

Spring Independent School District

Clark Intermediate

2018-2019 Goals/Performance Objectives/Strategies



Mission Statement

The mission of Clark Intermediate is to improve lives through literacy by providing scholars with differentiated academics and a positive social environment that is fostered by cooperative efforts between the school and the community.

Vision

The vision of Clark Intermediate is to prepare scholars to become productive citizens and lifelong learners by providing a positive and academically challenging environment.

Value Statement

Opening Doors Through Literacy!

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Goals

Goal 1: Reach every student.

Performance Objective 1: By the end of the 2018-2019 school year the percent of all students who scored approaches grade level in math and reading. Math percentages will increase from 64% to 80% for all students, reading will increase from 50% to 75% for all students and there will be a 15 percentage point increase for African American and Special Education students as measured in STAAR Domain 1.

Evaluation Data Source(s) 1: STAAR 2019 results

DRA

Measure of Academic Progress (MAP)

Renaissance





District Checkpoints and Benchmarks

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>1) Purchase instructional materials and supplies from Imagine Learning: Reasoning Minds (technology program), Mentoring Minds Motivation supplements for all content and grade levels, Perfection Learning, composition notebooks for students, Umbilical Cords for lab tops, Adapters for Projector use, Houston A +, STAAR Test Maker Software, Chart Paper</p>		Principal Assistant Principal Instructional Specialist Math Coach	To determine student mastery and/or non-mastery for re-teaching and intervention purposes. This strategy will ensure the closure of student gaps in learning.				
<p>Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: 211 Title I, Part A - 25000.00</p>							

<p align="center">Comprehensive Support Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Students will be administered assessments every 3 weeks to determine understanding of content and mastery.</p> <p>Purchase STAAR Test Maker(Test Bank for all Content)</p>		Instructional Specialist Interventionist Literacy Coach Math Coach	Data driven instruction and a 10% increase in all content areas as measured by STAAR				
Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: 211 Title I, Part A - 25000.00							
<p align="center">Comprehensive Support Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Data meetings will be held with teachers after each assessment to inform, plan and adjust lessons, interventions and instructional direction.</p>		Principal Assistant Principal Instructional Specialist Math Coach	Streamlined teaching of the Objective and 10% growth in all content areas as measured by STAAR				
Problem Statements: Demographics 1, 2, 3 Funding Sources: 211 Title I, Part A - 0.00							
<p align="center">Comprehensive Support Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>4) An Instructional Specialist position has been added to the campus. The Instructional Specialist will plan with teachers, observe lesson delivery, provide feedback coaching,model lessons and provide instructional professional development to teachers.</p>		Instructional Specialist	Improved lesson delivery, thereby improving student achievement by 10%				
Funding Sources: 211 Title I, Part A - 65000.00							
<p align="center">Comprehensive Support Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>5) Establish PLC meeting and training calendar for teachers for the school year.</p>		Principal, Asst. Principal	Strengthen teacher pedagogy thereby increasing student achievement.				
Problem Statements: Student Academic Achievement 1, 2, 3							

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>6) Teachers along with the Instructional Leadership team will participate in monthly learning walks to identify problems of practice, observe instruction, determine professional development needs of the campus and set expectations for continuous improvement.</p>	Principal Asst. Principal Literacy Coach Math Coach	This strategy will allow teachers to learn from each other and help us monitor and improve campus systems and processes to ensure increased academic success in all content areas				
Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes & Programs 3						
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>7) Increase teacher capacity in instructional delivery, with on the spot coaching</p>	Principal, Asst. Principal, Math Coach	Improved teacher capacity in instructional delivery; thereby increasing student academic achievement by 10% on STAAR				
Problem Statements: School Processes & Programs 3						
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>8) The Student Support Services Specialist and campus Interventionist will be utilized to provide targeted interventions to students identified as needing Tier2- 3 interventions in math and reading during the school day.</p>	Principal Assistant Principal Student Support Specialist	Ensure the academic needs of all students are met. and increased academic achievement by 10%				
Problem Statements: School Processes & Programs 3						
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>9) Utilize MAP and Renaissance programs daily</p>	Principal Asst. Principal SSS Teachers	Individual student growth on the Conditional Growth Index. Increased reading levels and language proficiency by one level.				
Problem Statements: School Processes & Programs 3						
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 6</p> <p>10) Purchase and implement the Accelerated Reading Program</p>	Principal Asst. Principal Librarian	Increased reading level in all grades by 1 year				

