

Spring Independent School District
Heritage Elementary
2018-2019 Campus Improvement Plan



Mission Statement

Heritage Elementary exists to lay a foundation for life-long learning by executing academic rigorous standards through quality instruction while nurturing the whole child and empowering them to be problem-solvers, risk-takers, and model citizens.

Vision

To develop resilient and academically sound lifelong learners who will become the global pioneers of the future.

Motto

"Nurturing the Heart... Educating the Mind"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Heritage Elementary is a Pre-Kindergarten through fifth grade Title I campus built in 1999 in Spring ISD located in Houston, Texas. Spring ISD is located 20 miles north of central Houston. Spring ISD is a diverse district that educates nearly 37,000 students. The district's 38 campuses include 26 prekindergarten-5th grade elementary schools, seven 6th-8th grade middle schools and five 9th-12th grade high schools. The district's ethnic composition is 45% Hispanics, 40% African American, 9% white, and 3% Asian. The district currently has a strong focus on literacy for all and an expansion of early childhood programs that are both part of the district's commitment to prepare graduates who are college and career ready.

Heritage Elementary ended the 2017-2018 school year with 677 students, which was an increase from last year of 151 students with boundary changes that occurred. The demographics for the campus are 48% African-American students and 45% Hispanic students, which includes students in both a neighborhood school and multi-dwelling residences. Seventy-two percent of our students fall into the lower socioeconomic status. Our mobility rate for the 2015-2016 school year was 19% as compared to previous year of 21%. Our attendance rate ended at 94.4% for the year, as compared to last year's 96.3%. The number of reported discipline infractions increased by three times that of the previous year. As with the previous year, a majority of the referrals were from students in the intermediate grades.

The staff at Heritage Elementary consisted of professionals and paraprofessionals who were 57% African-American, 26% Hispanic, and 16% White. Of the 68 staff members, 87% were female and 13% were males. The teachers on staff had an average of 6-10 years of experience. All teachers were certified by the State and considered highly qualified by federal standards. To support our campus needs, this year we had a Title I funded ELA Interventionist, a Literacy Coach funded using district-based Title I funds, as well as a Student Support Specialist funded through State Compensation funds who monitored Response to Intervention (RtI) and other at-risk information for our campus. Our LEP Coordinator monitored our English Learners who received support through our bilingual and ESL programs.

Demographics Strengths

Heritage Elementary School has many strengths. Some of the most notable strengths include:

1. The campus not only Met Standard based on the 2017 accountability standards, but received a distinction in Top 25% Student Progress.
2. For the 2017-2018 school year are volunteer hours increased significantly due to a relationship established of a math consultant who supported our math program all year.

3. The actual class size ratio of several Pre-Kindergarten through 4 grade classes was at or below the 22 to 1 ratio.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Based on 2017-2018 attendance data housed in Mizuni, the attendance percentage decreased by 1.9% when compared to the 2016-2017 academic year. **Root Cause:** An intentional action plan for improving attendance needs to be amended and communicated to the school community.

Problem Statement 2: Based on the 2017-2018 discipline data, students in Grades 3 through 5 are referred to the office more than students in Grades Kindergarten through 2. **Root Cause:** The teachers in Grades 3 through 5 need more professional development and a targeted behavior management plan focused on positive support strategies and relationship building.

Problem Statement 3: Based on the School Quality Survey, one of the campus's lowest ranking indicators focused on discipline being enforced fairly. **Root Cause:** The increase in student enrollment for the 2017-2018 academic year dramatically impacted the academic, behavior, and social make up of the campus; therefore, more intentional professional development, systems and structures are required.

Student Academic Achievement

Student Academic Achievement Summary

The 2016-2017 school year ended the accountability system that required all schools, in Texas, to meet standards in four state accountability areas. For the 2016-2017 school year, Heritage Elementary School met all four targets:

- Index 1 - Student Achievement - Heritage Elementary Score = 66; State Target Score = 60
- Index 2 - Student Progress - Heritage Elementary Score = 50; State Target Score = 32
- Index 3 - Closing Performance Gaps - Heritage Elementary Score = 35; State Target Score = 28
- Index 4 - Postsecondary Readiness - Heritage Elementary Score = 25; State Target Score = 12

These scores resulted in Heritage Elementary School receiving a 2017 Texas Accountability "Met Standard" rating. The campus also earned one Distinction Designation in Top 25% Student Progress.

