

Campus Improvement Plan
2018-2019



Submitted for Board Approval October 2018

Comprehensive Needs Assessment

Data Sources Reviewed

2017-2018 K12 Insight

2018 TEA Accountability Report

Spring 2018 STAAR Scores

2018 TELPAS Data

DRA 2017-2018

End of Year Math Universal Screeners

Skyward Discipline Data

Identified Strengths

Student Achievement

McNeill Elementary earned a 2018 TEA Distinction Designation in Academic Achievement in English Language Arts/Reading

McNeill Elementary earned a 2018 TEA Distinction Designation in Academic Achievement in Science

McNeill Elementary earned a 2018 TEA Distinction Designation in Postsecondary Readiness

McNeill Elementary only had 30 total discipline referrals for the 2017-2018 School Year

McNeill Elementary received a rating of Met Standard and is projected to have received a grade of A in the A-F Rating System.

Staff Quality, Recruitment, and Retention

Currently all McNeill teaching staff is Highly Qualified.

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

Curriculum, Instruction, and Assessment

McNeill uses common assessments school-wide to help teachers differentiate and meet students' needs on objectives.

McNeill uses unwrapped TEKS, Lead4ward Field Guides, and District Roadmaps for planning to ensure teacher lessons are aligned with the level of rigor on the TEKS.

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

McNeill implements SIOP 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 and support for social/emotional wellbeing.

McNeill has a very dedicated PTO that raises and contributes funds to support the educational goals, facility needs, social emotional well-being, and physical needs of the students.

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

School Organization

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

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

Technology

Students in grades 2-5 have the basic knowledge on how to use the internet and databases for research.

Students know how to use technological devices to enhance their learning experiences.

Identified Needs

Demographics

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

Recruit teachers that are ESL Certified.

Student Achievement

K-2 Reading: 82% met or exceeded the End of the Year DRA.

K-2nd Math: 82% of student met standard on the End of Year Math Universal Screener

All Students:

Reading	Approaches	Meets	Masters
3 rd	95	68	48
4 th	87	62	39
5 th	97	76	48

Math	Approaches	Meets	Masters
3 rd	87	63	36
4 th	88	55	31
5 th	98	91	70

Priorities Based off of Identified Needs

1. Provide teachers with staff development opportunities to address the campus performance deficits:
 - Balanced Literacy
 - ELL best practices
 - Differentiation strategies for diverse student groups (ESL, GT, SPED, and Immigrant student)
2. Provide resources, including technology, for teachers to differentiate instruction to meet the needs of their student groups.
3. Increase student access to authentic literature.

	Approaches	Meets	Masters
Writing	82	61	13
Science	88	55	31

There is a 11% gap in achievement for writing for the ESL student subpopulation. There is a gap in the performance for special education students for all areas.

For TEA Accountability Closing the Gaps Performance Targets, McNeill's Asian subpopulation did not meet the following targets:

Math- Academic Achievement Status, Growth Status

ELA/Reading- Growth Status

4. Provide tutorials for students identified At-Risk and underperforming throughout the year to increase student achievement.
5. Utilize Instructional Facilitators to model and coach teachers on teaching expectations
6. Provide Reading Recovery as an intervention for first grade below level students who qualify.
7. Provide Dyslexia Intervention for students who qualify.
8. Utilize a prescriptive phonics based program for all kindergarten and first grade students.
9. Provide tutorials for K-2nd grade students who are reading below level.
10. Provide tutorial assistance for Immigrant and ESL students who have not made growth on their TELPAS.

School Culture and Climate

The survey indicates that a significant percentage of staff, students, and parents feel that children are not free from being bullied at school.

Survey results indicated that there is a need for better communication between the school and parents.

Increase bully awareness activities through the Character Counts and No Place for Hate programs.

Streamline parent communication through CANVAS.

Use the House System as a vehicle to build a positive 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 are ESL Certified.

Encourage teachers who are not ESL Certified to participate in the district's ESL Study Group.

Curriculum, Instruction, and Assessment

McNeill needs to provide training on micro analyzing assessment data, so that actionable steps can be taken to address curriculum gaps vertically.

Use Eduphoria to analyze how students have performed on STAAR, campus assessments and district assessments. Use that data to help teachers adjust instruction to increase student performance.

Assessment data indicates the continued need to refine 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 grow in English language proficiency levels necessary to meet the demands of STAAR and TELPAS.

Provide training on frontloading vocabulary, ESL strategies, Close Reading, Deep Practice, Unwrapping the TEKS, and increasing 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 effectively communicate with parents from a multilingual community.

