

**Spring Independent School District**  
**Clark Primary**  
**2017-2018 Campus Improvement Plan**

**Accountability Rating: Not Rated**



# Mission Statement

Clark Primary School will be a student-centered learning environment that provides the foundation on which students become independent, life-long learners who have the strong desire and necessary skill to lead in the future.

## Vision

Clark Primary School will be known as a premier learning organization that creates outstanding scholars due to the collaboration of an expert instructional staff, engaged parents, and an involved community.

## Core Beliefs

At Clark Primary, we believe:

Each student is an individual who is deserving of respect, fairness and understanding.

School experiences must provide opportunities for each child to do his or her best.

The learner must be nurtured within a respectful, cooperative environment.

Teaching must be varied and creative to meet the individual needs of students.

Parents and school staff members must recognize and encourage the important role that each has in a child's education.

The contributions of the community at large to education are invaluable.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Clark Primary School is a 26 year old, Pre-K-1st grade campus in Spring ISD located in Houston, Texas. Although this campus improvement plan focuses on the 2017-2018 school year, the demographic information comes from information available in May 2017. Student enrollment at Clark Primary School decreased from the previous year due to the movement of 2nd grade students to Clark Intermediate School. May enrollment data shows that 705 students are enrolled and that the African American and Hispanic student groups are the largest at 63% and 31%, respectively. In addition, American Indian and White students each make up 2% of the population, Asian students make up 1.7% of the population, Pacific Islanders represent .2% of the population, and .1% of students claim two or more ethnicities.

Attendance rates at Clark Primary School have been consistently low over the last five years. At 93.9%, the attendance rate is the lowest of the elementary schools in the district. The campus is a neighborhood school with most students living in apartment complexes in the area. Clark Primary's student groups include 26% English Language Learners (ELLs) and 7% Special Education. Additionally, 71% are economically disadvantaged and 57% are identified as at-risk.

### Demographics Strengths

1. Students at Clark Primary are accepting of other students regardless of race or ethnicity.
2. Although the attendance rate is not as high as it should be, there has not been a decrease in the attendance rate over the last five years.
3. Staff demographics at Clark Primary closely resemble the demographics of the student population.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** At 93.9%, the attendance rate is the lowest of the elementary schools in the district. **Root Cause:** There are a lack of systems that encourage student attendance and processes for addressing failure to attend are not implemented consistently.

**Problem Statement 2:** Data from the April 2017 survey identifies that some teachers feel inadequately prepared to support the language development of English Language Learners. **Root Cause:** There has been a lack of ELL strategies training for teachers. In addition, the campus has one ESL teacher who is a

part-time staff member. That teacher spends time completing language testing and LPAC requirements and does not work with students.

**Problem Statement 3:** Teachers feel inadequately prepared to support students who receive special education services. **Root Cause:** Teachers have not been trained to properly implement accommodations for special education services.

# Student Academic Achievement

## Student Academic Achievement Summary

Clark Primary School services students in grades Pre-Kindergarten through 1st, so students do not participate in STAAR testing. Kindergarten and 1st grade students do, however, participate in district universal screeners and district benchmark assessments. In addition, Kindergarten and 1st grade ELL students participate in TELPAS, the Texas English Language Proficiency Assessment System.

Spring ISD administers the iStation universal screeners for reading and the Houghton-Mifflin Go Math universal screeners for math. For reading, students are tiered according to their overall reading assessment scores on the ISIP Early Reading Ability Assessment. The following scores show the percentage of students that are at tier 1, tier 2, and tier 3 for the reading and math end-of-year screeners:

### Reading

#### Kindergarten (English) - Expected score 191-202

Tier 1 - 48% (avg score 207)    Tier 2 - 28% (avg score 200)    Tier 3 - 24% (avg score 190)

#### Kindergarten (Spanish) - Expected score 707-754

Tier 1 - 70% (avg score 729)    Tier 2 - 21% (avg score 710)    Tier 3 - 9% (avg score 703)

#### 1st Grade (English) - Expected score 216-226

Tier 1 - 40% (avg score 227)    Tier 2 - 30% (avg score 213)    Tier 3 - 30% (avg score 200)

#### 1st Grade (Spanish) - Expected score 849-459

Tier 1 - 83% (avg score 888)    Tier 2 - 8% (avg score 831)    Tier 3 - 9% (avg score 762)

### Math

#### Kindergarten

Tier 1 - 98% (scores 65%+)    Tier 2 - 2% (scores 30%-64%)    Tier 3 - 0% (scores 0%-29%)

#### 1st Grade

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Tier 1 - 93% (scores 65%+) Tier 2 - 6% (scores 30%-64%) Tier 3 - 1% (scores 0%-29%)

In the 2016-2017 school year, the district administered checkpoints throughout the school year and a summative benchmark assessment at the end of the year for Kindergarten and 1st grade students in all core content areas. Student benchmark achievement rates are summarized below:

<b>Kindergarten</b>	<b>1st Grade</b>
ELA - 67.94%	ELA/SLA - 51.97%
SLA - 97.8%	Math (English) - 73.81%
Math (English) - 82.81%	Math (Spanish) - 83.87%
Math (Spanish) - 85.11%	Science - 86.83%
Science (English) - 71.53%	Social Studies (English) - 49.72%
Science (Spanish) - 95.74%	Social Studies (Spanish) - 56.92%
Social Studies - 85.42%	

Students in both grades performed well overall in Math and Science, and Kindergarten students also performed well in Social Studies. An area of focus for the campus is the variance in performance between the largest campus subgroups -- African American, Hispanic, LEP, and Special Education. The most significant variances in benchmark scores among these groups is outlined below:

<b>Kindergarten</b>	<b>1st Grade</b>
Math (English): 86.36% Hispanic - 62.5% SpEd	ELA/SLA: 62.5% Hispanic - 15.38% SpEd
Science (English): 72.8% African American - 50% SpEd	Math (English): 92.11% Hispanic - 36.36% SpEd
Social Studies: 90.32% Hispanic - 70% SpEd	Math (Spanish): 87.5% Hispanic - 50% SpEd
	Science: 88.16% Hispanic - 50% SpEd
	Social Studies (English): 91.67% LEP - 14.29% SpEd

TELPAS assesses the language proficiency of students identified as English language learners in the areas of listening, speaking, writing, and reading. The entire 2016-2017 Kindergarten cohort participated for the first time in TELPAS this school year. Of 1st grade participants, 18.46% of students showed no progress, 55.38% of students showed 1 year of progress, 21.54% of students showed 2 years of progress, and 4.62% of students showed 3 years of progress. The most growth occurred in the listening and speaking domains with 70.8% scoring high or advanced high and 45.83% scoring advanced or advanced high in listening and speaking, respectively. Of Kindergarten participants, 85.96% of students are at the beginning level in the writing domain and 73.68% are at the beginning level in reading.