Although we are proud of our scores for the 2016-2017 school year, based on the preliminary data we have received for the 2017-2018 school year, there is still more work to be done. The 2017-2018 preliminary data are:

- Reading
 - 3rd Grade = 54%
 - 4th Grade = 50%
 - 5th Grade = 66%
- Math
 - 3rd Grade = 66%
 - 4th Grade = 67%
 - 5th Grade = 78%
- Writing
 - 4th Grade = 44%
- Science
 - 5th Grade = 59%

A deep analysis of the data above by comparison to the previous school year and student populations reveal of the 8 tested content areas in Grades 3 through 5, only 4th grade reading saw an increase in student achievement. The student achievement rates in 5th grade math remained the same from the previous year. The data shows an overall decline in math, reading, writing, and science student performance. When analyzing the "Meets" and "Masters" performance from 2017 to 2018, increases in "Meets" were observed in 3rd grade math and 5th grade math. With respect to "Masters," gains were observed in 4th grade math, 5th grade reading, science, and math. More notably, a 28% increase in "Masters" level performance was achieved in 5th grade math. When analyzing student population performance, the African-American student population is performing low across every grade level and content area.

When analyzing the data, it is important to convert the percentages to actual number of students. Given this analysis, the campus will be able to target individual students and outline intervention and enrichment supports appropriately. The campus will execute this actual student data analysis during the campus-wide intervention period.

Student Academic Achievement Strengths

Heritage Elementary School has a population of committed teachers who want the best for our students. Heritage is also fortunate to have a student population who knows how to behave appropriately and are willing to learn. The campus is proud of the student academic achievements from 2016-2017 and looks forward to another "Met Standard" rating for the 2017-2018 school year.

In addition, Heritage is elated at the following strengths:

- The 3% increase in All Student performance in 4th Grade Reading.
- The overall performance in Meets and Masters level performance increased in 3rd grade math, 4th grade math, and 5th grade reading, science, and math.
- The overall performance of the Hispanic student population in all content areas and grade levels with emphasis in 3rd Grade Math and 4th Grade Math.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Based on the preliminary 2017-2108 STAAR data, all student performance in all content areas assessed showed a decline when compared to the 2016-2017 data. **Root Cause:** There is no intentional targeted intervention system and/or program used to support individual student reading needs.

Problem Statement 2: Based on the preliminary 2017-2108 STAAR data, all student performance in all content areas assessed showed a decline when compared to the 2016-2017 data. **Root Cause:** There is no intentional data analysis process used to assist teachers with identifying students, resources, activities, and a specific plan of action to support intervention and enrichment for students.

Problem Statement 3: Based on the preliminary 2017-2108 STAAR data, all student performance in all content areas assessed showed a decline when compared to the 2016-2017 data. **Root Cause:** There is no intentional process to ensure lessons are planned to ensure appropriate levels of engagement, relevance, and rigor are embedded.

School Processes & Programs

School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Heritage Elementary School is guided by the district's TEKS based scope and sequence, which is housed in Eduphoria. During the 2017-2018 school year, departmentalized teachers in second grade through fifth grade met bi-weekly. However, self-contained teachers met on one day for their literacy planning and met on another day for their math planning.

These meetings, or Professional Learning Communities (PLCs), were held under the guidance of and collaboration with the instructional leadership team (Principal, Assistant Principal, Literacy and Math Coaches). The planning meetings were held on Tuesdays. The teachers used this time to review the TEKS, analyze the data, discuss the delivery of instruction, decide which materials would be needed, and choose the appropriate assessment. The practice meetings, or At Bats, were held on Thursdays. The purpose of these meetings were for the teachers to model assigned elements of instruction. The colleagues who were observing would provide both positive and reflective feedback to support the goal of excellent initial instruction. Also, during the PLC sessions, there were conversations centered around RtI supports that would be provided to the identified scholars.

As expected by the district, the campus administered universal screeners at the BOY, MOY, and EOY to identify and progress monitor scholars for RtI supports. For reading and math, we used Measures of Academic Progress, or MAP, for all scholars in grades kindergarten through fifth grade. The scholars that were identified for RtI support were provided differentiated interventions for varied durations and frequency and progress monitored based on their Tier (Tier I, Tier II, and Tier III) by classroom teachers and identified support professionals.

The Instructional Practices Assessment (IPA) identified collectively the campus is "Emerging" when assessed for Rigor, Relevance, and Learner Engagement. Specifically, the assessment showed the campus to be "Emerging" in Rigor and Learner Engagement and "Beginning" in the area of Relevance. The summary of findings stated that the staff was professional, caring, and committed to student learning. Teachers have structured, collaborative planning time, and instructional support from coaches. The report also stated the students were respectful, well-behaved, familiar with procedures, compliant, and friendly toward each other.

