy Description	Resources	Monitor	Strategy's Expected Result/Impact	Evidence of Implementation	Formative Reviews						
2.) Teachers will participate in "Smart Walks" and provide feedback for the purpose of professional growth. CSF 1,3,6,7	Local Funds	Silman Bassham	Teacher growth through the peer observation tool/feedback.	Feedback data to teacher/administrator and feedback data to teachers from administrator. Lesson planning enhancement/strategies and classroom management technique enhancement.	<table border="1"> <tr> <th>Dec</th> <th>Mar</th> <th>June</th> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Dec	Mar	June			
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Strategy Description	Resources	Monitor	Strategy's Expected Result/Impact	Evidence of Implementation	Formative Reviews						
3.) Study IFDs/VADs/TEKS clarification documents to ensure understanding of student learning targets. CSF 1,2,3,4,6 <ul style="list-style-type: none"> Reflect on classroom instructional practices to identify gaps and explore avenues for filling identified gaps Plan lessons that incorporate complex student tasks, WICOR strategies and that they are taught with rigor Focus PLC dialogue on research based methods ensuring learning for all students Share strategies that have worked for student attainment of learning targets Research strategies that focus on teachers reflecting on lessons and using data to drive instruction through websites, books, articles, resources and share in PLC 		Silman Bassham Burnett Bolton	Lesson plans, classroom observations, increased student achievement	Lesson plan, TTESS data, increased student achievement, surveys/needs assessment data	<table border="1"> <tr> <th>Dec</th> <th>Mar</th> <th>June</th> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Dec	Mar	June			
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Strategy Description	Resources	Monitor	Strategy's Expected Result/Impact	Evidence of Implementation	Formative Reviews		
4.) Review instructional strategies from AVID to implement complex student tasks in daily lessons. CSF 1,4,6,7 <ul style="list-style-type: none"> Meet regularly with the AVID Site Team to ensure progress is being made and to make adjustments in areas if needed. Continue to use MyAVID as a resource for engaging students. 		Silman Bassham Norris Teachers	Student engagement, artifacts, student self reflection and self monitoring	Targeted walkthrough data			
					Dec	Mar	June
Strategy Description	Resources	Monitor	Strategy's Expected Result/Impact	Evidence of Implementation	Formative Reviews		
5.) The admin. team will utilize the distributed leadership rubric and monitor expected measurable outcomes to evaluate performance. CSF 1,3,6 <ul style="list-style-type: none"> TPESS goal for each standard Build capacity for change and improvement Support the development of high-quality teaching Engage teachers in cycles of observation, feedback and reflection Continuous improvement mindset Provide job-embedded professional learning supports 	N/A	Silman Bassham Burnett Bolton	Student growth and achievement, build leadership capacity within the staff	Teachers taking ownership of procedures, routines, instructional practices, student engagement, growth mindset; Consistently check the expected measurable outcomes to update data.			
					Dec	Mar	June
Strategy Description	Resources	Monitor	Strategy's Expected Result/Impact	Evidence of Implementation	Formative Reviews		
6.) Provide all staff with quality professional development opportunities to ensure they effectively deliver instructional practices that demonstrate progress for both student and teacher. CSF 1,4,7 <ul style="list-style-type: none"> Compliance training CPI Update training PLC/RTI weekly meetings Technology training AVID/WICOR training 		Silman Bassham Burnett Bolton	Staff members will effectively use the professional development opportunities to foster growth in their field.	Student achievement data			
					Dec	Mar	June

<ul style="list-style-type: none"> ● TEKS RS training ● PBIS training ● Google updates ● Eduphoria updates ● SLO's/TTESS ● Ethics training ● DDI training ● GT 30/6 hour training 							
Strategy Description	Resources	Monitor	Strategy's Expected Result/Impact	Evidence of Implementation	Formative Reviews		
7.) New teachers with 0-2 years experience will be paired with a Mentor to serve as a guide for content growth as well as attitude and leadership. CSF 1,3,6,7	N/A	Silman Bassham Bolton	Teacher retention will show improvement; teachers will be able to put tools in their tool belt in providing instruction; Improvement in student achievement	STAAR data; Student discipline data; Teacher ret			
					Dec	Mar	June

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

Goal 3 – INSTRUCTION

AVID strategies, best practices and 21st century learning tools are used to ensure college and career readiness and improve academic performance for all students.