Individual students will be targeted for intervention and acceleration, specifically in reading and math, and there will be an intense focus on the performance of students receiving special education services.

## **Student Academic Achievement Strengths**

Students performed well on the end-of-year math universal screeners and math district benchmarks. Students in Kindergarten also performed well in Social Studies on the district benchmark assessment. In addition, TELPAS scores indicate that students language proficiency increased between 2015-2016 and 2016-2017.

## **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** The performance of students receiving special education services is significantly lower than the performance of other subgroups on district benchmark assessments. **Root Cause:** Teachers are not adequately prepared to address the needs of students receiving special education services.

**Problem Statement 2:** Approximately 25% of students promoted to the 1st grade are reading below grade level. **Root Cause:** Not all teachers implemented the Reading Mastery program with fidelity. In addition, data from the 2017 survey reveals that teachers feel student behavior prevents instruction from occurring.

**Problem Statement 3:** African American students comprise approximately 65% of the student population; however, they consistently score lower than Hispanic students on benchmark assessments. **Root Cause:** The campus professional development plan needs to be strengthened to include best instructional practices and classroom management strategies for all student groups.



## School Processes & Programs

### School Processes & Programs Summary

Literacy is at the forefront of instructional programming at Clark Primary School. The goal is for 100% of students to read at or above grade level by the end of each school year, and to support students in attaining this goal a 45-minute intervention block was implemented for each grade level. In addition, teachers implemented the Reading Mastery Program and conducted small group reading interventions at last 3 days a week. Students were also invited to attend after school tutorials beginning in September and two part-time tutors were hired to teach small group reading lessons to targeted students during the school day. The Student Support Specialist (SSS) trained all teachers on the RtI process and on resources to use for intervention at each tier. The iStation lab was included as a part of the activities rotation, and all students went to the iStation lab at least once per week. RtI implementation was monitored by the instructional coaches, Counselor, administrators, and SSS. Progress monitoring data that was collected was reviewed during decision point meetings to determine the need for additional/different interventions for students. This school year, students identified as tier 2 and tier 3 students will go to the computer labs for both math and reading interventions, while tier 1 students will still utilize the iStation program in their classrooms.

Planning and goal-setting are important pieces of instruction and assessment. Teachers set goals for their classrooms and student achievement at the beginning of the year and reviewed their progress with their appraisers at mid-year and end-of-year. The results of these goal-setting and review meetings was to allow teachers to implement changes in their classrooms in response to the progress towards their goals. Teachers and instructional leaders attended weekly PLC meetings focused on planning and data review. They also received training on unpacking reading and math TEKS during PLC meetings and utilized Lead4Ward documents to aid in planning robust lessons. Teachers were expected to develop classroom goals with students while simultaneously encouraging students to set individualized goals. Due to the shift in the expectations surrounding PLC meetings, teachers will be expected to participate in PLC meetings that focus on lesson learning, lesson planning, lesson practice, and data-driven action planning.

Increasing teachers' ability to deliver quality instruction was also a focus this past school year. Teachers were trained on the lesson cycle in math class, the use of hands on activities, and developing questions to check for understanding. To ensure that teachers were implementing the skills learned during training, the administration team conducted learning walks focused on the parts of the lesson cycle, the use of math manipulatives, and questioning strategies, and the math coach provided on-the-spot coaching and modeling during math lessons. Teachers were also trained on the integration of writing across content areas. Professional development sessions will continue to be determined by the needs of the teachers.

Maintaining a positive school culture and climate is paramount in increasing student achievement. A school-wide discipline management system that promotes positive behavior, CHAMPS, was implemented to improve staff members' experiences with students and to improve students' experiences at school. All staff was trained and the administrative leadership team monitored and evaluated CHAMPS implementation regularly. CHAMPS will still be the school-wide discipline management system and teachers will be trained in positive behavior intervention strategies and de-escalation strategies.

Because the needs of our students vary so greatly, all teachers were encouraged to become ESL certified and to complete the initial 30-hour GT training so that they are better prepared to differentiate instruction. Teachers were provided ESL training on how to develop language objectives and structured conversations. Identified teachers went through a six-week coaching cycle with the instructional coaches and their classrooms were visited more frequently so that these teachers received large amounts of feedback.

### School Processes & Programs Strengths

1. Staff members participate in multiple professional development sessions throughout the school year.
2. Physical Education classes were extended to include Pre-K students.
3. Nineteen teachers are either ESL or Bilingual certified.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Teachers are not comfortable with the RtI process and collecting progress monitoring data. **Root Cause:** The campus lost its SSS in October and a new SSS was put in place in December. Both of these ladies were new to the position and had to learn the process before training teachers, so teachers did not have the opportunity to get comfortable with the process.

**Problem Statement 2:** April 2017 teacher survey data indicates that teachers need additional support in the area of classroom and discipline management. **Root Cause:** Teachers have not received adequate training in classroom management strategies.

**Problem Statement 3:** There were 146 discipline office referrals in 174 days of instruction. **Root Cause:** There was not a campus-wide discipline management plan that included systems for positive behavior intervention supports and consistent consequences for classroom and office-managed behaviors.

**Problem Statement 4:** Teachers were not consistently required to complete the BOY, MOY, and EOY goal-setting documents and conferences were not held with teachers to review their goals, which removed the requirement for teachers to reflect and make adjustments to support student performance. **Root Cause:** Teachers may not have been adequately trained on how to complete the goal-setting forms in Eduphoria. Additionally, there was a lack of administrator consistency in ensuring that the goals were completed and in progress monitoring.

## Perceptions

### Perceptions Summary

According to the April 2017 survey, the majority of teachers and parents agree or strongly agree that Clark Primary has high learning standards for all students and that the teachers set high expectations for all students. The school's current motto is "Improving lives through learning;" however, this motto will be revised to include a more comprehensive summary of the campus vision and will be developed by the Campus Advisory Committee.