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>11) Implement a 45 minute Clark Champion's time for all grade levels for Math, Reading, Science, and Writing</p>		Principal Asst. Principal Instructional Specialist, Literacy Coach Math Coach	Improved STAAR scores by 10% in every content area				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: During the 2017-2018 school year the attendance rate at Clark Intermediate averaged 95% the first semester and 90% the second semester, which gave us an overall average of 93% for the school year. Root Cause 1: Failure to consistently monitor and implement procedures to track and respond to unexcused absences
Problem Statement 2: High discipline referral percentage Root Cause 2: Faculty and staff failure to monitor and implement CHAMPS and Character Education correctly
Problem Statement 3: Low parental involvement Root Cause 3: Lack of communication with stakeholders and failure to include them in school planning
Student Academic Achievement
Problem Statement 1: In accordance with STAAR performance results, 56% of all students met Approaches in Reading; 60% of all students met Approaches in math; 40% of all students met Approaches in Writing, and 44% of all students met Approaches in Science. Root Cause 1: Teacher lack of curriculum knowledge and instructional strategies.
Problem Statement 2: Low percentage of students showing mastery in core academic areas Root Cause 2: Effective monitoring of reteaching of TEKS that were not mastered.
Problem Statement 3: In all academic areas, rigor and relevance must be raised. Root Cause 3: During PLC's, planning of higher order thinking questions and products of student work not being of analyzing, evaluating, or creating levels of Bloom's Taxonomy.
School Processes & Programs
Problem Statement 3: Minimum teacher buy-in to support academic programs. Root Cause 3: Teacher complacency

Goal 1: Reach every student.

Performance Objective 2: By the end of the 2018-2019 school year the percent of all students who scored approaches grade level in writing will increase from 40% to 70% as measured by STAAR Domain 1

Evaluation Data Source(s) 2: 2019 STAAR results

DRA





Measure of Academic Progress (MAP)

Renaissance

District Checkpoints and Benchmarks

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>1) Lucy Calkins Writer's Workshop will be implemented with fidelity in grades 2-5.</p>		Principal, Asst. Principal, Instructional Specialist, Literacy Coach	Increased student writing performance in Domain 1 of the TEA Accountability report.				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>2) A STAAR Writing Camp focused on writing composition and mechanics of writing in a small group setting will be implemented 4 weeks prior to the STAAR writing assessment for all grade 4 students.</p>		Principal, Asst. Principal, Literacy Coach and Instructional Specialist	To capture motivate, and intervene with students to show a 20% increase in writing as measured by STAAR.				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>3) Students will publish a writing weekly.</p>		Principal, Asst. Principal, Literacy Coach, Instructional Specialist	Early identification of students in need of intervention. Increased academic performance in writing composition by 5 points.				

Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 7 4) Establish PLC meeting and training calendar for teachers for the school year.	Principal, Asst. Principal	Strengthen teacher pedagogy thereby increasing student achievement by 10%				
	Funding Sources: 211 Title I, Part A - 500.00					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Goal 1: Reach every student.

Performance Objective 3: By the end of the 2018-2019 school year the percent of all students who scored approaches grade level in science will increase from 43% to 70% and 41% 70% for economically disadvantaged students as measured by STAAR Domain 1

Evaluation Data Source(s) 3: STAAR 2019 results

DRA

Measure of Academic Progress (MAP)

Renaissance

District Checkpoints and Benchmarks

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>1) Teachers with the support of the Science Lead will unwrap standards, build assessments, and create lesson plans three times every 2 weeks.</p>		Principal, Asst. Principal, Science Lead	Strengthen teacher pedagogy, thereby increasing student achievement.				
Funding Sources: 211 Title I, Part A - 0.00							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Students will be administered weekly science assessments to determine mastery</p> <p>Purchase science instructional materials and supplies for teachers and students.</p>		Principal Assistant Principal Science Lead	Increase science scores by 20% as measured by STAAR				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>3) Implement mandatory science labs once per week for all grade levels</p>			Increased scores by 20% as measured by STAAR				



Goal 2: Excellence in every school





Performance Objective 1: By the end of the 2018-2019 school year student attendance will increase from 94% to 98% as reported by the Texas Education Agency. Serious discipline infractions will decrease from 15 to 4 weekly as reported in eSchool.