The parents', teachers', and scholars' perceptions of the campus are extremely important. According to our School Quality Survey, the parents feel that Heritage Elementary is safe, encourages families to volunteer, has staff members and families that treat each other with respect, encourages families to attend school sponsored events, such as Back-to-School Night, and informs its families about school sponsored activities, such as tutoring and after school programs.

Heritage Elementary's focus reaches beyond the STAAR. Heritage is committed to providing the best socio-emotional, behavioral, and academic environment for our scholars. Our proactive and attentive approach allows us to quickly adjust to ensure that we are meeting the needs of the whole child.

All professional development and supports provided are based solely on data and the needs of our campus.

School Processes & Programs Strengths

Heritage has identified the following strengths:

- The campus has developed an aligned curriculum
- The campus engages in an ongoing, structured Professional Learning Community
- The campus has embedded a daily intervention block into the master schedule
- The campus has developed an aligned common assessment system
- Teachers participate and take ownership in the development of professional development to increase student achievement

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There were inconsistencies with the definition of differentiation and how to use differentiation to support student mastery and retention of concepts and skills. **Root Cause:** There were limited professional development on differentiation and resources available to assist teachers with meeting the individual needs of the students they served.

Problem Statement 2: There are inconsistent levels of learning engagement in the classrooms resulting in off-task behaviors. **Root Cause:** There is a need for professional development focused on using formative processes and tools to evaluate student mastery through reciprocal feedback.

Problem Statement 3: The implementation of RtI is not as robust and detailed to ensure gaps are closed and progress is made. **Root Cause:** The campus RtI plan needs to be redefined to outline specific roles and responsibilities for teachers and support staff during the different tiers.

Perceptions

Perceptions Summary

For the 2017-2018 school year, Heritage Elementary penned "Destination Achievement" as the theme for the campus. The teachers and students were constantly reminded of what achievement looked like and how important it was as they navigated the road to Destination Achievement.

Near the middle of the 2017-2018 school year, parents and staff were given an opportunity to participate in the annual School Quality Survey provided by the district. The survey provided valuable data highlighted strengths and areas for improvement. Overall eighty percent of the parents strongly agreed or agreed with our ability to provide Academic Support, Student Support, School Leadership, Family Involvement, and Safety and Behavior. Specifically, the parents felt:

- The school is safe
- Families are informed about school-sponsored activities, such as tutoring, after-school programs and student performances
- Staff members and families treat each other with respect.
- Families are encouraged to attend school-sponsored activities, such as Back-to-School Night.
- The school encourages families to volunteer.

The staff had similar perceptions of the campus:

- The school is safe.

The staff also perceived that:

- There is a teacher, counselor, or other staff member to whom a student can go from help with a personal problem.
- There is a teacher, counselor or other staff member to whom a student can go for help with a school problem.
- Bullying is not tolerated.
- This school has high learning standards for students.
- All school staff are aware of the safety and security procedures.

The annual review of the student discipline data show an increase in the number of students being referred to the office for disciplinary action when compared to 2016-2017. The 2017-2018 data further show that a majority of the office referrals were from students in Grades 3 through 5 with several students having more than one office referral.

Heritage Elementary works hard to create a warm and inviting environment for all visitors. The concerns shared by parents, community members, and district personnel are taken seriously as we want to be perceived as a campus that uses feedback to make improvements.

Perceptions Strengths

Heritage Elementary celebrates these strengths:

- Parent participation in the School Quality Survey increased from 25 to 264 when compared to the previous school year.
- Eighty percent of parents rated Heritage Elementary as excellent or good.
- Ninety-one percent and ninety-three percent of the parents and staff, respectively, perceiving the campus is safe.
- Eighty-six percent of the parents feel the teachers set high expectations for all students.
- Ninety-three percent of parents feel staff members treat them with respect.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Sixteen percent of parents strongly disagree or disagree that teachers give timely and helpful feedback. **Root Cause:** There is no intentional system for monitoring how frequently student work is shared with parents.

Problem Statement 2: Fourteen percent of parents strongly disagree or disagree that teachers successfully show students how lessons relate to life outside of school. **Root Cause:** There is no intentional process for ensuring relevance is incorporated into lesson planning and instructional delivery.

Problem Statement 3: Eighteen percent of staff strongly disagree or disagree that discipline is enforced fairly. **Root Cause:** The behavior management plan is not clearly outlined, communicated, and reinforced to ensure fair and consistent enforcement.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- 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 for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Reach Every Student.