A review of the 2016-2017 discipline data reveals that 146 discipline incidents occurred in 174 days, with the highest number of incidents occurring in February (33 incidents). This is down from 229 incidents in 171 days during the 2015-2016 school year. This decrease may be attributed to a decrease in student population because of the 2nd grade moving to Clark Intermediate. When looking at data by month, disruption, defiance of authority, and unacceptably physical contact were the most frequently occurring offenses. Teachers report having issues with disrespectful students in the teacher survey. Teaching students how to behave in school will be an ongoing focus this year and the teachers will be tasked with providing lessons on behavior expectations while the Counselor provides character lessons.

The 2016-2017 campus calendar included many opportunities for parents to attend both social and academic events at Clark Primary; however, further review revealed that not all of the events actually occurred. A calendar is being developed that includes one parent event per month in order to continue to encourage parental involvement. The calendar will be shared online and events will be advertised via the school website, flyers, and in the campus monthly newsletter. The Parent Engagement Liaison reaches out to families to strengthen the connection between school and home. Interpreters will be available for large parent meetings and presentations, such as Meet the Teacher and the Title I Parent Meeting.

The majority of parents and teachers feel that school-based administrators make decisions that are in the best interest of the students and that there is a clearly communicated school mission and vision. They also feel that administrators are available, responsive, and courteous when there is a concern. Staff members and families treat each other with respect and the school values input provided by families. Families are encouraged to volunteer on campus and to attend school-sponsored activities.

### Perceptions Strengths

1. Parents enjoyed the number of extra activities the students were able to participate in.
2. The April 2017 Survey indicates that parents and staff members feel more positively about the school, its administrators and staff, and the instruction than they have in previous years.
3. The majority of staff members feel that the school is safe, has high learning standards for all students, and that families are encouraged to attend a variety of school-sponsored activities.

4. Parents feel that administrators are courteous when they have a concern and like they are treated with respect.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** April 2017 parent survey data indicates that parents do not feel that communication between the school and home is timely, consistent, or clear. **Root Cause:** Communications regarding school-wide events were not sent home far enough in advance for parents to make plans to attend. In addition, communication was only sent home via one mode (paper only).

**Problem Statement 2:** Twenty-five percent of staff members don't feel as though discipline is enforced fairly. **Root Cause:** There was not a campus-wide discipline management plan that included systems for positive behavior intervention supports and consistent consequences for classroom and office-managed behaviors.

**Problem Statement 3:** Fifteen percent of staff members do not feel that administrators are responsive when they have a concern according to the April 2017 survey.

**Problem Statement 4:** Fourteen percent of parents do not feel that teachers give timely and helpful feedback about student work. **Root Cause:** Communication folders that were sent home daily did not include graded student work.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- Current and/or prior year(s) campus and/or district improvement plans

## Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic math assessment data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RTI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data

## Parent/Community Data

- Parent surveys and/or other feedback

## Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

# Goals

## Goal 1: Reach every student.

**Performance Objective 1:** The percentage of students who read at or above grade level will increase from 54% to 80% for the 2017-2018 school year as measured by the MAP Growth EOY Universal Screener.

**Evaluation Data Source(s) 1:** MAP Growth EOY Universal Screener

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will provide daily small group interventions during independent reading and the RtI period using Reading Eggs and Study Island	1, 9	Principal Assistant Principal Literacy Coach Student Support Specialist	IMPLEMENTATION - measured by walkthrough data				
			IMPACT: Increase in student lexile levels  Increase in overall Reading scores in alignment with the MAP Growth program  Increase in the number of students reading at or above grade level as measured by the EOY MAP Growth universal screener				
Problem Statements: Student Academic Achievement 2, 3 Funding Sources: 211 Title I, Part A - \$5,000.00							
2) Teachers will receive ongoing training in early childhood literacy and language acquisition	2, 4	Principal Assistant Principal Literacy Coach	IMPLEMENTATION - measured by the number of professional development sessions offered during PLC				
			IMPACT: Increase in student lexile levels  Increase in the number of students reading at or above grade level as measured by the EOY I-station universal screener				
Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 3 Funding Sources: 211 Title I, Part A - \$10,725.00							


3) Implement a campus-wide Take Home Reading program and purchase books and book bags that can be taken home daily	1, 6	Principal Assistant Principal Literacy Coach Teachers	IMPLEMENTATION - measured by completion of weekly reading logs by students				
			IMPACT: Increase the time parents spend reading with their students				
Problem Statements: Student Academic Achievement 2, 3 Funding Sources: 211 Title I, Part A - \$1,800.00, 263 Title III, LEP - \$200.00							
4) Hire an additional pre-kindergarten aide	1	Principal	IMPLEMENTATION - measured by hiring of pre-kindergarten aide				
			IMPACT: Increase number of highly qualified staff members available to support pre-kindergarten students  Increase number of pre-kindergarten students who are prepared for kindergarten-level literacy activities				
Problem Statements: Student Academic Achievement 2 Funding Sources: 211 Title I, Part A - \$16,000.00							
5) Invite students who are not meeting performance benchmarks to after-school tutorials beginning in November	1	Principal Assistant Principal Student Support Specialist Teachers	IMPLEMENTATION - measured by student attendance at after-school tutorials				
			IMPACT: Increase student performance in reading				
Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: 199 State SCE - State Compensatory Education (PIC - \$9,500.00, 211 Title I, Part A - \$500.00							
6) Teachers will implement Teach Like a Champion strategies: Cold-call, No Opt Out, and Check for Understanding	2, 8, 9	Principal Assistant Principal Literacy Coach Math Coach	IMPLEMENTATION - measured by walkthrough data				
			IMPACT: Increase in student participation and engagement  Increased ability of teachers to recognize students who are experiencing difficulties and to provide immediate intervention				
Problem Statements: Student Academic Achievement 2 Funding Sources: 211 Title I, Part A - \$300.00							

