

# Campus Improvement Plan 2017-2018



Submitted for Board Approval November 2017

# Comprehensive Needs Assessment

## Data Sources Reviewed

2016-2017 K12 Insight Survey	2016 District Benchmarks
2017 TEA Accountability Report	DRA Reports 2016-2017
Spring 2017 STAAR Scores	End of Year Math Universal Screeners
TELPAS Data	

## Identified Strengths

### Student Achievement

McNeill Elementary earned the TEA Distinction Designation Top 25 Percent Closing Performance Gaps in 2017 for African American, Hispanic, and Economically Disadvantaged students.
McNeill Elementary earned the TEA Distinction Designation Top 25 Percent Student Progress in 2017 .
McNeill Elementary earned the TEA Distinction Designation Academic Achievement in ELA/Reading in 2017.
McNeill Elementary earned the TEA Distinction Designation Academic Achievement in Mathematics in 2017.

### Staff Quality, Recruitment, and Retention

Currently all McNeill teaching staff is Highly Qualified.

McNeill strives to recruit the most qualified person for any position available and retains them through coaching and staff development.

### Curriculum, Instruction, and Assessment

McNeill uses Common Assessments school-wide to help teachers differentiate instruction and meet students' needs on objectives.

McNeill uses unwrapped TEKS for planning to ensure teacher lessons are aligned with the level of rigor in the TEKS.

McNeill uses Kid Watch for K-5th to narrow in on students' strengths and weaknesses, and to design instruction around these areas.

McNeill implements strategies strategies to address the needs of the ELL and Immigrant student population.

### Community and Student Engagement

The district has several community partnerships that extend opportunities for students beyond the classroom. McNeill utilizes these partnerships to increase students' educational opportunities.

McNeill has a very dedicated PTO that raises and contributes funds to support the educational goals of McNeill.

McNeill parents are very involved and frequently volunteer at the school to provide teachers with support.

### School Organization

McNeill's Staff has decided to implement the McNeill Essentials based off of Ron Clark's Essential 55 to help create a unified campus culture through the consistent implementation of agreed upon campus norms and expectations. McNeill also will use the House System to build community amongst staff and students.

As a campus we are utilizing every part of the instructional day to increase student achievement by planning instruction that utilizes highly effective strategies or through extending the school day to include morning and afterschool tutorials. We have also built into the schedule time during the day for teachers to implement interventions.

## Technology

Students in grades 1-5 have the basic knowledge on how to use the internet for research.
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Students know how to use technological devices to enhance their learning outcomes.
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## Identified Needs

## Priorities Based off of Identified Needs

### Demographics

Recruit teachers and staff members that reflect the cultural identity of the diverse student population at McNeill	
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### Student Achievement

K-2 Reading: 88% met or exceeded the End of the Year DRA.	
K-2nd Math: 83% of student met standard on the End of Year Math Universal Screener	
<p>All Students:            Reading: 3rd-90%, 4th-87%, 5th-90%            Math: 3rd-91%, 4th-91%, 5th-95%            Writing:91%            Science:83%</p> <p>There is a gap in achievement for science for the Economically disadvantaged students and the African American Subpopulation. There is a gap in the performance for special education students for all areas.</p>	<ol style="list-style-type: none"> <li>1. Send teachers to staff development to address the campus performance deficits:               <ul style="list-style-type: none"> <li>- Balanced Literacy</li> <li>-Best practices for teaching ELLs</li> </ul> </li> <li>2. Provide teachers with staff development to equip them with strategies that will address the needs of the ELL and Immigrant students.</li> <li>3. Provide resources (including technology) for teachers to differentiate instruction to meet the needs of their students.</li> <li>4. Provide tutorials for students with identified learning needs to increase student achievement throughout the year.</li> <li>5. Utilize the Instructional Coaches including the ESL LEAD to provide coaching and modeling for teachers.</li> <li>6. Provide Reading Recovery intervention for students below level in 1st grade who qualify.</li> <li>7. Provide tutorials for students who are</li> </ol>

	<p>significantly below reading level in grades k-2nd.</p> <p>8. ESL Lead and Paraprofessionals provide tutorial assistance for the struggling ELLs and Immigrants.</p>
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### School Culture and Climate

The survey indicated that a significant percentage of staff, students, and parents that feel children are not free from being bullied at school.	Increase bully awareness and prevention activities.
Survey results indicated that there is a need for better communication between the school and parents.	Use survey results to create better lines of communication between parents and the school.
	Use the House System as a way to build a positive school community and campus culture.