Objectives





- 1- Incorporates teaching and learning methodologies in the critical areas of:
 - A. AVID instructional strategies (ex. WICOR - Writing, Inquiry, Collaboration, Organization, Reading)
 - B. Inquiry Learning Model (ex. Marzano’s and Costa’s Level of Questioning)
 - C. Balanced Literacy Continuum (ex. F&P phonics word work, guided reading, shared reading and independent reading)
 - D. Gradual Release Instructional Model (ex. Student centered instruction through guided discourse and growth mindset)
- 2- Provide intervention and special service support by matching individual student needs with research based WICOR strategies
- 3- Career Technology Education areas catapult student success with industry-based certifications offered in every strand

Strategy Description	Title I	Monitor	Strategy’s Expected Result/Impact	Evidence of Implementation	Formative Reviews								
1.) Engage all students in meaningful instruction through demonstrating intensity and enthusiasm incorporating AVID/WICOR strategies throughout the curriculum. CSF 1,4,6 <ul style="list-style-type: none"> ● Student-centered instruction ● Guided discourse ● Encourage growth mindset (model and expect) 		Silman Bassham Burnett Bolton Teachers	Student engagement and classroom observation	Ongoing PLCs (Agenda/Sign-in sheets); Targeted walkthrough data; rubric data; lesson planning	<table border="1"> <tr> <th data-bbox="1690 711 1787 743">Dec</th> <th data-bbox="1787 711 1883 743">Mar</th> <th data-bbox="1883 711 1940 743">June</th> </tr> <tr> <td data-bbox="1690 743 1787 990"></td> <td data-bbox="1787 743 1883 990"></td> <td data-bbox="1883 743 1940 990"></td> </tr> </table>	Dec	Mar	June					
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<p>2.) Staff and students will promote College and Career Readiness. CSF 1,5,6</p> <ul style="list-style-type: none"> • Staff and students will wear a college t-shirt each Wednesday. • AVID banners will hang in the hallways and above each door of teachers who are trained. • College door designs • College corner to promote college awareness and preparation. • CCR during rotation and Genius Hour 		<p>Silman Burnett Bassham Bolton Teachers</p>	<p>Culture shifts to college and career ready expectations from all stakeholders; Morale of staff and students increase which increases student achievement.</p>	<p>Observation data; surveys; needs assessments; students referral data.</p>	<table border="1"> <thead> <tr> <th>Dec</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Dec	Mar	June			
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Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Evidence of Implementation	Formative Reviews						
<p>3.) Teachers utilize research based programs and RTI data to enhance classroom instruction in mathematics such as: CSF 1,2,3,</p> <ul style="list-style-type: none"> • Manipulatives • IXL • Education Galaxy • AVID/WICOR strategies • Costa's Level of Questioning • ESGI 		<p>Silman Bassham</p>	<p>Student achievement will increase on formative assessments, district benchmarks and STAAR.</p>	<p>Assessment Data</p>	<table border="1"> <thead> <tr> <th>Dec</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Dec	Mar	June			
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Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Evidence of Implementation	Formative Reviews						
<p>4.) Teachers will apply Fountas & Pinnell guided reading program to facilitate the reading instruction. Dyslexia program for those students who are identified. LLI (Leveled Literacy Intervention) Fountas & Pinnell and BAS (Benchmark Assessment Systems) Fountas & Pinnell utilized to determine student's independent and instructional reading levels while supplying intervention resources. CSF 1,2,3</p> <ul style="list-style-type: none"> • Fountas & Pinnell • Starfall • Headsprout 		<p>Silman Bassham Burnett</p>	<p>Student achievement will increase on formative assessments, district benchmarks and STAAR</p>	<p>Assessment Data</p>	<table border="1"> <thead> <tr> <th>Dec</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Dec	Mar	June			
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<ul style="list-style-type: none"> • LLI • BAS • ESGI • IXL • Education Galaxy • Ready A-Z 											
Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Evidence of Implementation	Formative Reviews						
5.) Integration of technology into each lesson to provides. CSF 1,2,4 <ul style="list-style-type: none"> • Nearpod • Chromebooks- 1:1 • Coach Digital • STREAM-STEM program/Robotics (This program will filter into secondary) 		Silman Bassham Bolton	Students are proficient with technology and student engagement is enhanced with the use of technology.	Student achievement progress	<table border="1"> <thead> <tr> <th>Dec</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Dec	Mar	June			
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Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Evidence of Implementation	Formative Reviews						
6.) Provide intensive interventions during WIN (What I Need) Time to increase achievement based on the academic or behavioral needs of the student. CSF 1,4 <ul style="list-style-type: none"> • Paw Plans • Implement PBIS • Provide aides to assist students who need additional or individual intervention • Provide weekly ESL/EL support and instruction for ESL/EL students • Daily mathematics fluency program K-5th 		Silman Bassham Burnett Teachers Aides	Students will exhibit progress and measurable growth on assessments.	Progress monitoring data; Assessment data; Referral data both academic and behavioral.	<table border="1"> <thead> <tr> <th>Dec</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Dec	Mar	June			
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Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Evidence of Implementation	Formative Reviews						
7.) Staff will meet the needs of the students who have IEPs, Rtl plans, 504 plans and improve academic achievement in core subjects. CSF 1,2		Silman Bassham Burnett Bolton Teachers	Referral data; IEP documentation; Student progress	Assessment data; Academic referral data; ARD data	<table border="1"> <thead> <tr> <th>Dec</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Dec	Mar	June			
Dec	Mar	June									