7) Teachers will participate in a book study of "Every Child a Super Reader"	1, 3, 4	Principal Assistant Principal Literacy Coach	IMPLEMENTATION - measured by creation of book study schedule and activities  IMPACT: Increase teacher ability to provide highly effective reading instruction  Increase student performance				
Problem Statements: Demographics 2, 3 - Student Academic Achievement 2, 3 Funding Sources: 211 Title I, Part A - \$300.00							
8) Secure resources (paper, printers, toner, binders, markers/crayons, dividers, pencils/pens, journals, chart paper, post-it notes, tape, staples, folders, etc.) to ensure that students have the supplies necessary to successfully participate in the learning environment		Principal Assistant Principal Literacy Coach	IMPLEMENTATION - measured by documentation of materials purchased  IMPACT: Increase in student performance				
Funding Sources: 211 Title I, Part A - \$15,000.00							
9) A part-time tutor will be hired to provide reading interventions to Tier 2 students	1, 9	Principal Student Support Specialist	IMPLEMENTATION - measured by employment of part-time tutor  IMPACT: Decrease in the number of students identified as needing Tier 3 reading interventions				
Problem Statements: Student Academic Achievement 2, 3 Funding Sources: 211 Title I, Part A - \$20,400.00							
10) The Academic Electives teacher will be utilized to provide targeted interventions to students identified as needing Tier 3 interventions in reading and/or math during the school day	1, 3, 9	Principal Assistant Principal Student Support Specialist	IMPLEMENTATION - measured by implementation of intervention schedule  IMPACT: Ensure that all students receive interventions  Increased in the number of Tier 1 students in the areas of reading and math				
Problem Statements: Student Academic Achievement 2, 3 - School Processes & Programs 1							
11) The Student Support Specialist will train teachers on the RtI process and will work with teachers to identify appropriate intervention resources	1, 3, 4, 9	Principal Assistant Principal	IMPLEMENTATION - measured by completion of training and ongoing teacher support  IMPACT: Increase in teacher knowledge of the RtI process  Increase in teacher effectiveness when providing interventions				
Problem Statements: School Processes & Programs 1 Funding Sources: 211 Title I, Part A - \$1,000.00							



12) Teachers will implement co-teach models with fidelity in 100% of classrooms that include students receiving special education services	1, 9	Principal Assistant Principal Literacy Coach Math Coach	IMPLEMENTATION - measured by walkthroughs that reflect the co-teach models being utilized  IMPACT: Increase in the academic performance of students receiving special education services				
Problem Statements: Student Academic Achievement 1							
13) Teachers will meet with their appraisers at the end of each progress reporting period to discuss performance of students receiving special education services	1, 2	Principal Assistant Principal	IMPLEMENTATION - measured by documentation of data meetings  IMPACT: Increase in teacher awareness of the performance of students receiving special education services  Increase in the performance of students receiving special education services				
Problem Statements: Student Academic Achievement 1							
14) Teachers will receive training on accommodation implementation	1, 4	Principal Assistant Principal	IMPLEMENTATION - measured by completed training  IMPACT: Increase in teacher proficiency with providing students accommodations  Increase in the performance of students who receive special education training				
Problem Statements: Demographics 3							
15) 100% of teachers will participate in DDAP PLCs and use accurate data to inform decisions and/or improve student performance beginning with BOY universal screeners and continuing monthly thereafter	1, 3, 8, 9	Principal Assistant Principal	IMPLEMENTATION - measured by teacher participation in DDAP PLC meetings  IMPACT: Increase in teacher awareness of student achievement and areas of deficit  Increase in student performance				
16) Instructional leaders will focus walkthroughs in order to ascertain teacher learning needs	3, 4	Principal Assistant Principal Literacy Coach Math Coach Student Support Specialist	IMPLEMENTATION - measured by documentation of walkthroughs  IMPACT: Increase in teacher ability and performance  Increase in student performance in all content areas				

17) Instructional leaders will conduct 10 classroom visits per week, provide written feedback to teachers, and use the walkthrough data to develop coaching plans and professional learning sessions	3, 4	Principal Assistant Principal Literacy Coach Math Coach Student Support Specialist	IMPLEMENTATION - measured by documentation of walkthroughs  IMPACT: Increase in teacher ability and performance  Increase in student performance in all content areas				
Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1, 2							
18) Classroom resources (Scholastic magazines, A-Z learning, etc.) will be purchased to support the district curriculum	10	Principal Assistant Principal Literacy Coach Math Coach	IMPLEMENTATION - measured by securing of resources aligned to the district curriculum  IMPACT: Increase in student performance  Increase in teacher ability to fully implement the district curriculum				
Problem Statements: Demographics 2, 3 - Student Academic Achievement 2 Funding Sources: 211 Title I, Part A - \$25,000.00							
19) Reconfigure the master schedule to include a Science Lab class in the ancillary class rotation	2	Principal	IMPLEMENTATION - measured by creation of the master schedule  IMPACT: Increase students' problem-solving and higher order thinking skills  Increase students' exposure to expository text  Begin building students' understanding of science vocabulary and laboratory procedures early in their educational careers	✓	✓	✓	
20) Hire a full-time Librarian so that Library can be included in the ancillary class rotation	1	Principal	IMPLEMENTATION - measured by hiring of librarian  IMPACT: Increase number of highly qualified staff members available to support teachers and students  Increase student performance in reading  Increase amount of time students spend visiting the library and reading (once per week during ancillary classes)	✓	✓	✓	
Problem Statements: Student Academic Achievement 2 Funding Sources: 211 Title I, Part A - \$32,000.00							

21) Teachers will plan opportunities for students to write during reading	1, 2	Principal Assistant Principal Literacy Coach	IMPLEMENTATION - measured by weekly review of lesson plans  IMPACT: Increase the number of students who are able to demonstrate comprehension of their reading  Increase in the quality of student writing  Increase student performance in reading				
	Problem Statements: Student Academic Achievement 2						
							

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 2:</b> Data from the April 2017 survey identifies that some teachers feel inadequately prepared to support the language development of English Language Learners. <b>Root Cause 2:</b> There has been a lack of ELL strategies training for teachers. In addition, the campus has one ESL teacher who is a part-time staff member. That teacher spends time completing language testing and LPAC requirements and does not work with students.
<b>Problem Statement 3:</b> Teachers feel inadequately prepared to support students who receive special education services. <b>Root Cause 3:</b> Teachers have not been trained to properly implement accommodations for special education services.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> The performance of students receiving special education services is significantly lower than the performance of other subgroups on district benchmark assessments. <b>Root Cause 1:</b> Teachers are not adequately prepared to address the needs of students receiving special education services.
<b>Problem Statement 2:</b> Approximately 25% of students promoted to the 1st grade are reading below grade level. <b>Root Cause 2:</b> Not all teachers implemented the Reading Mastery program with fidelity. In addition, data from the 2017 survey reveals that teachers feel student behavior prevents instruction from occurring.
<b>Problem Statement 3:</b> African American students comprise approximately 65% of the student population; however, they consistently score lower than Hispanic students on benchmark assessments. <b>Root Cause 3:</b> The campus professional development plan needs to be strengthened to include best instructional practices and classroom management strategies for all student groups.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Teachers are not comfortable with the RtI process and collecting progress monitoring data. <b>Root Cause 1:</b> The campus lost its SSS in October and a new SSS was put in place in December. Both of these ladies were new to the position and had to learn the process before training teachers, so teachers did not have the opportunity to get comfortable with the process.
<b>Problem Statement 2:</b> April 2017 teacher survey data indicates that teachers need additional support in the area of classroom and discipline management. <b>Root Cause 2:</b> Teachers have not received adequate training in classroom management strategies.