### Staff Quality, Recruitment, and Retention

With the largest ELL population in the district, McNeill's goal is to increase the number of teachers who are ESL certified to 100%.	Recruit teachers who have their ESL certification.
	Encourage teachers who are not ESL certified to participate in the district ESL Certification Study Group.

### Curriculum, Instruction, and Assessment

McNeill needs to provide staff with training on micro analyzing assessment data, so that curriculum gaps can be addressed vertically.	Use Eduphoria data to analyze how students have performed on the STAAR tests, Nine Week's assessments, District Benchmarks and how the teacher's instruction needs to be adjusted to address the TEKS at STAAR level.
Assessment data indicates the continued need to refine the curriculum alignment.	Provide training for teachers on various ways to teach academic vocabulary and language acquisition strategies.
Assessment data indicates the need for students to acquire academic vocabulary and English language proficiency levels necessary to meet the demands of the STAAR.	Provide training on Close Reading, Deep Practice, ESL Strategies, and Unwrapping the TEKS, and Student Engagement.

### Community and Student Engagement

With McNeill having students who speak 33 different languages other than English, there is a need to be able to communicate effectively with parents from a multilingual community.	Use the Parent Engagement Facilitators to provide training to parents of our ELLs.
There is a need to increase partnerships with local businesses to help fund educational opportunities available to students.	

### School Organization

McNeill will continue to work to find adequate time within the school day to allow data teams to meet without taking away instructional time from students.	Build time within the schedule to provide planning during school and outside the school day.
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## Technology

McNeill needs to continue to expand learning opportunities to students as technology evolves and expands.	Write grants to acquire innovative and cutting edge technology through LEAF.
McNeill will continue to increase the number of technology devices the students are able to use in class.	Utilize the school budget to purchase technology to integrate into instructional practices.
Continue to partner with the PTO to provide students with additional technology devices and coding programs.	Continue to send staff to participate in the district's summer Interact Academy and T3 Conference.
Provide teachers with training on integrating technology into lessons.	

*Please Note: Activities funded through federal programs or State Compensatory Education must be identified in the priorities section above.*



## Improvement Plan Goals

Goal 1: Overall each grade level Kindergarten through 5th grade will achieve an increase of 7-10% on their reading end of year assessment in the 2017-2018 school year as measured by STAAR Reading (3rd-5th) or DRA2 (K-2nd).

Goal 2: Overall each grade level Kindergarten-5th grade will achieve an increase of 7-10% on their math end of year assessment in the 2017-2018 school year as measured by STAAR Math (3rd-5th) or the End of Year Math Assessment (K-2nd).

Goal 3: Overall 4th grade writing will achieve an increase of 10 % in 2018 on the Masters State Standards Performance on the 2017-2018 school year as measured by the STAAR Writing exam.

Goal 4:  
Overall 5th grade science will achieve an increase of 10% in 2018 on the Masters State Standards Performance as Measured by STAAR.

Goal 5: Overall, student, staff, and parent surveys will increase the percentage of A and B ratings by 5% as measured by the K12 Insight survey for 2017-2018.

Goal 6: Overall special education students will achieve an increase in Approaches Grade Level of 10% or more in 2018 on the end of year assessments as measured by STAAR

## Goal 1

<b>Goal Statement:</b> Overall each grade level Kindergarten through 5th grade will achieve an increase of 7-10% on their reading end of year assessment in the 2017-2018 school year as measured by STAAR Reading (3rd-5th) or DRA2 (K-2nd).	<b>CNA Area of Need:</b> Student Achievement, Curriculum and Instruction, and Assessment					
	<b>Supporting Data</b>					
<b>2017 Student Performance addressed by the Goal (if applicable):</b>	K DRA	1 <sup>st</sup> DRA	2 <sup>nd</sup> DRA	3 <sup>rd</sup> STAAR	4 <sup>th</sup> STAAR	5 <sup>th</sup> STAAR
	93%	95%	80%	92%	86%	90%