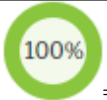



Performance Objective 1: By the end of the 2018-2019 school year, at least 80% of the students will score Approaches, at least 50% will score Meets, and 30% will score Masters, in all content areas, as measured by STAAR student performance.

Evaluation Data Source(s) 1: 2018-2019 STAAR Reading, Writing, Math, and Science Domain 1-3 Data
2018-2019 System Safeguards

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 CSF 2 CSF 3 CSF 7</p> <p>1) Incorporate "WHAT" and "HOW" planning sessions into the instructional planning cycle to ensure teachers know what they will teach and how it should be taught.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Literacy Coach Math Coach Interventionists	<p>Result: Teachers will have lesson plans that are TEKS-aligned and rigorous. Teachers will provide better initial instruction.</p> <p>Impact: Gradual increase of 5% in student performance on campus common assessments, checkpoints, and benchmarks. Increase in student performance on STAAR as measured by Domains 1-3. Increase in percentage of students scoring "Meets" and "Masters" on STAAR.</p>				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>2) Create campus-based common assessments aligned with TEKS to monitor student progress, drive instruction, and create small group interventions/enrichment. Purchase STAAR Master test bank to build common assessments.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Literacy Coach Math Coach Interventionist	<p>Result: Students will be regularly assessed on TEKS taught during specified period of time.</p> <p>Impact: Gradual increase of student mastery on spiraled TEKS assessed on campus common assessments, checkpoints, and benchmarks by 5%. Increase in student performance on STAAR as measured by Domains 1-3. Increase in percentage of students scoring "Meets" and "Masters" on STAAR. This strategy will also target our Closing the Gap (SpEd Current) population resulting in an increase of greater than 13%.</p>				
Funding Sources: 211 Title I, Part A - 2895.00							

<p align="center">Comprehensive Support Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>3) Disaggregate data by student populations (Hispanic, African-American, ELL, SpEd) after each assessment and outline student-centered reteach, intervention, and enrichment activities based on the data.</p>	2.4, 2.6	Principal Assistant Principal Literacy Coach Math Coach Interventionist Student Support Specialist ELL Interventionist SpEd Team Leader PK-5 Teachers	<p>Result: All students performance will be analyzed allowing teachers to target specific students.</p> <p>Impact: Increase in student performance on STAAR as measured by Domains 1-3. Increase in percentage of students scoring "Meets" and "Masters" on STAAR.</p>				
<p align="center">Comprehensive Support Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>4) Retain the district funded Literacy Coach to deepen PK-2 literacy teachers' content knowledge and support the literacy teachers in their instructional delivery.</p>	2.4	Principal	<p>Result: Teachers in Grades PK-2 will receive intentional coaching to support instructional delivery.</p> <p>Impact: Increase in Reading and Writing student performance on campus common assessments. Increase in student performance on STAAR as measured by Domains 1-3. Increase in percentage of students scoring "Meets" and "Masters" on STAAR.</p>				
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>5) Hire a district funded Math Coach to deepen 3rd-5th grade math teachers' content knowledge and support the math teachers in their instructional delivery.</p>	2.4	Principal	<p>Result: Teachers in Grades PK-2 will receive intentional coaching to support instructional delivery.</p> <p>Impact: Increase in Math student performance on campus common assessments, checkpoints, benchmarks, and STAAR. Increase in student performance on STAAR as measured by Domains 1-3. Increase in percentage of students scoring "Meets" and "Masters" on STAAR.</p>				
Funding Sources: 199 State SCE - State Compensatory Education (PIC - 0.00							
<p align="center">Comprehensive Support Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>6) Initiate TEKS-based after-school tutorials and/or Saturday School focused on addressing students' specific instructional gaps based on diagnostic and other assessment data.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Literacy Coach Math Coach Interventionist Student Support Specialist ELL Interventionist SpEd Team Leader PK-5 Teachers	<p>Result: Students will be able to receive the support needed to master academic standards.</p> <p>Impact: Increase in student performance in all content areas on campus common assessments, checkpoints, benchmarks, and STAAR. Increase in student performance as measured by Domains 1-3 on STAAR. Increase in percentage of students scoring "Meets" and "Masters" on STAAR. This strategy will also target our Closing the Gap (SpEd Current) population resulting in an increase of greater than 13%.</p>				
Funding Sources: 199 State SCE - State Compensatory Education (PIC - 5500.00, 199 General Fund - 2500.00, 211 Title I, Part A - 5000.00							