		Aides					
Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Evidence of Implementation	Formative Reviews		
8.) Admin. and staff will enhance their knowledge of and capacity to address the established academic needs of the student population. CSF 1,2,3,6		Silman Bassham Burnett Bolton	Overall campus growth and positive environment/culture	Assessment data; surveys; needs assessment data; TPESS; TTESS	Dec	Mar	June
Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Evidence of Implementation	Formative Reviews		
9.) Teachers will develop a plan of instruction for writing including expository and narrative writing, along with editing and revising strategies. CSF 1		Silman Bassham Teachers	Student achievement will increase on formative assessments, district benchmarks and STAAR; Increase scores from 0's/2's to 4's. Increase writing stamina.	Assessment data	Dec	Mar	June

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

Goal 4 – SYSTEMS

Systems are in place to support curriculum and instruction, data analysis, professional learning and for improved academic performance for all students.

Objectives

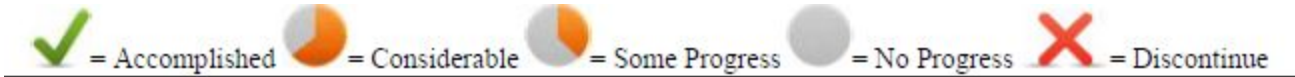
- 1- Master schedule, curriculum, instructional practices and academic support structures are in place and implemented to support students’ access and success in rigorous courses.
- 2- Assessment of student progress demonstrates an increased number of students are meeting benchmarks in core content areas to ensure they are prepared to enroll and succeed in rigorous, college preparatory courses.
- 3- Professional learning ensures that teachers and leaders receive training in AVID strategies, methodologies and structures to ensure college readiness and career certification for all students.

Strategy Description	Title I	Monitor	Strategy’s Expected Result/Impact	Evidence of Implementation	Formative Reviews		
1.) Inservice schedule provides a variety of trainings to ensure teacher professional growth in curriculum, instructional practices and AVID strategies (WICOR). CSF 3,6,7 <ul style="list-style-type: none"> ● Units of study training ● AVID Site Team ● Team building ● Legislative updates ● SLO/TTESS ● Checkpoints/Exemplar ● RTI training ● Interactive panels ● CPI training 		Silman Bassham Burnett Bolton Norris	Teachers will grow professionally and be provided with tools for success in providing high quality and rigorous instruction based on AVID strategies.	Walkthrough and TTESS data; PLC meeting minutes; signatures of attendance; monitoring efficient hours for training.	Dec	Mar	June
Strategy Description	Title I	Monitor	Strategy’s Expected Result/Impact	Evidence of Implementation	Formative Reviews		
2.) AVID Breakout Instructional Training for new teachers/all staff CSF 3,6,7 <ul style="list-style-type: none"> ● Lesson Design ● Focused Notes ● Costa’s Questioning ● Reading Strategies 		Silman Bassham Burnett Bolton Norris	Teachers will grow professionally and be provided with tools for success in providing high quality and rigorous instruction based on AVID strategies.	Walkthrough and TTESS data; PLC meeting minutes; signatures of attendance; monitoring efficient hours for training; evidence of WICOR strategies in lesson planning and delivery.	Dec	Mar	June