**Goal 1:** Reach every student.

**Performance Objective 2:** 85% of English language learners will make at least one year of progress by May 25, 2018, as measured by TELPAS.

**Evaluation Data Source(s) 2:** TELPAS

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will be trained on the selection and implementation of appropriate ESL strategies	1	Principal Assistant Principal Literacy Coach Math Coach	IMPLEMENTATION - measured by documentation of training completion				
			IMPACT: Increase in teacher understanding of ESL strategy selection and implementation				
Increase in the performance of English language learners							
Problem Statements: Demographics 2 - Student Academic Achievement 2							
2) Teachers will meet with their appraisers at the end of each progress reporting period to discuss performance of English language learners	1, 2	Principal Assistant Principal	IMPLEMENTATION - measured by documentation of data meetings				
			IMPACT: Increase in teacher awareness of the performance of English language learners				
Increase in the performance of English language learners							
Problem Statements: Demographics 2 - Student Academic Achievement 2							
3) 100% of teachers who provide instruction in the core content areas will be ESL certified	1, 3	Principal Assistant Principal	IMPLEMENTATION - measured by documentation of teacher certification				
			IMPACT: Increase in the performance of English language learners				
Problem Statements: Demographics 2							

4) Teachers will participate in training at the beginning of the school year and PLCs throughout the school year	1, 3	Principal Assistant Principal Literacy Coach Math Coach Student Support Specialist	IMPLEMENTATION - measured by teacher participation in training sessions and PLC meetings as documented by agendas and sign in sheets				
			IMPACT: Increase teacher level of preparedness to deliver highly effective lessons  Increase in student performance				
Problem Statements: Demographics 2, 3 - Student Academic Achievement 2							
							

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 2:</b> Data from the April 2017 survey identifies that some teachers feel inadequately prepared to support the language development of English Language Learners. <b>Root Cause 2:</b> There has been a lack of ELL strategies training for teachers. In addition, the campus has one ESL teacher who is a part-time staff member. That teacher spends time completing language testing and LPAC requirements and does not work with students.
<b>Problem Statement 3:</b> Teachers feel inadequately prepared to support students who receive special education services. <b>Root Cause 3:</b> Teachers have not been trained to properly implement accommodations for special education services.
<b>Student Academic Achievement</b>
<b>Problem Statement 2:</b> Approximately 25% of students promoted to the 1st grade are reading below grade level. <b>Root Cause 2:</b> Not all teachers implemented the Reading Mastery program with fidelity. In addition, data from the 2017 survey reveals that teachers feel student behavior prevents instruction from occurring.

**Goal 1:** Reach every student.


**Performance Objective 3:** The percentage of students who master grade level math TEKS will increase from 81% to 90% for the 2017-2018 school year as measured by the MAP Growth EOY Universal Screener.

**Evaluation Data Source(s) 3:** MAP Growth EOY Universal Screener

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will utilize math manipulatives to model math concepts	7, 9	Principal Assistant Principal Math Coach Teachers	IMPLEMENTATION - measured by walkthrough data  IMPACT: Increase in student math fluency  Increase in math scores on the MAP Growth program  Increase in the number of students prepared for the next grade level's math TEKS as measured by the EOY MAP Growth universal screener				
Funding Sources: 211 Title I, Part A - \$5,000.00							
2) Teachers will receive training in the effective use of math manipulatives in the classroom	3, 4	Principal Assistant Principal Math Coach	IMPLEMENTATION - measured by agenda and sign-in sheets from training  IMPACT: Increase in student math fluency  Increase in math scores on the MAP Growth program  Increase in the number of students prepared for the next grade level's math TEKS as measured by the EOY MAP Growth universal screener				
Problem Statements: Student Academic Achievement 1, 3							

3) Teachers will conduct guided math groups daily, using Hands on Standards Math kits, with groups created based on individual student's areas of need	7	Principal Assistant Principal Math Coach	IMPLEMENTATION - measured by receipt of small grouping mats; measured by walkthrough data  IMPACT: Increase in student math fluency  Increase in math scores on the MAP Growth program  Increase in the number of students prepared for the next grade level's math TEKS as measured by the EOY MAP Growth universal screener				
4) The campus will host a Math Manipulatives Fair where students and teachers will teach the parents how to utilize manipulatives at home	6	Principal Assistant Principal Math Coach	IMPLEMENTATION - measured by sign-in sheets from the event  IMPACT: Increase parental involvement and understanding of how to support students at home in the area of mathematics  Increase in student math fluency  Increase in the number of students prepared for the next grade level's math TEKS as measured by the EOY MAP Growth universal screener				
Problem Statements: Student Academic Achievement 1, 3 Funding Sources: 211 Title I, Part A - \$5,000.00							
5) Hire an additional pre-kindergarten aide	1	Principal	IMPLEMENTATION - measured by hiring of pre-kindergarten aide  IMPACT: Increase number of highly qualified staff members available to support pre-kindergarten students  Increase number of pre-kindergarten students who are prepared for kindergarten-level math activities				
6) Teachers will implement Teach Like a Champion strategies: Cold-call, No Opt Out, and Check for Understanding	2, 8, 9	Principal Assistant Principal Literacy Coach Math Coach	IMPLEMENTATION - measured by walkthrough data  IMPACT: Increase in student participation and engagement  Increased ability of teachers to recognize students who are experiencing difficulties and to provide immediate intervention				

7) The Student Support Specialist will train teachers on the RtI process and will work with teachers to identify appropriate intervention resources	1, 3, 4, 9	Principal Assistant Principal	IMPLEMENTATION - measured by completion of training and ongoing teacher support  IMPACT: Increase in teacher knowledge of the RtI process  Increase in teacher effectiveness when providing interventions				
8) Students will utilize Study Island and Education City during the intervention period		Principal Assistant Principal Teachers Math Coach	IMPLEMENTATION - measured by completion of activities and progress monitoring data  IMPACT: Increase in student mastery of grade level TEKS				
Funding Sources: 211 Title I, Part A - \$3,000.00							
							