<p align="center">Comprehensive Support Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>7) Offer after-school and/or Saturday School transportation for student participating in tutorials.</p>	2.4, 2.5, 2.6	Principal Assistant Principal PK-5 Teachers	<p>Result: More students will be able to benefit from tutorial opportunities.</p> <p>Impact: Increase in student performance in all content areas on campus common assessments, checkpoints, benchmarks, and STAAR. Increase in student performance on STAAR as measured by Domains 1-3. Increase in percentage of students scoring "Meets" and "Masters" on STAAR. This strategy will also target our Closing the Gap (SpEd Current) population resulting in an increase of greater than 13%.</p>				
<p align="center">Comprehensive Support Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>8) Purchase instructional resources (i.e. Learning Alive (Kaplan), Mentoring Minds, ETA Hand2Mind, Edmentum, Scholastic News, STEMScopes, BrainPop, Flocabulary, Region IV, Science lab materials, and primary resources (Lakeshore, Really Good Stuff, Neuhaus) to supplement the core curriculum.</p>	2.4, 2.5, 2.6	Principal Science/Tech Lab Teacher	<p>Result: Allows students more opportunities to access grade level curriculum and meet academic standards.</p> <p>Impact: Increase in student performance in all content areas on campus common assessments, checkpoints, benchmarks, and STAAR.</p>				
<p align="center">Comprehensive Support Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1</p> <p>9) Purchase paper, laminating film, toner, student school supplies, etc. to supplement instruction and ensure learning is accessible for all students.</p>	2.4, 2.6	Principal Assistant Principal Literacy Coach Math Coach PK-5 Teachers	<p>Result: Students will be able to access instruction and meet academic standards.</p> <p>Impact: Increase in student performance in all content areas on campus common assessments, checkpoints, benchmarks, and STAAR.</p>				
<p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 1: Reach Every Student.

Performance Objective 2: By the end of the 2018-2019 school year, at least 80% of the Pre-Kindergarten-2nd grade students will be at grade level as measured by varied data sources.

Evaluation Data Source(s) 2: 2018-2019 EOY Circle Data
 2018-2019 MAP Growth Report Data
 Student work samples

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 1) Administer the Circle screener to all Pre-Kindergarten students at the BOY, MOY, and EOY.	2.4, 2.5, 2.6	Principal Assistant Principal Literacy Coach	Result: Pre-K students will be assessed and supported to ensure Kindergarten readiness. Impact: All Pre-Kindergarten students will be Kindergarten ready.				
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 2) Implement the full day Pre-K schedule with fidelity.	2.4, 2.5, 2.6	Principal Assistant Principal Literacy Coach	Result: Students will be exposed to all components of the curriculum on a daily basis. Impact: Students will receive the full curriculum as designed and be Kindergarten ready by the end of the year.				
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 3) Implement all components of the Balanced Literacy Framework; specifically, Word Power, Read Alouds, Guided Reading, Independent Reading, Shared Reading, and Writing Workshop in Grades PK-2.	2.4, 2.5, 2.6	Principal Assistant Principal Literacy Coach	Results: Students in Grades PK-2 will develop grade and age appropriate levels in literacy skills. Impact: PK-2 students will read and write on or above grade level.				

Goal 1: Reach Every Student.

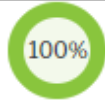
Performance Objective 3: Heritage Elementary will increase ELL and SpEd Approaches student performance to 85% and 50%, respectively as measured by STAAR by the end of the 2018-2019 school year.

Evaluation Data Source(s) 3: 2018-2019 STAAR Reading, Writing, Math, and Science Domain 1-3 Data
2018-2019 TELPAS Data

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) Hire an ELL Interventionist to monitor ELL instruction and provide push in/pull out interventions.</p>	2.4, 2.6	Principal	<p>Result: ELL students will receive additional support to increase language acquisition and meet academic standards.</p> <p>Impact: Increase in ELL student performance from 71% to 85% as measured by all subjects.</p>				
Funding Sources: 199 State Bilingual/ESL (PIC 25, 35) - 57500.00							
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>2) Implement in-class support model in all content areas to ensure adequate supports for students receiving SpEd and ELL supports.</p>	2.4, 2.5, 2.6	Principal Assistant Principal SpEd Team Leader Inclusion Teachers PK-5 Teachers	<p>Result: ELL and SpEd students will receive the supports needed to meet academic standards.</p> <p>Impact: Gradual increase of 5% in ELL and SpEd student performance on campus common assessments, checkpoints, and benchmarks. Increase in ELL and SpEd student performance on STAAR and TELPAS.</p>				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>3) Maintain current student product samples that demonstrate evidence of implementation of accommodations specified for special populations.</p>	2.4, 2.5, 2.6	Principal Assistant Principal SpEd Case Manager ELL Interventionist	<p>Result: ELL and SpEd students will receive accommodations that will aid in meeting academic standards.</p> <p>Impact: ELL and SpEd students will demonstrate increased academic performance on checkpoints, benchmarks, and STAAR. This strategy will also target our Closing the Gap (SpEd Current) population resulting in an increase of greater than 13%.</p>				