**Performance Objective:** Kindergarten -2nd grade students will increase the number of students reading at or above reading level by 10% as evidenced on their 4th nine weeks DRA2 Assessment.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. Increase the titles offered in the Guided Reading Library to include more non-fiction titles as well as paired reading materials. (Target Group: All)	Assistant Principal(s), Principal	Yearly	(S) Local Funds	Inventory library each year and evaluate use of materials through checkout system.
2. The Reading Facilitator will provide staff development sessions to facilitate the improvement of teacher instruction. Topics include: Developmental Reading Assessment (DRA), differentiated instruction, small group instruction, running records, Close Reading, deep practice, instructional	Assistant Principal(s), Principal	Monthly Vertical Teams	No Funds Needed	Summative - Teachers will bring work samples of students utilizing the instructional strategies to share at the Vertical Team Meeting. Sign-in sheets and training materials will provide evidence of receipt of training.

centers, and balanced literacy. (Target Group: All)				
3. Incorporate the Framework of Balanced Literacy Instruction in the primary grades that include the following: Shared Reading, Interactive Writing, Guided Reading, Interactive Read Alouds, Shared Writing and Independent Writing to structure instructional time while providing opportunity for deep practice and close reading. (Target Group: All)	Assistant Principal(s), Principal	September-June	(S) Local Funds	Summative - All lesson plans and walkthrough observations will reflect the implementation of these instructional practices during reading.
4. Provide academic language support academies for immigrant students in content area reading.	Assistant Principal(s), Principal	October-August	Title III Immigrant Funds- \$1500(Salary)	Summative-DRA Reports, TELPAS
5. Provide extended day language acquisition support to ELLs students.	Principals	October-May	Title III LEP Funds- \$1500 (Salary) \$7000 (Supplemental Resources and technology)	Summative-DRA Reports, TELPAS
5. Provide ELL teachers training using the Comprehension Toolkit and improving reading outcomes for striving readers with Stephanie Harvey.	Principals	November-January	Title III LEP Funds- \$5400 (Consultant Fee)	Summative-STAAR, TELPAS

**Performance Objective:** Overall 3<sup>rd</sup>-5<sup>th</sup> Grade students will achieve an increase of 10% in Masters state standards as measured by STAAR Reading.

<b>Activity / Strategy</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation</b>
1. Item analysis will be completed after district nine week assessments and campus benchmarks using data from Eduphoria Aware to determine areas requiring instructional shifts and deep practice. (Target Group: All)	Assistant Principal(s), Principal	October, December, January, February, and March	No Funds Needed	Summative - Eduphoria data will be used to measure growth. Walkthroughs and observations will provide evidence that the opportunity for deep practice is occurring.
2. All teachers will receive training on Close Reading strategies to increase their repertoire of instructional reading strategies. (Target Group: All)	Assistant Principal(s), Principal	Monthly during Vertical Team Meetings,	(S) Local Funds	Summative - By the end of each session teachers will be able to demonstrate competency in questioning strategies for the type of text selected for the training.
3. Teachers will use the unwrapped TEKS in planning to ensure that instructional strategies are aligned with the rigor of the standards. (Target Group: All)	Assistant Principal(s), Principal	weekly	No Funds Needed	Summative - Lesson plans and walkthrough observations will show evidence of instructional alignment to the standards.
4. Tutoring will be provided to students who cannot demonstrate mastery of the standards and are identified At-Risk of failing the STAAR exam. (Target Group: At-Risk)	Principal	Beginning November	(S) State Compensatory- \$9180 (Salary) \$7650 (Materials)	Formative - Student performance data on campus and district assessments will show growth.
5. Continue to hire teachers, paraprofessionals and supplemental staff to help at-risk students. (Target Group: At-Risk)	Principal	August-July	SCE FTE -4.75 \$248,656 (Salary)	Summative - STAAR 9 weeks assessments Benchmarks Failure Rates
3. Provide academic language support academies for immigrant students in content area reading.	Principals	October-August	Title III Immigrant- \$1500(Salary)	Summative-STAAR, TELPAS