**Performance Objective 3 Problem Statements:**

<b>Student Academic Achievement</b>
<p><b>Problem Statement 1:</b> The performance of students receiving special education services is significantly lower than the performance of other subgroups on district benchmark assessments.  <b>Root Cause 1:</b> Teachers are not adequately prepared to address the needs of students receiving special education services.</p>
<p><b>Problem Statement 3:</b> African American students comprise approximately 65% of the student population; however, they consistently score lower than Hispanic students on benchmark assessments. <b>Root Cause 3:</b> The campus professional development plan needs to be strengthened to include best instructional practices and classroom management strategies for all student groups.</p>




## Goal 2: Excellence in every school

**Performance Objective 1:** The student attendance rate will increase from 93% to 96% for the 2017-2018 school year.

**Evaluation Data Source(s) 1:** eSchool ADA report

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement "Perfect Punctuality" attendance incentive and celebrate perfect attendance	1	Principal Assistant Principal Registrar	IMPLEMENTATION - measured by completion of display board and communication about incentive to staff, parents, and students  IMPACT: Increase student attendance				
			Problem Statements: Demographics 1 Funding Sources: 461 Campus Activity Fund - \$250.00, 211 Title I, Part A - \$250.00				
2) Communicate attendance requirements and benefits to parents quarterly	1, 6	Principal Assistant Principal Registrar	IMPLEMENTATION - measured by documentation of communications  IMPACT: Increase parent awareness and student attendance				
			Problem Statements: Demographics 1				
3) Review student attendance weekly to determine students who needs to be referred to the Attendance Committee and/or Counselor for intervention	1	Principal Assistant Principal Registrar	IMPLEMENTATION - measured by signature on weekly attendance reports  IMPACT: Increase administrator awareness of students experiencing attendance issues  Provide timely attendance interventions for students				
			Problem Statements: Demographics 1				
4) Conference with parents of students with poor attendance monthly	1, 6	Principal Assistant Principal Registrar	IMPLEMENTATION - measured by documentation of conferences  IMPACT: Increase in student attendance				
			Problem Statements: Demographics 1				

5) Teachers will contact parents of absent students on students' first day of absence	1, 6	Principal Assistant Principal	IMPLEMENTATION - measured by documentation of phone calls  IMPACT: Increase in student attendance				
	Problem Statements: Demographics 1						
6) Establish an Attendance Committee to monitor student attendance, observe trends, and implement activities to promote attendance	1	Principal Assistant Principal Registrar Teachers	IMPLEMENTATION - measured by documentation of Attendance Committee meetings (agendas and sign-in sheets)  IMPACT: Increase in student attendance				
	Problem Statements: Demographics 1 Funding Sources: 461 Campus Activity Fund - \$100.00						
							

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> At 93.9%, the attendance rate is the lowest of the elementary schools in the district. <b>Root Cause 1:</b> There are a lack of systems that encourage student attendance and processes for addressing failure to attend are not implemented consistently.


**Goal 2:** Excellence in every school

**Performance Objective 2:** The number of office discipline referrals will decrease from 146 to 80 for the 2017-2018 school year.

**Evaluation Data Source(s) 2:** eSchool Average Incidents report

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will receive CHAMPS and PBIS training in August 2017 and January 2018.	1, 2, 4	Principal Assistant Principal Counselor	IMPLEMENTATION - measured by completion of training sessions				
			IMPACT: Increase in teacher's ability to effectively manage classrooms  Increase in student understanding of behavior expectations in all areas of the school  Decrease in student behavior that interrupts instruction				
Problem Statements: School Processes & Programs 2 - Perceptions 2							
2) Teachers will implement CHAMPS during instructional activities, transitions between activities, and transitions throughout the building	1, 2	Principal Assistant Principal Literacy Coach Math Coach Student Support Specialist	IMPLEMENTATION - measured by visible execution of CHAMPS classroom management strategies				
			IMPACT: Increase in effective classroom management  Decrease in total number of discipline infractions				
Problem Statements: School Processes & Programs 3							
3) Establish a PBIS Committee to monitor student behavior, observe trends, and implement activities to promote appropriate behavior	1, 2	Principal Assistant Principal	IMPLEMENTATION - measured by documentation of PBIS Committee meetings (agendas and sign-in sheets)				
			IMPACT: Decrease in student behavior that interrupts instruction  Increase in student morale				
Funding Sources: 461 Campus Activity Fund - \$100.00							

4) Recognize student achievements monthly (student of the month) and quarterly at student recognition programs	1, 6	Principal Assistant Principal Teachers	IMPLEMENTATION - measured by documentation of students chosen to receive awards  IMPACT: Increase in student morale  Decrease in student behavior that interrupts instruction  Increase in parental involvement				
Funding Sources: 461 Campus Activity Fund - \$200.00							
5) Recognize and celebrate teacher achievement school-wide at least once per month	2, 5	Principal Assistant Principal Literacy Coach Math Coach Student Support Specialist Teachers	IMPLEMENTATION - measured by documentation of recognition  IMPACT: Increase in staff and student morale  Increase in teacher retention  Increase in teacher performance  Increase in student performance in all content areas				
Funding Sources: 461 Campus Activity Fund - \$200.00							
6) Implement a system for teachers and students to recognize each other	2, 5	Principal Assistant Principal Teachers	IMPLEMENTATION - measured by documentation of recognition  IMPACT: Increase in staff and student morale  Increase in teacher retention  Increase in teacher performance  Increase in student performance in all content areas				
							

### Performance Objective 2 Problem Statements:

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> April 2017 teacher survey data indicates that teachers need additional support in the area of classroom and discipline management. <b>Root Cause 2:</b> Teachers have not received adequate training in classroom management strategies.</p>
<p><b>Problem Statement 3:</b> There were 146 discipline office referrals in 174 days of instruction. <b>Root Cause 3:</b> There was not a campus-wide discipline management plan that included systems for positive behavior intervention supports and consistent consequences for classroom and office-managed behaviors.</p>

## Perceptions


**Problem Statement 2:** Twenty-five percent of staff members don't feel as though discipline is enforced fairly. **Root Cause 2:** There was not a campus-wide discipline management plan that included systems for positive behavior intervention supports and consistent consequences for classroom and office-managed behaviors.