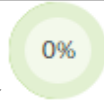
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>4) Strategically schedule students into classes based on their individual needs using varied data sources.</p>	2.4, 2.6	Principal Assistant Principal SpEd Team Leader	<p>Result: Students will be placed in classes to ensure their unique needs are met.</p> <p>Impact: Gradual increase of 5% in ELL and SpEd student performance on campus common assessments, checkpoints, and benchmarks. Increase in ELL and SpEd student performance on STAAR and TELPAS.</p>				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>5) Incorporate elements of Sheltered Instruction Observation Protocol (SIOP); specifically, making the content comprehensible into lesson design.</p>	2.4, 2.6	Principal Assistant Principal ELL Interventionist	<p>Result: ELL students will be provided content that is more comprehensible.</p> <p>Impact: Gradual increase of 5% in ELL student performance on campus common assessments, checkpoints, benchmarks. Increase in ELL student performance on STAAR and TELPAS.</p>				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>6) Purchase instructional resources; such as, DRA Spanish, Esperanza, Estrellitas, etc. to support and supplement ELL instruction.</p>	2.4, 2.6	Principal Assistant Principal ELL Interventionist Multilingual Teachers	<p>Results: ELL students will have resources to support language acquisition and meet academic standards.</p> <p>Impact: Increase student performance on all assessments. Increase number of students who progress at least 1 level in TELPAS proficiency. Increase student performance in Domains 1-3 on STAAR.</p>				
Funding Sources: 199 State Bilingual/ESL (PIC 25, 35) - 23700.00, 211 Title I, Part A - 3500.00							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue





Goal 1: Reach Every Student.

Performance Objective 4: By the end of the 2018-2019 school year, at least 80% of the students will read on level or show at least 1.5 years growth based on the Conditional Growth Index as measured by Measures of Academic Progress (MAP) performance data.

Evaluation Data Source(s) 4: 2018-2019 MAP Growth Reports
2018-2019 STAAR Math, Reading, Writing, and Science Data (Domains 1-3)

Summative Evaluation 4:

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 2 CSF 4</p> <p>1) Incorporate a 45-minute Husky Huddle, campus-wide intervention period, into the master schedule designed to target students who need additional support with targeted TEKS.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Literacy Coach Math Coach Student Support Specialist ELA and ESL Interventionists PK-5 Teachers	<p>Result: Students will receive targeted support on a regular basis to increase performance on academic standards.</p> <p>Impact: Increase in student performance on all assessments; including, MAP. Increase in student performance as measured by Domains 1-3 on STAAR.</p>				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>2) K-5 students will engage in Edmentum using their MAP performance data to address individual students' needs.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Literacy Coach ELA Interventionist Student Support Specialist	<p>Result: Students will engage in intervention/enrichment activities aligned to the MAP assessment.</p> <p>Impact: At least 80% of K-5 students identified Tier 1 in Reading, Math, and Language.</p>				
Funding Sources: 211 Title I, Part A - 10000.00							
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Implement and monitor the Collaborative Student Support Process (CSSP), RTI, model for academics and behavior to ensure students' needs are effectively met.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Student Support Specialist	<p>Results: Students will receive the supports needed to meet the academic standards.</p> <p>Impact: Increase in student performance on all assessments; including, MAP. Decrease in the number of office referrals. Decrease in number of students referred to Special Education.</p>				

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>4) Retain the district funded Student Support Specialist to enforce RtI implementation, intervene with at-risk students, and monitor at-risk indicators.</p>	2.4, 2.5, 2.6	Principal	<p>Result: Students will receive interventions to meet academic standards.</p> <p>Impact: Increase in student performance on all assessments. Increase in academic and behavior interventions to support individual student needs.</p>				
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>5) Purchase instructional resources; such as, TEKSing Toward the STAAR, Leveled Literacy Intervention, DRA Kits, Mentoring Minds, etc. to support interventions.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Student Support Specialist K-5 Teachers	<p>Result: Teachers and students will have the resources needed to support interventions.</p> <p>Impact: Increase in student performance on STAAR in Domains 1-3. Increase in the percentage of students scoring "Meets" and "Masters."</p>				
<p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 2: Excellence in Every School

Performance Objective 1: Heritage Elementary will decrease discipline referrals from 63 to no more than 35 at the end of the 2018-2019 school year, creating a positive learning climate and culture.