Evaluation Data Source(s) 1: State attendance data and discipline data as reported in Eduphoria and Certify

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 6 1) The school counselor will conduct weekly character education lesson for students in each grade level		School Counselor	Students will display and choose choices that display good character. Decreased referral submission by 10%				
	Problem Statements: Demographics 2 Funding Sources: 211 Title I, Part A - 500.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 6 2) The school counselor will help students create and display monthly character education posters		School Counselor	This strategy will remind students of ways they can be good citizens. Decreased referral submission by 10%				
	Funding Sources: 211 Title I, Part A - 2200.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 6 3) The school counselor will implement the program No Place for Hate and students will participate in monthly activities that promote a bully frees school zone.		Principal Asst. principal	To education students on bullying and build social skill in students. Decreased referral submission by 10%				
	Funding Sources: 199 General Fund - 1000.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 6 CSF 7 4) 100% of staff will receive CHAMPS update training by August 14, 2018		Assistant Principal	Lower discipline referral rate by 10%. Consistent classroom management procedures across grade levels				
	Problem Statements: Demographics 2						

<p align="center">Comprehensive Support Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>5) Implement an attendance committee .</p> <p>Display a monthly attendance board to showcase attendance by grade level.</p> <p>Purchase incentives from SAM's for students.</p>		Principal Assistant Principal Attendance Clerk	Increased attendance by 4 percentage points.				
<p align="center">Comprehensive Support Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>6) Initiate CHAMP Bucks as a reward system to students who exhibit exemplary behavior.</p>		Principal Assistant Principal Attendance Clerk Counselors	Decreased referral rate by 10%.				
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 5</p> <p>7) Hi-light classes who have 100% in attendance daily during afternoon announcements</p>		Principal Asst. Principal Attendance Clerk Counselor Teachers	To encourage daily attendance by 4 percentage points				
<p align="center">Critical Success Factors CSF 5</p> <p>8) The attendance clerk will contact parents of students after 3 absences.</p> <p>Teachers will contact parents of absent students on the day of the absence and document in the attendance tracker. Provide attendance tracker to principal daily</p>		Principal Assistant Principal Attendance Clerk	Increase student attendance by 4%.				
<p align="center">Critical Success Factors CSF 5</p> <p>9) Promote attendance in the campus monthly Newsletter.</p>		Principal Assistant Principal	Improved parent communication and improved student attendance by 4 percentage points				
<p>Funding Sources: 211 Title I, Part A - 5000.00</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: 199 General Fund - 1000.00</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: 199 General Fund - 1000.00</p>							

<p>Critical Success Factors CSF 1 CSF 5</p> <p>10) Recognize students with perfect attendance weekly, and provide incentives to classes with perfect attendance.</p>		<p>principal Assistant Principal</p>	<p>Improved student attendance by 4 percentage points</p>				
<p>Funding Sources: 211 Title I, Part A - 1000.00</p>							
<p>Critical Success Factors CSF 5</p> <p>11) Create and implement a parent contact tracker for attendance.</p>		<p>Assistance Principal Attendance Clerk</p>	<p>Increased parental contact and improved student attendance by 4 percentage points</p>				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>12) Form a discipline committee to review and develop strategies to alleviate discipline infractions. Purchase incentives for students with improved behavior.</p>		<p>Principal Asst. Principal Discipline Committee</p>	<p>Decreased discipline infractions by 10%</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

<p>Demographics</p>
<p>Problem Statement 1: During the 2017-2018 school year the attendance rate at Clark Intermediate averaged 95% the first semester and 90% the second semester, which gave us an overall average of 93% for the school year. Root Cause 1: Failure to consistently monitor and implement procedures to track and respond to unexcused absences</p>
<p>Problem Statement 2: High discipline referral percentage Root Cause 2: Faculty and staff failure to monitor and implement CHAMPS and Character Education correctly</p>

Goal 3: High Performance from every employee

Performance Objective 1: Ensure staff is prepared to address the needs of all learners in order to increase student performance on STAAR in Writing by 20 percentage points, Reading 10 percentage points and Math 15 percentage points, and close performance gaps for African American students by 10 percentage points