There is a need to increase partnerships with local businesses/ community organizations to help fund educational opportunities to students.

Use the Parent Engagement facilitators to provide training to parents of our ELLs.

Partner with the Links INC. to provide author visit and Engineering presentation.

Partner with the YMCA to allow students in the afterschool program access to the computer lab and extended day interventions.

School Organization

McNeill will continue to work to find adequate time within the school day to allow teams to meet without taking away instructional time from students.

Build time within the school schedule to provide planning during school and outside of the school day.

Technology

McNeill needs to continue to expand learning opportunities to students as technology evolves and expands.

McNeill will continue to increase the number of technology devices the students are able to use in class.

Continue to partner with the PTO to provide students with additional technology devices and coding programs.

Provide teachers with training on integrating technology into lessons.

Write grants to acquire innovative and cutting-edge technology through LEAF.

Utilize the school budget to purchase technology to integrate into instructional practices.

Continue to send staff to participate in the district's summer Interact Academy and T3 Conference.

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 increase Meets Grade Level Expectations Standards by 7-10% on their reading end of year assessment in the 2018-2019 school year as measured by STAAR Reading (3rd-5th) or DRA2 (K-2nd).

Goal 2: Overall each grade level Kindergarten-5th grade will increase Meets Grade Level Expectations Standards of 7-10% on their math end of year assessment in the 2018-2019 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 Meets Grade Level Expectations Standards by 10 % in the 2018-2019 school year as measured by the STAAR Writing exam.

Goal 4: Overall 5th grade science increase Meets Grade Level Expectations Standards by 10% in the 2018-2019 school year as Measured by STAAR Science exam.

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 2018-2019.

Goal 6: Overall special education students will increase Approaches Grade Level by 10% or more in the 2018-2019 school year on the end of year assessments as measured by STAAR and STAAR Alt-2 exams.

Goal 1

Goal Statement: Overall each grade level Kindergarten through 5th grade will increase Meets Grade Level Expectations Standards by 7-10% on their reading end of year assessment in the 2018-2019 school year as measured by STAAR Reading (3rd-5th) or DRA2 (K-2nd).

CNA Area of Need: Student Achievement, Curriculum and Instruction, and Assessment

Supporting Data

2018 Student Performance addressed by the Goal

K DRA	1 st DRA	2 nd DRA	3 rd STAAR	4 th STAAR	5 th STAAR
79%	83%	82%	68%	62%	76%

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.

<p>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, guided reading instruction, running records, Close Reading, deep practice, instructional centers, and balanced literacy. (Target Group: All)</p>	<p>Assistant Principal(s), Principal</p>	<p>Monthly Vertical Teams</p>	<p>No Funds Needed</p>	<p>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.</p>
<p>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)</p>	<p>Assistant Principal(s), Principal</p>	<p>September-June</p>	<p>(S) Local Funds</p>	<p>Summative - All lesson plans and walkthrough observations will reflect the implementation of these instructional practices during reading.</p>
<p>4. Provide academic language support academies for immigrant students in content area reading.</p>	<p>Assistant Principal(s), Principal</p>	<p>October-August</p>	<p>Title III LEP Funds- \$1500(Salary)</p>	<p>Summative-DRA Reports, TELPAS</p>

5. Provide extended day language acquisition support to ELLs students.	Principals	October-May	Title III LEP Funds- \$1500 (Salary)	Summative-DRA Reports, TELPAS
6. Provide ELL teachers training opportunity through literacy cohort with consultant.	Principals	October-January	Title III LEP Funds- \$11500 (Consultant Fee)	Summative-STAAR, TELPAS

Performance Objective: Overall 3rd-5th Grade students will achieve an increase of 10% in Meets Grade Level standards as measured by STAAR Reading.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. Item analysis will be completed after district nine weeks 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.

<p>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)</p>	<p>Assistant Principal(s), Principal</p>	<p>weekly</p>	<p>No Funds Needed</p>	<p>Summative - Lesson plans and walkthrough observations will show evidence of instructional alignment to the standards.</p>
<p>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)</p>	<p>Principal</p>	<p>Beginning November</p>	<p>(S) State Compensatory- \$9756 (Salary) \$8130 (Materials)</p>	<p>Formative - Student performance data on campus and district assessments will show growth.</p>
<p>5. Continue to hire teachers, paraprofessionals and supplemental staff to help at-risk students. (Target Group: At-Risk)</p>	<p>Principal</p>	<p>August-July</p>	<p>SCE FTE -4.75 \$222,604 (Salary)</p>	<p>Summative - STAAR 9 weeks assessments Benchmarks Failure Rates</p>
<p>3. Provide academic language support academies for immigrant students in content area reading.</p>	<p>Principals</p>	<p>October-August</p>	<p>Title III Immigrant- \$1500(Salary)</p>	<p>Summative-STAAR, TELPAS</p>
<p>4. Provide extended day language acquisition support to ELLs students.</p>	<p>Principals</p>	<p>October-August</p>	<p>Title III LEP Funds- \$1500 (Salary)</p>	<p>Summative-STAAR, TELPAS</p>