### Goal 3: High Performance from every employee

**Performance Objective 1:** 100% of teachers who teach English Language Arts will be ESL certified by January 31, 2018.

**Evaluation Data Source(s) 1:** SBEC

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will receive training from the Multilingual Department in preparation for the ESL Certification exam	1, 3	Principal Assistant Principal	IMPLEMENTATION - measured by teacher participation in training sessions as documented by certificates of completion  IMPACT: Increase in student performance  Increase in teacher ability to provide effective instruction for all students				
2) Campus-based professional development sessions will be provided in order to prepare teachers for the ESL Certification exam	1, 4	Principal Assistant Principal	IMPLEMENTATION - measured by teacher participation in training sessions as documented by agendas and sign-in sheets  IMPACT: Increase in student performance  Increase in teacher ability to provide effective instruction for all students				
Problem Statements: Demographics 2							
							

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Data from the April 2017 survey identifies that some teachers feel inadequately prepared to support the language development of English Language Learners. <b>Root Cause 2:</b> There has been a lack of ELL strategies training for teachers. In addition, the campus has one ESL teacher who is a part-time staff member. That teacher spends time completing language testing and LPAC requirements and does not work with students.</p>







**Goal 3:** High Performance from every employee

**Performance Objective 2:** 100% of Kindergarten and 1st Grade teachers will implement the Lucy Caulkins Writing Units of Study with mastery by October 15, 2017.

**Evaluation Data Source(s) 2:** Walkthroughs, Student Writing Assessment Data

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will participate in Learning PLCs to increase their understanding of the Units of Study	2, 3, 4	Principal Assistant Principal Literacy Coach	IMPLEMENTATION - measured by teacher participation in Learning PLCs as documented by agendas and sign in sheets  IMPACT: Increase in teacher performance  Increase in student performance in writing				
2) The Literacy Coach will provide teachers with a writing lesson plan template to facilitate lesson preparation	2						


 = Accomplished  
  = Continue/Modify  
  = Considerable  
  = Some Progress  
  = No Progress  
  = Discontinue

**Goal 3:** High Performance from every employee

**Performance Objective 3:** 100% of teachers who go through the coaching cycle will improve their performance in Domain II: Instruction by at least one level by May 1, 2018.

**Evaluation Data Source(s) 3:** Summative T-TESS Evaluation

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Instructional coaches will complete at least 10 walkthroughs per week and provide teachers with written feedback	4	Principal Assistant Principal	IMPLEMENTATION - measured by completion of Coaching Communication Log and Teacher Feedback Form  IMPACT: Increase in teachers' ability to provide high-quality instruction to students  Increase in the number of teachers who score at Proficient or above in T-TESS Domain II: Instruction  Increase in student performance in all areas				
				Problem Statements: Demographics 2, 3 - Student Academic Achievement 1, 2, 3			
2) Teachers who exhibit deficiencies in T-TESS Domain I: Planning and T-TESS Domain II: Instruction will go through the coaching cycle	1, 2, 4	Principal Assistant Principal	IMPLEMENTATION - measured by completion of coaching cycle documentation  IMPACT: Increase in teachers' ability to provide high-quality instruction to students  Increase in the number of teachers who score at or above Proficient in T-TESS Domain I: Planning and Domain II: Instruction  Increase in student performance in all areas				
				Problem Statements: Demographics 2, 3 - Student Academic Achievement 1, 2, 3			
							

**Performance Objective 3 Problem Statements:**



### Demographics

**Problem Statement 2:** Data from the April 2017 survey identifies that some teachers feel inadequately prepared to support the language development of English Language Learners. **Root Cause 2:** There has been a lack of ELL strategies training for teachers. In addition, the campus has one ESL teacher who is a part-time staff member. That teacher spends time completing language testing and LPAC requirements and does not work with students.

**Problem Statement 3:** Teachers feel inadequately prepared to support students who receive special education services. **Root Cause 3:** Teachers have not been trained to properly implement accommodations for special education services.

### Student Academic Achievement

**Problem Statement 1:** The performance of students receiving special education services is significantly lower than the performance of other subgroups on district benchmark assessments.

**Root Cause 1:** Teachers are not adequately prepared to address the needs of students receiving special education services.

**Problem Statement 2:** Approximately 25% of students promoted to the 1st grade are reading below grade level. **Root Cause 2:** Not all teachers implemented the Reading Mastery program with fidelity. In addition, data from the 2017 survey reveals that teachers feel student behavior prevents instruction from occurring.


**Problem Statement 3:** African American students comprise approximately 65% of the student population; however, they consistently score lower than Hispanic students on benchmark assessments. **Root Cause 3:** The campus professional development plan needs to be strengthened to include best instructional practices and classroom management strategies for all student groups.

## Goal 4: Engaged stakeholders in every community.

**Performance Objective 1:** Parent participation in the K12 Insight School Quality Survey will increase from 104 to 200.

**Evaluation Data Source(s) 1:** K12 Insight School Quality Survey

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Communicate importance of survey to parents before the survey window opens and again in the middle of the survey window	6	Principal	IMPLEMENTATION - measured by documentation of communication  IMPACT: Increase in number of survey participants				
Problem Statements: Perceptions 1							
2) Make computers available to parents during events occurring during the survey window	6	Principal Assistant Principal Computer Instructional Technologist	IMPLEMENTATION - measured by availability of computers during events  IMPACT: Increase in number of survey participants				
3) Provide incentive for parents to participate	6	Principal	IMPLEMENTATION - measured by documentation of communication regarding incentive  IMPACT: Increase in number of survey participants				
Funding Sources: 461 Campus Activity Fund - \$100.00							
							

### Performance Objective 1 Problem Statements:


Perceptions
<b>Problem Statement 1:</b> April 2017 parent survey data indicates that parents do not feel that communication between the school and home is timely, consistent, or clear. <b>Root Cause 1:</b> Communications regarding school-wide events were not sent home far enough in advance for parents to make plans to attend. In addition, communication was only sent home via one mode (paper only).