Evaluation Data Source(s) 1: Classroom walkthrough observation documentation, discipline records, lesson plans and T-TESS evaluations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7 1) Teachers will be trained by the SSS in the RtI process and procedures		Student Support Services personnel Asst. Principal Principal	Close student achievement Gaps by 5%.				
	Problem Statements: Student Academic Achievement 3						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7 2) Monitor the implementation of RtI by developing systems that include using student data to identify students in need of tutorial services and intervention by October 2018		Principal Asst. Principal SSS Math Coach Instructional Specialist Literacy Coach	To ensure that students in need of intervention are provided the needed services				
	Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: 211 Title I, Part A - 10000.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 3) Provide 2-5 grade teachers in understanding and using MAP data to drive instruction		Principal Asst. Principal	Increase in MAP proficiency by 5%				
	Problem Statements: Student Academic Achievement 2 - School Processes & Programs 2						

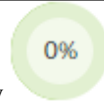
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 7</p> <p>4) Require ESL Certification of all professional staff to support ELL learners</p>		Asst. Principal Principal	Increased student achievement by 5%.				
Problem Statements: Student Academic Achievement 1							
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>5) All teachers will be trained in The Spring Way, TLAC procedures</p> <p>Train teachers in High Level Questioning and Aggressive Monitoring</p> <p>Encourage staff to seek and attend training specific to their content area and instructional needs.</p> <p>Purchase professional books for teachers to use for professional development.</p>		Principal Asst. Principal	Increased student achievement by 10% on STAAR.				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1							
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 6 CSF 7</p> <p>6) Ensure a safe environment by providing staff with safety training</p>		Principal Safety Officer	Campus will be rated as safe and in compliance as measured by the yearly safety audit.				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 2							
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>7) Implement the effective feedback protocols, "See It, Name It, Do It" with 100% of the teachers</p> <p>Create calendar for leadership team to conduct effective feedback meetings</p>	3.1	Principal Assistant Principal	Increased student achievement by 10% as measured by STAAR.				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>8) Provide Rigor and Relevance training to all teachers</p> <p>Implement and monitor weekly Rigor and Relevance protocols for lesson plans.</p>		Principal Asst. Principal Reading Coach Math Coach	Students will show a 10% increase as measured by campus and district assessments.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: In accordance with STAAR performance results, 56% of all students met Approaches in Reading; 60% of all students met Approaches in math; 40% of all students met Approaches in Writing, and 44% of all students met Approaches in Science. **Root Cause 1:** Teacher lack of curriculum knowledge and instructional strategies.

Problem Statement 2: Low percentage of students showing mastery in core academic areas **Root Cause 2:** Effective monitoring of reteaching of TEKS that were not mastered.

Problem Statement 3: In all academic areas, rigor and relevance must be raised. **Root Cause 3:** During PLC's, planning of higher order thinking questions and products of student work not being of analyzing, evaluating, or creating levels of Bloom's Taxonomy.

School Processes & Programs

Problem Statement 1: Low TEK mastery percentage among all student groups **Root Cause 1:** Low teacher capacity to teach the standard





Problem Statement 2: Classroom intervention wasn't monitored with fidelity. **Root Cause 2:** No intervention monitoring system

Goal 4: Engaged stakeholders in every community

Performance Objective 1: By the end of the 2018-2019 school year, the number of parents who participate in the Climate Survey will increase from 20% to 60%.