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Evidence of Implementation	Formative Reviews		
3.) Master schedule ensures that teams have the same planning period and extended planning period each Friday. Master schedule also allows all teachers to be free to help with RTI/WIN after lunch. CSF 1,2,7		Silman Bassham Burnett Howard	Increased academic learning time; ability to serve larger RTI population with the addition of aides in the classroom/learning lab.	Assessment data/Student achievement			
					Dec	Mar	June
Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Evidence of Implementation	Formative Reviews		
4.) Monitor data walls and individual goal sheets in student binders. Continuous identification of gaps in skills or knowledge. Provide a learning environment that motivates the student and allows them to take ownership in their own progress. CSF 1,3		Silman Bassham Burnett Bolton	Improve student achievement; promote self efficacy and ownership; ensure that students understand approaches, meets and masters.	Assessment data/Student achievement			
					Dec	Mar	June
Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Evidence of Implementation	Formative Reviews		
5.) Continue to provide student planners and monitor the effectiveness of the planners in each classroom. Continue to use the organization rubric to ensure students are proficient and demonstrating success. If intervention needed with organization, peer help will be utilized, along with 1:1 assistance. CSF 1,6		Silman Bassham Burnett Howard PTO Teachers	Students are held accountable for supplies which allows them to be better-prepared to learn at high levels; helps with self confidence	Rubric data; 1:1 assistance data			
					Dec	Mar	June

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Evidence of Implementation	Formative Reviews		
6.) AVID artifacts will be displayed and a description of the strategy will be labeled to define our students as highly academic. CSF 1,5,6,7		Silman Bassham Burnett Teachers Students	Ownership of student work; confidence and pride- sense of accomplishment; growth opportunity for all stakeholders.	Artifact data/Hallway observations and feedback; model expectations			
					Dec	Mar	June
Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Evidence of Implementation	Formative Reviews		
7.) School culture will be innovative, fun and exciting to encourage student engagement while building confidence and self esteem through the following: CSF 1,6 <ul style="list-style-type: none"> ● Genius Hour Activities ● CCR House System ● Woot Woot Wagon each week ● School-wide theme ● Class Meetings ● Family orientations ● Continuous communication with EL Families ensuring home language is represented. ● Bulldog Bash each six weeks ● Celebration each six weeks ● PTO Nights ● GT ● DAWG News ● Rotations such as PE/Art/Music/Computer/Library ● Puppies Play Day ● Painted art on windows for motivation ● Rachel's Challenge Activities ● Reading/Math challenges ● Incentives ● 5th Grade Extravaganza 	Local Funds	Silman Bassham Burnett Bolton PTO Teachers Aides	Students show excitement about coming to school. High levels of student engagement and attendance. Environment/Culture conducive to high levels of instruction and learning.	Academic and behavioral data; surveys; needs assessments; pulse of the campus.			
					Dec	Mar	June

<ul style="list-style-type: none"> ● Drive through Breakfast ● Grandparents Day ● Veteran’s Day program ● Pastries for Parents ● Book Fairs ● K and Head Start Round Up Day ● Move Up Day ● Awards and Graduation Programs 					
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Critical Success Factors

The following success factors are foundational elements within the framework of the Texas Accountability Intervention System (TAIS) developed by TEA and TCDSS. These Critical Success Factors will serve as key focus areas in school improvement planning. The CSFs documented are grounded in evidence-based research and have been found to be key elements for implementing improvement efforts.

All of these research-based measures, when taken as a whole, are key to continuous school improvement.

1. Improve Academic Performance

Academic performance is the foundational Critical Success Factor. By ensuring the Critical Success Factors of teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase performance for all students.

2. Increase the Use of Quality Data to Drive Instruction

The use of quality data to drive instructional decisions can lead to improved student performance (Wayman, 2005); (Wayman, Cho, & Johnston, 2007); (Wohlstetter, Datnow, & Park, 2008). This CSF emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used (Hamilton, et al., 2009). For example, academic achievement can improve when teachers create regular opportunities to share data with individual students (Black & Williams, 2005). Therefore, it is not only the use of data to drive instructional decision-making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.