**Goal 4:** Engaged stakeholders in every community.

**Performance Objective 2:** At least 100 families will participate in each school event.

**Evaluation Data Source(s) 2:** Event sign-in sheets

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Establish a Community Relations Committee to work with the Parent Engagement Liaison	6	Principal Assistant Principal Counselor	IMPLEMENTATION - measured by documentation of Community Relations Committee meetings (agendas and sign-in sheets)  IMPACT: Increase in number of parents that attend curricular and extra curricular events  Increase in student performance in all content areas				
Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 3 - Perceptions 1							
2) Send home a monthly newsletter to share campus news, information regarding instruction, and upcoming events	6	Principal Assistant Principal Counselor Literacy Coach Math Coach Student Support Specialist Teachers	IMPLEMENTATION - measured by completion and publication of monthly newsletters  IMPACT: Increase communication with parents  Increase parental involvement in events  Increase in student performance in all content areas				
Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 3 - Perceptions 1							
3) Provide multiple opportunities for parents to visit the campus monthly	6	Principal Assistant Principal Community Relations Committee	IMPLEMENTATION - creation of master calendar  IMPACT: Increase parent attendance at school events  Increase in student performance in all content areas				
Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3 Funding Sources: 211 Title I, Part A - \$2,000.00							
							

## Performance Objective 2 Problem Statements:


Demographics
<b>Problem Statement 1:</b> At 93.9%, the attendance rate is the lowest of the elementary schools in the district. <b>Root Cause 1:</b> There are a lack of systems that encourage student attendance and processes for addressing failure to attend are not implemented consistently.
Student Academic Achievement
<b>Problem Statement 1:</b> The performance of students receiving special education services is significantly lower than the performance of other subgroups on district benchmark assessments. <b>Root Cause 1:</b> Teachers are not adequately prepared to address the needs of students receiving special education services.
<b>Problem Statement 2:</b> Approximately 25% of students promoted to the 1st grade are reading below grade level. <b>Root Cause 2:</b> Not all teachers implemented the Reading Mastery program with fidelity. In addition, data from the 2017 survey reveals that teachers feel student behavior prevents instruction from occurring.
<b>Problem Statement 3:</b> African American students comprise approximately 65% of the student population; however, they consistently score lower than Hispanic students on benchmark assessments. <b>Root Cause 3:</b> The campus professional development plan needs to be strengthened to include best instructional practices and classroom management strategies for all student groups.
School Processes & Programs
<b>Problem Statement 3:</b> There were 146 discipline office referrals in 174 days of instruction. <b>Root Cause 3:</b> There was not a campus-wide discipline management plan that included systems for positive behavior intervention supports and consistent consequences for classroom and office-managed behaviors.
Perceptions
<b>Problem Statement 1:</b> April 2017 parent survey data indicates that parents do not feel that communication between the school and home is timely, consistent, or clear. <b>Root Cause 1:</b> Communications regarding school-wide events were not sent home far enough in advance for parents to make plans to attend. In addition, communication was only sent home via one mode (paper only).

## Goal 5: Opportunities and choice for every family.

**Performance Objective 1:** The WATCH D.O.G.S. initiative will be expanded to include 5 additional fathers.

**Evaluation Data Source(s) 1:** WATCH D.O.G.S. member roster

### Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Recruit fathers to participate in WATCH D.O.G.S. during Meet the Teacher, Open House, and via the campus website and newsletter	6	Principal Assistant Principal Counselor	IMPLEMENTATION - measured by WATCH D.O.G.S. membership roster  IMPACT: Increase parental involvement on campus  Decrease behaviors that interfere with instruction  Increase student attendance  Increase student academic performance				
							

**Goal 5:** Opportunities and choice for every family.

**Performance Objective 2:** Each grade level will participate in at least one academically-focused field trip by May 4, 2018.

**Evaluation Data Source(s) 2:** Field trip planning documents

**Summative Evaluation 2:**

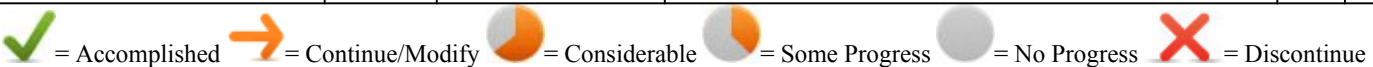
Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Team leaders will organize one TEKS-focused field trip for their grade level	10	Principal Assistant Principal	IMPLEMENTATION - measured by completion of field trips  IMPACT: Increase student opportunity to participate in learning situations outside of school				
Funding Sources: 211 Title I, Part A - \$3,000.00							
							

**Goal 5:** Opportunities and choice for every family.

**Performance Objective 3:** 100% of students will participate in 135 minutes of Physical Education per week.

**Evaluation Data Source(s) 3:** Master schedule

**Summative Evaluation 3:**


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All students will participate in the formal physical education classroom for 65 minutes each week		Principal Assistant Principal Teachers					
2) All students will participate in recess for 20 minutes per day 5 days per week		Principal Assistant Principal Teachers					
3) Parents will be invited to participate in the Turkey Trot and the Bunny Hop	6	Principal Assistant Principal PE Teacher					
							

**Goal 5:** Opportunities and choice for every family.

**Performance Objective 4:** 100% of 1st grade students will participate in a transition visit at Clark Intermediate School by May 11, 2018.

**Evaluation Data Source(s) 4:** Transition visit plan

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The Counselor will work with staff at Clark Intermediate School to plan and complete a transition visit for all 1st grade students	7	Principal Counselor	IMPLEMENTATION - measured by completion of the transition visit  IMPACT: Prepare students to transition to elementary school  Begin building relationships between the Clark Primary School students and the staff at Clark Intermediate School				
							



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gerrisha Webb	Pre-Kindergarten Aide	Part A	.5
Valerie Doud	Librarian	Part A	.5

## Campus Advisory Council

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Micah Bachemin	Principal
Administrator	Nidia Perez	Assistant Principal
Classroom Teacher	Brittany Joseph	Teacher
Classroom Teacher	Paulette Young	Teacher
Classroom Teacher	Phaedra Burton	Teacher
Classroom Teacher	Michelle Carter	Teacher
Parent	Michelle Malone	Parent
Community Representative	Cherie Lewis	Community Representative
Business Representative	Louis Rawls	Business Representative
Non-classroom Professional	Rakia Veal	Counselor
Classroom Teacher	Sheree Jones-Milledge	Teacher
Classroom Teacher	Jocelyn Ealy	Teacher
Non-classroom Professional	Keisha Fields	Student Support Specialist
District-level Professional	Rasheda Malveaux	Unknown
Administrator	Torrance Brooks	Principal at Clark Intermediate