Evaluation Data Source(s) 1: 2017-2018 Discipline Data
2018-2019 Discipline Data
2018-2019 School Quality Survey Results

Summative Evaluation 1:

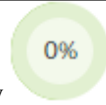
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 6</p> <p>1) Retrain and incorporate CHAMPS strategies to support campus-wide expectations and classroom management systems.</p>	2.4, 2.6	Principal Assistant Principal	<p>Result: Consistent language around expectations will support uniformity across the campus.</p> <p>Impact: Decrease in discipline infractions. Increase in student performance on all content area assessments.</p>				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 6</p> <p>2) Develop a behavior management plan to support Positive Behavior Interventions and Supports (PBIS).</p>	2.4, 2.6	Principal Assistant Principal Counselor PK-5 Teachers	<p>Result: A detailed plan to support behavior management to reduce behavior infractions.</p> <p>Impact: Decrease in discipline infractions. Increase in the percentage of staff members who strongly agree and agree with discipline enforcement. Increase in student performance on all content area assessments.</p>				
Funding Sources: 199 General Fund - 1400.00, 461 Campus Activity Fund - 500.00							
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Train and incorporate elements of restorative discipline practices in intermediate grades to support the campus behavior management plan.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Student Support Specialist Intermediate Teachers	<p>Result: Teachers and students build stronger relationships and provide students with alternative ways to handle difficult situations.</p> <p>Impact: Decrease in the number of 3rd-5th grade student office referrals. Increase in student performance on all assessments.</p>				
Funding Sources: 211 Title I, Part A - 3000.00							



= Accomplished



= Continue/Modify



= No Progress







= Discontinue

Goal 2: Excellence in Every School

Performance Objective 2: Student attendance will increase from 94.4% to 98% by the end of the 2018-2019 school year.

Evaluation Data Source(s) 2: Attendance Data
2018 Distinction Designation Summary

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 CSF 6</p> <p>1) Implement Never Ever Absent or Tardy (N.E.A.T.) attendance initiative to encourage students to attendance school on a regular basis.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Campus Attendance Committee	<p>Implementation: Measured by outlining and executing N.E.A.T. incentives and student participation.</p> <p>Impact: Increase of 2.6% in student attendance.</p>				
Funding Sources: 461 Campus Activity Fund - 1000.00							
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Celebrate students who are on track to meeting their attendance goals every 9 weeks using various incentives.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Attendance Committee	<p>Result: Students attendance will increase.</p> <p>Impact: EOY attendance will be at least 98% and an increase in student achievement on all assessments.</p>				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Create an attendance committee that focuses on monitoring student attendance and outlining incentives to motivate regular student attendance.</p>	2.4, 2.5, 2.6	Principal Assistant Principal	<p>Result: Students attendance will increase.</p> <p>Impact: EOY attendance will be at least 98% and an increase in student achievement on all assessments.</p>				
<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>							

Goal 3: High Performance from Every Employee

Performance Objective 1: Heritage Elementary will build teacher capacity by providing training focused on elements of effective instruction that will be incorporated into each teacher's lesson design.

Evaluation Data Source(s) 1: 2018-2019 STAAR Reading, Writing, Math, and Science Domains 1-3 Data

2018-2019 TELPAS Data

2018-2019 Teacher Retention Data





2018-2019 School Quality Survey Results

T-TESS Summative Data

T-TESS Walk-through and Observation Data

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 CSF 2 CSF 3 CSF 7</p> <p>1) Provide opportunities for teachers and administrators to participate in professional development focused on their unique professional growth needs and professional development based on campus need; including, Effective PLCs, Teach Like a Champion, Differentiation, Expository Writing, Revising and Editing, Guided Reading, CHAMPS, CAST, CAMT, Data-driven Instruction, Early Childhood Winter Conference, Google Suite, Data Analysis and Use, RtI process, and TEPSA.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Literacy Coach Math Coach ELA and ELL Interventionists	<p>Result: Teachers will have the knowledge needed to support effective instructional delivery.</p> <p>Impact: Increase in student performance on all content area assessments. Increase in number of students progressing at least 1 proficiency level as measured by TELPAS. Increase in teacher retention rates. Increase in teachers' dimension ratings on T-TESS walk-throughs and observations.</p>				
				Funding Sources: 211 Title I, Part A - 12846.00, 199 General Fund - 300.00			
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Train all staff members on the four different types of Professional Learning Communities (PLCs).</p>	2.4, 2.5, 2.6	Principal Assistant Principal Literacy Coach Math Coach	<p>Result: Teachers will be better prepared to deliver quality instruction.</p> <p>Impact: Increase in student performance on all content area assessments. Increase in student performance as measured by Domains 1-3 on STAAR.</p>				