Evaluation Data Source(s) 1: 2019 School Quality Survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
Comprehensive Support Strategy Critical Success Factors CSF 7 1) Host monthly PTO meetings and student programs		Parent Involvement Coordinator Principal Asst. Principal	Increase the parental input percentage from 28% agree to 50% agree				
	Problem Statements: Demographics 3						
Comprehensive Support Strategy Critical Success Factors CSF 7 2) Communicate with parents monthly in multiple languages by parent newsletter, fliers or Blackboard Connect.		Principal Assistant Principal Secretary	Increased parental notification rating on the School Quality Survey from 27% agree to 50% agree				
	Problem Statements: Demographics 3 Funding Sources: 211 Title I, Part A - 1200.00						
Comprehensive Support Strategy Critical Success Factors CSF 6 CSF 7 3) Parents will be encouraged at PTO meetings and student programs to become volunteers at the school.		Principal Asst. Principal	Increased family volunteer percentage on the School Quality Survey from 54% agree to 70% agree				
	Problem Statements: Demographics 3 - Perceptions 1, 2						
Critical Success Factors CSF 1 CSF 5 CSF 6 4) Provide a stipend for a Parent Liaison to plan parental activities throughout the school year.		Principal Budget Manager	To increase Family Involvement in all areas by 10 percentage points on the School Quality Survey				
	Funding Sources: 211 Title I, Part A - 2000.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Low parental involvement Root Cause 3: Lack of communication with stakeholders and failure to include them in school planning
Perceptions
Problem Statement 1: 11% gap between parents and staff perception that the school is safe. Root Cause 1: Failure to communicate or share the Emergency Safety plan with parents
Problem Statement 2: 16% gap between parents and staff perception that bullying is not tolerated Root Cause 2: There is a lack of parental knowledge of bullying and the processes the campus has in place to address bullying

Goal 4: Engaged stakeholders in every community

Performance Objective 2: By the end of the 2018-2019 school year the percentage of parents who feel that the school values input provided by parents will increase by 20 percentage points.

Evaluation Data Source(s) 2: 2019 School Quality Survey

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
Comprehensive Support Strategy 1) Form a Parent Teacher Organization		Principal	Parents will feel welcomed and know that they have input into what happens at the school.				
	Problem Statements: Perceptions 1, 2 Funding Sources: 211 Title I, Part A - 1500.00						
Comprehensive Support Strategy Critical Success Factors CSF 5 CSF 6 2) A Donuts for Dads and Muffins for Moms event will be held at the school once a year. Conduct monthly student programs to boost PTO membership and parental involvement.		Asst. Principal Principal Counselor	Promote parental involvement				
	Problem Statements: Demographics 3 - Perceptions 1, 2 Funding Sources: 211 Title I, Part A - 1000.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 5 3) Conduct a campus parent involvement survey once a year. Conduct a district parent involvement survey once a year.		Principal, Assistant Principal	This strategy will help to create an environment of collaboration improve parental relationships.				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Low parental involvement Root Cause 3: Lack of communication with stakeholders and failure to include them in school planning
Perceptions
Problem Statement 1: 11% gap between parents and staff perception that the school is safe. Root Cause 1: Failure to communicate or share the Emergency Safety plan with parents
Problem Statement 2: 16% gap between parents and staff perception that bullying is not tolerated Root Cause 2: There is a lack of parental knowledge of bullying and the processes the campus has in place to address bullying

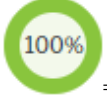



Goal 5: Opportunities and choice for every family.

Performance Objective 1: Establishing a school environment that visually encourage a college-bound culture

Evaluation Data Source(s) 1: Classroom and campus walkthrough observation documentation

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>PBMAS Critical Success Factors CSF 1</p> <p>1) All students will participate in 135 minutes of physical activity weekly</p>		Principal Asst. Principal Teacher	Promote health and wellness				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 5</p> <p>2) Host academic family involvement nights Literacy Night Math Night Science Night STAAR Night</p>		Principal Asst. Principal	Obtain 40% parent attendance as measured by sign-in sheets				
	Funding Sources: 211 Title I, Part A - 200.00						
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 5</p> <p>3) Implement the Renzulli program for GT students. Require students to conduct 2 independent projects per year.</p>		Principal Asst. Principal Campus GT Coordinator	Scholars are college or career ready and prepared for post-secondary school				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 5</p> <p>4) All GT students will participate in field experiences and Odyssey of the Mind competitions</p>		Principal Asst. Principal GT Coordinator	Increased opportunities and choice for families of gifted students				