3. Increase Leadership Effectiveness

Leadership effectiveness targets the need for leadership on campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Examples of successful school turnaround efforts without effective leadership are rare (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

4. Increased Learning Time

Research promotes a three-pronged approach to Increased Learning Time that includes the following elements: (a) increased academic learning time; (b) increased enrichment activities; (c) and increased teacher collaboration and professional development. Increased learning time necessitates strategies that maximize the number of sustained, engaging instructional minutes, the result of which is “higher academic achievement, especially for disadvantaged students.” (Jez & Wassmer, 2011; Gettinger & Seibert 2002) To be utilized successfully, increased learning time must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, year-round schedules, block scheduling, using the time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers in ways that continuously strengthen their instructional practices. (Chalk Board Project, 2008; Kaplan & Chan, 2011)

5. Increase Family and Community Engagement

Family and community engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services. Parent, family and community involvement has a direct correlation with academic achievement and school improvement. When school staff, parents, families, and surrounding communities work together to support academic achievement, students tend to earn higher grades, attend school longer and more regularly, and eventually enroll in programs of higher education (Barton, 2003).

6. Improve School Climate

The connection between school climate and student achievement has been well established in research. Focusing on the development of a campus’ climate as a learning environment is fundamental to improved teacher morale and student achievement (Nomura, 1999). Formally assessing and addressing school climate is essential to any schools’ effort toward successful reform, achievement, and making a difference for underprivileged student groups (California P-16 Council, 2008). Indicators of a positive school climate and welcoming learning environment are increased attendance and reduced discipline referrals. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate. (Scales & Leffert, 1999)

7. Increase Teacher Quality

Teacher quality focuses on the need to recruit and retain effective teachers while supporting and enhancing the knowledge and skills of current staff with job-embedded professional development. Over two decades of research has demonstrated a clear connection between teacher quality and increased student performance. The evidence shows that low-income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers (Nye, Konstantoupoulos, & Hedges, 2004). Students enrolled in successive classes taught by effective teachers show greater gains in student performance than student groups taught by less effective teachers (Sanders & Rivers, 1996). LEAs and campuses can have a direct impact student achievement through the effective implementation of a comprehensive teacher quality program.

AVID Schoolwide Action Plan

Goal 1: 21st Century Workforce Development			
Activity	Person(s) Responsible	Resources	Completion Date
Number of student-centered college enrichment opportunities	Burnett; Bassham; Silman; Teachers; Aides; Davis		
Number of career enrichment opportunities	Burnett; Bassham; Silman; Teachers; Aides; Davis		
Development of workforce skills/Employability skills	Burnett; Bassham; Silman; Teachers; Aides		

Goal 2: Community and Parent Involvement			
Activity	Person(s) Responsible	Resources	Completion Date
Campus provides multiple opportunities for parent and community service	Silman; Bassham; Burnett; Bolton		
Programs are scheduled to engage parents in the education of their students	Silman; Bassham; Burnett; Bolton		
Students participate in community events/service projects	Silman; Bassham; Burnett; Bolton		

Campus actively promotes participation in parent organizations	Silman; Bassham; Burnett; Bolton		
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Goal 3: Digital Learning Environment			
Activity	Person(s) Responsible	Resources	Completion Date
Classroom technology ratio availability per student	Bassham; Silman; Burnett; Teachers; Rutledge; Scott		
Percent of Teachers utilizing technology in classroom instruction	Bassham; Silman; Burnett; Rutledge; Scott		
Professional development for incorporating technology into classroom instruction	Bassham; Silman; Burnett; Norris; Rutledge; Scott		
Community Resources - Communication	Bassham; Silman; Burnett; Howard; Hayner		

Goal 4: Implementation of AVID strategies/WICOR			
Activity	Person(s) Responsible	Resources	Completion Date

AVID Artifacts in the hallway	Silman; Bassham; Burnett; Norris; Classroom teachers; Aides		
AVID artifacts in lesson plans	Silman; Bassham; Burnett; Norris; Classroom teachers; Aides		
AVID strategies noted in walk-throughs and appraisals	Silman; Bassham; Burnett; Norris		
Students will utilize the organization tool of binders to house focused notes, set goals and consistently monitor their grades to ensure they are college ready.	Silman; Bassham; Burnett; Norris; Classroom teachers; Aides		