4. Provide extended day language acquisition support to ELLs students.	Principals	October-August	Title III LEP Funds- \$1500 (Salary) \$7000 (Supplemental Resources and technology)	Summative-STAAR, TELPAS
5. Provide ELL teachers training using the Comprehension Toolkit and improving reading outcomes for striving readers with Stephanie Harvey.	Principals	November-January	Title III LEP Funds- \$5400 (Consultant Fee)	Summative-STAAR, TELPAS

**Performance Objective:** Reporting Category 3, Understanding/Analysis of Informational Texts, will increase by 10% for the At-Risk students.

<b>Activity / Strategy</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation</b>
1. Teachers will use close reading strategies in small group instruction to improve students' ability to analyze informational text. (Target Group: At-Risk)	Assistant Principal(s), Principals	October-June	(S) State Compensatory- \$9180 (Salary) \$7650 (Materials)	Summative- An Item analysis will be done after each district assessment to determine if the strategies are working.

## Goal 2

<b>Goal Statement:</b> Overall each grade level Kindergarten-5th grade will achieve an increase of 7-10% on their math end of year assessment in the 2017-2018 school year as measured by STAAR Math (3rd-5th) or the End of Year Math Assessment (K-2nd).	<b>CNA Area of Need:</b> Student Achievement, Curriculum, Instruction, and Assessment					
	<b>Supporting Data</b>					
<b>2017 Student Performance addressed by the Goal (if applicable):</b>	K -EOY	1 <sup>st</sup> - EOY	2 <sup>nd</sup> - EOY	3 <sup>rd</sup> - STARR	4 <sup>th</sup> - STAAR	5 <sup>th</sup> - STAAR
	95%	90%	80%	93%	92%	95%

**Performance Objective:** 95% of Kindergarten-2nd grade students will demonstrate mastery of the curriculum as evidenced on their end of year math assessment.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. Teachers will use the unwrapped TEKS to plan lessons that are aligned to the level of rigor stated in the standards. (Target Group: All)	Assistant Principal(s), Principals	Weekly	No Funds Needed	Summative - Walkthroughs and lesson plans will evidence the curriculum alignment.
2. Teachers will embed the process standards into their daily lessons coupled with opportunities for deep practice answering dual coded questions. (Target Group: K, 1st, 2nd)	Assistant Principal(s), Principals	Weekly	No Funds Needed	Summative - Assessments will evidence student mastery of the objectives. Lesson plans and walkthrough will evidence the opportunities provided to the students.
3. Teachers will be provided with staff development and model lessons that incorporate effective instructional strategies/activities i.e. (deep practice, unwrapping TEKS, instructional	Assistant Principal(s), Principals	Monthly Vertical Meeting	Local Funds	Summative - Formative-Lesson plans and formative assessments will evidence the implementation of

alignment, math stations, academic vocabulary, problem solving, effective questioning). (Target Group: K, 1st, 2nd)				strategies/activities. Summative-Students' scores on State and campus end of year assessments will evidence mastery of the curriculum.
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**Performance Objective:** Overall 3rd-5th grade students will increase their Masters State Standards performance by 10 % as evidenced on 2017-2018 STAAR Math.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. Math Vertical Teams will analyze data to identify systemic issues and develop instructional strategies to address them. (Target Group: 3rd, 4th, 5th)	Assistant Principal(s), Principals	Monthly	No Funds Needed	Summative - Formative and Summative testing data will evidence student progress. Walkthroughs and lesson plans will evidence the implementation of the instructional strategies.
2. Teachers will be provided with staff development and model lessons that incorporate effective instructional strategies/activities i.e. (deep practice, unwrapping TEKS, instructional alignment, math stations, effective questioning). (Target Group: 3rd, 4th, 5th)	Assistant Principal(s), Principals	Weekly	Local Funds	Summative - Formative-Lesson plans and formative assessments will evidence the implementation of strategies/activities. Summative- Students' scores on State and campus end of year assessments will evidence mastery of the curriculum.
3. Teachers will use problem solving strategies including Close Reading strategies to solve math problems. (Target Group: All, 3rd, 4th, 5th)	Assistant Principal(s), Principals	Daily	No Funds Needed	Summative - Summative-Student performance will increase on dual coded question. Formative-Campus and district