<p>Critical Success Factors CSF 5</p> <p>5) Facilitate a field experience for fifth grade students to the middle school in order to select classes, attend orientation , and transition to middle.</p>		Principal Asst. Principal	Students will be familiar with the middle school process as measured by student feedback.				
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Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Purchase instructional materials and supplies from Imagine Learning: Reasoning Minds (technology program), Mentoring Minds Motivation supplements for all content and grade levels, Perfection Learning, composition notebooks for students, Umbilical Cords for lab tops, Adapters for Projector use, Houston A +, STAAR Test Maker Software, Chart Paper
1	1	2	Students will be administered assessments every 3 weeks to determine understanding of content and mastery. Purchase STAAR Test Maker(Test Bank for all Content)
1	1	3	Data meetings will be held with teachers after each assessment to inform, plan and adjust lessons, interventions and instructional direction.
1	1	4	An Instructional Specialist position has been added to the campus. The Instructional Specialist will plan with teachers, observe lesson delivery, provide feedback coaching,model lessons and provide instructional professional development to teachers.
1	1	5	Establish PLC meeting and training calendar for teachers for the school year.
1	1	6	Teachers along with the Instructional Leadership team will participate in monthly learning walks to identify problems of practice, observe instruction, determine professional development needs of the campus and set expectations for continuous improvement.
1	1	7	Increase teacher capacity in instructional delivery, with on the spot coaching
1	1	8	The Student Support Services Specialist and campus Interventionist will be utilized to provide targeted interventions to students identified as needing Tier2- 3 interventions in math and reading during the school day.
1	1	9	Utilize MAP and Renaissance programs daily
1	1	10	Purchase and implement the Accelerated Reading Program
1	1	11	Implement a 45 minute Clark Champion's time for all grade levels for Math, Reading, Science, and Writing
1	2	1	Lucy Calkins Writer's Workshop will be implemented with fidelity in grades 2-5.
1	2	2	A STAAR Writing Camp focused on writing composition and mechanics of writing in a small group setting will be implemented 4 weeks prior to the STAAR writing assessment for all grade 4 students.
1	2	3	Students will publish a writing weekly.
1	2	4	Establish PLC meeting and training calendar for teachers for the school year.
1	3	1	Teachers with the support of the Science Lead will unwrap standards, build assessments, and create lesson plans three times every 2 weeks.
1	3	2	Students will be administered weekly science assessments to determine mastery Purchase science instructional materials and supplies for teachers and students.

Goal	Objective	Strategy	Description
1	3	3	Implement mandatory science labs once per week for all grade levels
2	1	1	The school counselor will conduct weekly character education lesson for students in each grade level
2	1	2	The school counselor will help students create and display monthly character education posters
2	1	3	The school counselor will implement the program No Place for Hate and students will participate in monthly activities that promote a bully free school zone.
2	1	4	100% of staff will receive CHAMPS update training by August 14, 2018
2	1	5	Implement an attendance committee . Display a monthly attendance board to showcase attendance by grade level. Purchase incentives from SAM's for students.
2	1	6	Initiate CHAMP Bucks as a reward system to students who exhibit exemplary behavior.
2	1	7	Hi-light classes who have 100% in attendance daily during afternoon announcements
3	1	1	Teachers will be trained by the SSS in the RtI process and procedures
3	1	2	Monitor the implementation of RtI by developing systems that include using student data to identify students in need of tutorial services and intervention by October 2018
3	1	3	Provide 2-5 grade teachers in understanding and using MAP data to drive instruction
3	1	4	Require ESL Certification of all professional staff to support ELL learners
3	1	5	All teachers will be trained in The Spring Way, TLAC procedures Train teachers in High Level Questioning and Aggressive Monitoring Encourage staff to seek and attend training specific to their content area and instructional needs. Purchase professional books for teachers to use for professional development.
3	1	6	Ensure a safe environment by providing staff with safety training
4	1	1	Host monthly PTO meetings and student programs
4	1	2	Communicate with parents monthly in multiple languages by parent newsletter, fliers or Blackboard Connect.
4	1	3	Parents will be encouraged at PTO meetings and student programs to become volunteers at the school.
4	2	1	Form a Parent Teacher Organization
4	2	2	A Donuts for Dads and Muffins for Moms event will be held at the school once a year. Conduct monthly student programs to boost PTO membership and parental involvement.
4	2	3	Conduct a campus parent involvement survey once a year. Conduct a district parent involvement survey once a year.
5	1	2	Host academic family involvement nights Literacy Night Math Night Science Night STAAR Night
5	1	3	Implement the Renzulli program for GT students. Require students to conduct 2 independent projects per year.

Goal	Objective	Strategy	Description
5	1	4	All GT students will participate in field experiences and Odyssey of the Mind competitions