5. Provide ELL teachers training opportunity through literacy cohort with consultant.

Principals

November-January

Title III LEP Funds-
\$11500 (Consultant
Fee)

Summative-STAAR, TELPAS

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

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
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

Goal Statement: Overall each grade level Kindergarten-5th grade will increase Meets Grade Level Expectations Standards of 7-10% on their math end of year assessment in the 2018-2019 school year as measured by STAAR Math (3rd-5th) or the End of Year Math Assessment (K-2nd).

CNA Area of Need: Student Achievement, Curriculum, Instruction, and Assessment

Supporting Data

2018 Student Performance addressed by the Goal

K -EOY	1 st - EOY	2 nd - EOY	3 rd - STARR	4 th - STAAR	5 th - STAAR
88%	82%	78%	63%	55%	91%

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,	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.

1st,
2nd)

3. 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, academic vocabulary, problem solving, effective questioning).
(Target Group: K, 1st, 2nd)

Assistant Principal(s),
Principals

Monthly Vertical
Meeting

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.

Performance Objective: Overall 3rd-5th grade students will increase their Meets Grade Level 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.

<p>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)</p>	<p>Assistant Principal(s), Principals</p>	<p>Weekly</p>	<p>Local Funds</p>	<p>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.</p>
<p>3. Teachers will use problem solving strategies including Close Reading strategies to solve math problems. (Target Group: All, 3rd, 4th, 5th)</p>	<p>Assistant Principal(s), Principals</p>	<p>Daily</p>	<p>No Funds Needed</p>	<p>Summative - Summative-Student performance will increase on dual coded question. Formative-Campus and district data will show improvement in student performance.</p>
<p>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)</p>	<p>Assistant Principal(s), Principals</p>	<p>Daily</p>	<p>No Funds Needed</p>	<p>Lesson plans and walkthroughs will evidence student opportunity.</p>
<p>5. ESL students will be provided tutorials, academic vocabulary enhancement. (Target Group: LEP, 3rd, 4th, 5th)</p>	<p>Principals</p>	<p>October-June</p>	<p>(F)Title III Bilingual /ESL \$3000 (Materials)</p>	<p>Summative - Schedules and lesson plans will reflect tutorial sessions. Summative-TELPAS levels will reflect growth in language acquisition.</p>

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- May

(S)State
Compensatory -
Tutorials
\$9756 (Salary)
\$8130(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- \$222,604
(Salary)

Summative - STAAR 9 weeks assessments Benchmarks Failure Rates

Goal 3

Goal Statement: Overall 4th grade writing will achieve an increase Meets Grade Level Expectations Standards by 10 % in the 2018-2019 school year as measured by the STAAR Writing exam.

CNA Area of Need: Student Achievement, Curriculum, Instruction, and Assessment

Supporting Data

2018 Student Performance addressed by the Goal

4 th STARR Overall	4 th Overall Meets	4 th ELL Meets	4 th ED Meets	4 th SPED Meets
82%	61%	42%	54%	9%

Performance Objective: Economically Disadvantaged, At-Risk, and Limited English Proficient students will achieve an increase of 10% on Meets Grade Level 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	October-April	(S)State Compensatory - Tutorials \$9756(Salary) \$8130(Materials)	Summative - Improvement will be measured with writing rubrics and STAAR scores. Teacher schedules will reflect tutorial sessions.

<p>4. All ESL teachers will receive training on sheltered instruction strategies, vocabulary building, and ELPs to meet the language acquisition needs for ELLs. (Target Group: ESL)</p>	<p>Assistant Principal(s), Principals</p>	<p>Monthly</p>	<p>(F)Title III Bilingual / ESL\$3000 (Supplies and Materials)</p>	<p>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 necessary for ELLs to acquire proficiency in the English language.</p>
<p>5. Continue to hire teachers, paraprofessionals and supplemental staff to help at-risk students. (Target Group: At-Risk)</p>	<p>Principals</p>	<p>August-July</p>	<p>SCE FTE Allotment 4.75- \$222604 (Salary)</p>	<p>Summative - STAAR 9 weeks assessments Benchmarks Failure Rates</p>
<p>6. Teachers will be sent to the Ron Clark Academy to learn strategies actively engage students who are identified At-Risk in the classroom</p>	<p>Principal</p>	<p>September-March</p>	<p>(S)State Compensatory - \$8130(Materials)</p>	<p>Summative- STAAR and TELPAS</p>
<p>6. All ESL teachers will be provided with writing strategy support and training from ALP facilitators through cohorts.</p>	<p>Principal</p>	<p>Monthly</p>	<p>No Funds Needed -</p>	<p>Summative- TELPAS, ELL Writing Collections, and STAAR writing will demonstrate growth</p>