				data will show improvement in student performance.
4. Teachers will embed the process standards into their daily lessons coupled with opportunities for deep practice answering dual coded questions. (Target Group: 3rd, 4th, 5th)	Assistant Principal(s), Principals	Daily	No Funds Needed	Lesson plans and walkthroughs will evidence student opportunity.
5. ESL students will be provided tutorials academic vocabulary enhancement. (Target Group: LEP, 3rd, 4th, 5th)	Principals	October-June	(F)Title III Bilingual /ESL \$2152 (Materials)	Summative - Schedules and lesson plans will reflect tutorial sessions. Summative-TELPAS levels will reflect growth in language acquisition.
5. Tutoring will be provided to students who cannot demonstrate mastery of the standards and are identified At-Risk of failing the STAAR exam. (Target Group: At-Risk)	Principals	October- June	(S)State Compensatory - Tutorials \$9180 (Salary) \$7650(Materials)	Formative - Student performance data on campus and district assessments will show growth and a decrease in performance gaps.
6.Continue to hire teachers, paraprofessionals and supplemental staff to help at-risk students. (Target Group: At-Risk)	Principals	August-July	SCE FTE Allotment 4.75- \$248656 (Salary)	Summative - STAAR 9 weeks assessments Benchmarks Failure Rates



### Goal 3

<b>Goal Statement:</b> Overall 4th grade writing will achieve an increase of 10 % in 2018 on the Masters State Standards Performance on the 2017-2018 school year as measured by the STAAR Writing exam.	<b>CNA Area of Need:</b> Student Achievement, Curriculum, Instruction, and Assessment				
	<b>Supporting Data</b>				
<b>2017 Student Performance addressed by the Goal (if applicable):</b>	4 <sup>th</sup> STARR Overall	4 <sup>th</sup> ELL Masters	4 <sup>th</sup> ED Masters	4 <sup>th</sup> Masters Overall	
	92%	28%	22%	29%	

**Performance Objective:** Economically Disadvantaged, At-Risk, and Limited English Proficient students will achieve an increase of 10% on Masters State Standards as evidenced on STAAR Writing.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. ELLs, Economically Disadvantaged, and At-Risk students will be provided small group tutorials to decrease grammatical errors and improve their writing voice in order to enhance their writing scores. (Target Group: LEP, At-Risk, 4th)	Assistant Principal(s), Principals	Weekly	(S)State Compensatory - Tutorials \$9180 (Salary) \$7650(Materials)	Summative - Improvement will be measured with writing rubrics and STAAR scores. Teacher schedules will reflect tutorial sessions.
4. All ESL teachers will receive training on sheltered instruction strategies, vocabulary building, and ELPs to meet the language acquisition needs for ELLs. (Target	Assistant Principal(s), Principals	Monthly	(F)Title III Bilingual / ESL\$7000 (Reading Materials)	Summative - Sign-in sheets and training materials will provide evidence of training. At the end of each training session, 100% of the teachers will be able verbalize instructional strategies

Group: ESL)				necessary for ELLs to acquire proficiency in the English language.
5. Continue to hire teachers, paraprofessionals and supplemental staff to help at-risk students. (Target Group: At-Risk)	Principals	August-July	SCE FTE Allotment 4.75- \$248656 (Salary)	Summative - STAAR 9 weeks assessments Benchmarks Failure Rates
6. Teachers will be sent to the Ron Clark Academy to learn strategies actively engage students who are identified At-Risk in the classroom	Principal	September-March	(S)State Compensatory - \$7650(Materials	Summative- STAAR and TELPAS
6. All ESL teachers will be provided with writing strategy support and training from ALP facilitators.	Principal	Monthly	Title III LEP Funds- \$7000 (Supplemental Resources and technology)	Summative- TELPAS, ELL Writing Collections, and STAAR writing will demonstrate growth

**Performance Objective:** Reporting Category 1, Composition, will achieve an increase in the percentage of students receiving a score of 7 or 8 for their Expository essays of 10% as evidenced on STAAR Writing.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. Training will be provided to all teachers on the writing process and how to incorporate writing across the curriculum during ELA Vertical Teams. (Target Group: All)	Assistant Principal(s), Principals	Monthly	Local Funds	Summative - Student work samples will evidence opportunities to write in all subject areas.
2. 4th grade students will use Quick Writes daily to engaged in deep practice on targeted focus. (Target Group: 4th)	Assistant Principal(s), Principals	Daily	Local Funds	Summative - Formative-Lesson plans will show evidence of the writing opportunities. Summative-Student writing

				scores will evidence improvement.
3. Students will be provided with copies of writing samples scored 7 or 8 to analyze and develop personal writing plans in order to improve their own writing. (Target Group: All)	Assistant Principal(s), Principals	Every Nine Weeks	No Funds Needed	Summative - Student grades and writing evaluations will show evidence of improved writing skills.

## Goal 4

<b>Goal Statement:</b> Overall 5th grade science will achieve an increase of 10% in 2018 on the Masters State Standards Performance as Measured by STAAR.	<b>CNA Area of Need:</b> Student Achievement, Curriculum, Instruction, and Assessment				
	<b>Supporting Data</b>				
<b>2017 Student Performance addressed by the Goal (if applicable):</b>	5 <sup>th</sup> Science Overall	5 <sup>th</sup> Science ELLs	5 <sup>th</sup> Science Masters	5 <sup>th</sup> Science ED	
	84%	80%	33%	75%	

**Performance Objective:** Reporting Category 3, Earth and Space, will increase by 10% as evidenced on STAAR Science.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. Analyze and identify common errors made in dual coded questions from district assessments and benchmarks to plan appropriate strategies to rectify misconceptions. (Target Group: All)	Assistant Principal(s), Principals	October, January, March	No Funds Needed	Summative - Lesson plans and walkthrough observations will show evidence of instructional shifts. Formative data will show evidence in student growth.
2. Use deep practice to refine science skills in earth and space using a daily spiral review. (Target Group: All)	Assistant Principal(s), Principals	August-May	No Funds Needed	Summative - Formative-Lesson plans will provide evidence of the daily review. Disaggregated data from campus assessments will provide evidence of the effectiveness of the strategy.

**Performance Objective:** At-Risk and Limited English Proficient students will achieve an overall increase on Masters State Standard by 10% as evidenced on STAAR Science.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. Item analysis will be completed following each district assessment to identify areas of difficulty in order to determine the appropriate instructional strategies for correcting academic misconceptions. (Target Group: LEP, At-Risk)	Assistant Principal(s), Principals	October, January, February, May	No Funds Needed	Summative - Formative- Student growth will be evidenced by data from the assessments. Lesson plans will show evidence of instructional strategies based on the needs of the students.
2. Sheltered strategies will be used to teach academic vocabulary in the content areas. (Target Group: LEP, At-Risk)	Assistant Principal(s), Principals	August- June	Title III LEP Funds- \$7000 (Supplemental Resources and technology)	Summative - Student work samples and journals will provide evidence of the students using the strategies to learn science vocabulary. Walkthroughs and lesson plans will be evidence that teachers are providing the students the opportunity to practice the strategies. Increased TELPAS levels.
3. Teachers of At-Risk students will receive training on differentiating science instruction through a variety of strategies. ((Target Group: At-Risk)	Assistant Principal(s), Principals	November- May	(S)State Compensatory - \$7650(Materials	Formative- Student growth will be evidenced by data from the assessments. Summative- Lesson plans will show evidence of instructional strategies based on the needs of the students.