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
<p>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)</p>	<p>Assistant Principal(s), Principals</p>	<p>Monthly</p>	<p>Local Funds</p>	<p>Summative - Student work samples will evidence opportunities to write in all subject areas.</p>
<p>2. 4th grade students will use Quick Writes daily to engaged in deep practice on targeted focus. (Target Group: 4th)</p>	<p>Assistant Principal(s), Principals</p>	<p>Daily</p>	<p>Local Funds</p>	<p>Summative - Formative-Lesson plans will show evidence of the writing opportunities. Summative-Student writing scores will evidence improvement.</p>
<p>3. Students will be provided with copies of writing samples scored 7 or 8 to analyze and develop personal writing plans to improve their own writing. (Target Group: All)</p>	<p>Assistant Principal(s), Principals</p>	<p>Every Nine Weeks</p>	<p>No Funds Needed</p>	<p>Summative - Student grades and writing evaluations will show evidence of improved writing skills.</p>

Goal 4

Goal Statement: Overall 5th grade science increase Meets Grade Level Expectations Standards by 10% in the 2018-2019 school year as Measured by STAAR Science exam.

CNA Area of Need: Student Achievement, Curriculum, Instruction, and Assessment

Supporting Data

2018 Student Performance addressed by the Goal

5 th Science Overall Approaches	5 th Science Meets	5 th Science ELLS Meets	5 th Science ED Meets	5 th Science SPED Meets
94%	76%	69%	70%	0%

Performance Objective: Reporting Category 1, Matter and Energy, 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 matter and energy using a	Assistant Principal(s), Principals	August-May	No Funds Needed	Summative - Formative-Lesson plans will provide evidence of

daily spiral review.
(Target Group: All)

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 Meets Grade Level 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 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 BIL/ESL Funds- \$6152 (Reading Materials)	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 – \$8130(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.

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)

Assistant Principal(s), Principals

October-May

(S)State Compensatory – \$9756 (Salary) \$8130(Materials)

Formative - Student performance data on campus and district assessments will show growth and a decrease in performance gaps.

Goal 5

Goal Statement: 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 2018-2019.

CNA Area of Need: Community and Student Engagement

Supporting Data

2018 Student Performance addressed by the Goal

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 through Character Counts. (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 platforms 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	Local Funds	Summative - Survey results will indicate that parents feel the school provides useful information on how to help their children at home.

Goal 6

Goal Statement: Overall special education students will increase Approaches Grade Level by 10% or more in the 2018-2019 school year on the end of year assessments as measured by STAAR and STAAR Alt-2 exams.

CNA Area of Need: SPED

Supporting Data

2018 Student Performance addressed by the Goal (if applicable):

All Subjects	Reading	Math	Writing	Science
49%	61%	50%	42%	22%

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	\$240,490
Title III Funds	\$ 12,152
Local Funds	\$42,450

SBDMC Members

Name	Position / Role
Toni Scott	Principal
Gloria Stewart	ALP Director
Toni Michalek	Reading Facilitator
Kimberly Hamilton	Math Facilitator/Parent
Lacie Tivet	3 rd Grade Teacher/Parent
Mario Temporal	Instructional Coordinator/Parent
Chelsea Kroll	2 nd Grade Teacher

Linda Taylor

Rachel Clark

Katy Family YMCA (Afterschool Provider)

Katy, Richmond, Fort Bend Area Links INC.

Desmond Lewis

3rd Grade Teacher

ESL Lead

Business Partner

Community Partner

Community Member

The contents of this plan support the Texas Education Agency Strategic Priorities and Enablers

Every child, prepared for success in college, a career or the military.

Strategic priorities



Recruit, support,
and retain
teachers and
principals



Build a foundation
of reading and
math



Connect high
school to career
and college



Improve low-
performing
schools

Enablers



Increase transparency, fairness and rigor in district and campus academic and financial performance



Ensure compliance, effectively implement legislation and inform policymakers



Strengthen organizational foundations
(resource efficiency, culture, capabilities, partnerships)