## Goal 5

<b>Goal Statement:</b> Overall, student, staff, and parent surveys will increase the percentage of A and B ratings by 5% as measured by the K12 Insight survey for 2017-2018.	<b>CNA Area of Need:</b> Community and Student Engagement				
	<b>Supporting Data</b>				
<b>2017 Student Performance addressed by the Goal (if applicable):</b>	Parents	Students	Staff		
	88%	85%	95%		

**Performance Objective:** The percentage of staff, students, and parents that feel children are free from being bullied at school will increase by 10% as measured by the K12 Insight Survey.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. Guidance lessons will be provided to students on bullying and harassment. (Target Group: All)	Assistant Principal(s), Principals	Monthly	Local Funds	Summative - Survey results will indicate a decrease in the percentage of stakeholders that feel students are bullied at school.
2. The campus will use the House System and the Essential 55 developed by Ron Clark to establish norms, build community and relationships with students, staff, parents. (Target Group: All)	Assistant Principal(s), Principals	August-June	Local Funds	Summative - Survey results will indicate a decrease in the percentage of stakeholders that feel students are bullied at school.

**Performance Objective:** Communication ratings between staff, office and parents on the K12 Insight will improve by 10%.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. Increase the percentage of parents who use the Skyward Parent Portal by 10%. (Target Group:All)	Assistant Principal(s), Principals	August-June	No Funds Needed	Summative - Survey results will indicate that parents receive communication from the in a timely matter regarding student grades.
2. The school will use multiple streams of media to communicate school activities. (Target Group: All)	Assistant Principal(s), Principals	August-June	Local Funds	Summative - Survey results will indicate that parents feel the school keeps them informed regarding activities.
3. Parent Engagement Facilitators will provide training to ELL parents on how to help their students at home. (Target Group: ELL)	Assistant Principal(s), Principals	August-June	Title III LEP Funds-\$7000 (Supplemental Resources and technology)	Summative - Survey results will indicate that parents feel the school provides useful information on how to help their children at home.

## Goal 6

<b>Goal Statement:</b> Overall special education students will achieve an increase in Approaches Grade Level of 10% or more in 2018 on the end of year assessments as measured by STAAR.	<b>CNA Area of Need:</b> SPED				
	<b>Supporting Data</b>				
<b>2017 Student Performance addressed by the Goal (if applicable):</b>	All Subjects	Reading	Math	Writing	Science
	28%	23%	36%	22%	25%

**Performance Objective:** The percentage of special education students Approaching Grade Level Standards as evidenced by Reading and Math STAAR will increase by 10%.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. Additional resources and supplies will be provided as interventions to meet the needs of our special education students including but not limited to LLI, Moving with Math, and Progress Coach (Target Group: SPED)	Assistant Principal(s), Principals	August-June	Local Funds	Summative - IEP Progress Reports, Lesson Plans will provide data on progress. STAAR data will reflect student growth. Formative data will show evidence in student growth (DRA, Checkpoints, and Math Screeners).
2. Review reading and math intervention data every nine weeks to ensure progress is being monitored. (Target Group: SPED)	Assistant Principal(s), Principals	August-June	No Funds Needed	Summative - Walkthrough observations will show evidence of instructional shifts. IEP Progress Reports, Lesson Plans will provide data on progress. Formative data will show



				evidence in student growth (DRA, Checkpoints, and Math Screeners).
3. IEP progress reports are reviewed and updated every nine weeks. (Target Group: SPED)	Assistant Principal(s), Principals	August-June	No Funds Needed	Formative data will show evidence in student growth.

## Financial Summary

Funding Source	Total Amount
State Comp Ed	\$265,486
Title III Funds	\$24,552
Local Funds	\$57,820

## SBDMC Members

Name	Position / Role
Toni Scott	Principal
Mario Temporal	Instructional Coordinator
Cuc Nguyen	Bilingual Vietnamese Teacher
Toni Michalek	Reading Facilitator
Kimberly Hamilton	Math Facilitator
Kirah Martinez	Science Teacher
Mahbuba Haq	Parent
Wanda Lewis	Special Education
Deborah Meroney	ESL Lead
Desmond Lewis	Community Member

TEA has identified four Strategic Priorities which will benefit student outcomes.

1. Recruiting, supporting, and retaining teachers and principals;
2. Building a foundation of math and reading;
3. Connecting high school to career and college; and
4. Improving low-performing schools.