<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Schedule data conferences with teachers after each assessment to analyze data and create action plans using the DDAP protocol.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Literacy Coach Math Coach Student Support Specialist	<p>Result: Teachers will have a targeted action plan to support students who need additional instruction.</p> <p>Impact: Increase in student performance on all content area assessments. Increase in student performance as measured by Domains 1-3 on STAAR. Increase in percentage of students scoring "Meets" and "Masters" on STAAR.</p>				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Train staff on elements of Rigor, Relevance, and Learner Environment and one specific indicator from each element; specifically, high-level questioning, meaningful work, and formative processes and tools.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Literacy Coach Math Coach	<p>Result: Teachers will provide students with more rigorous, relevant, and engaging learning opportunities.</p> <p>Impact: Increase in student performance on all content area assessments. Increase in student performance as measured by Domains 1-3 on STAAR. Increase in percentage of students scoring "Meets" and "Masters" on STAAR. Increase the percentage of parents who strongly agree/agree that teachers successfully show how lessons relate to life outside of school.</p>				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>5) Allow teachers to participate in monthly Academic Walks to observe the delivery of targeted instructional best practices by their peers.</p>	2.4, 2.6	Principal Assistant Principal Literacy Coach Math Coach ELA and ELL Interventionists	<p>Result: Teachers will be able to observe instructional best practices in action.</p> <p>Impact: Increase in student performance on all content area assessments. Increase in execution of instructional best practices in instructional delivery. Increase in student performance on STAAR as measured by Domains 1-3. Increase in percentage of students scoring "Meets" and "Masters" on STAAR.</p>				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>6) Purchase resources to support teacher capacity building in the areas of academic and behavior; specifically, T-TESS Cube, Restorative Discipline Practices, Teach Like a Champion, effective Professional Learning Communities (PLCs), and Lead4Ward.</p>	2.4, 2.5, 2.6	Principal Assistant Principal	<p>Result: Teachers will have resources available to support academics and behavior.</p> <p>Impact: Increase in teacher job performance. Increase in student performance on all content area assessments. Increase in execution of instructional best practices. Increase in teachers' dimension ratings on T-TESS walk-throughs and observations.</p>				
<p>Funding Sources: 211 Title I, Part A - 2975.00</p>							
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Goal 4: Opportunities and Choice for Every Family.

Performance Objective 1: By the end of the 2018-2019 school year, Heritage Elementary will increase STEM, GT and early learning opportunities, and field experiences by 50% to attract more students and families to the campus.

Evaluation Data Source(s) 1: Intradistrict Transfer Data





2018-2019 School Quality Survey

2018-2019 Renzulli Data

2018-2019 EOY Circle Screener Data

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 CSF 2</p> <p>1) Continue to incorporate a Science/Technology class into the electives rotation.</p>	2.5	Principal	<p>Result: Students exposed to more STEM-related activities.</p> <p>Impact: Increase in student performance on STAAR Science in Domains 1-3 as measured by STAAR.</p>				
Funding Sources: 211 Title I, Part A - 1000.00							
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 5</p> <p>2) Continue to offer 4 Pre-Kindergarten classes to meet the early learning needs of our students.</p>	2.4, 2.5, 2.6	Principal	<p>Result: More opportunities to support early learners.</p> <p>Impact: Increase in the number of 4 year olds receiving a quality education. Increase performance of students at Tier 1 based on Circle screener data. Increase in student performance in later grade levels.</p>				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) Create more opportunities for students to engage in field experiences and build a college-bound culture by highlighting different colleges throughout the campus and allowing 4th and 5th grade students to participate in Explore UT.</p>	2.4, 2.5, 2.6	PK-5 Teachers	<p>Result: Students will be exposed to more experiences outside of the traditional campus.</p> <p>Impact: Increase in student performance on all content area assessments. Increase in Strongly Agree and Agree ratings on School Quality Survey. Increase student exposure to college/universities.</p>				
Funding Sources: 461 Campus Activity Fund - 500.00, 211 Title I, Part A - 6500.00							

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>4) Create a coding club to promote and encourage a more STEM focused climate and culture.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Science/Technology Lab Teacher Science Team Leader	<p>Result: Students will have more exposure to STEM-related activities.</p> <p>Impact: Increase in student performance in STAAR Science. Increase STEM opportunities and interest in all grade levels.</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>5) Create the master schedule to ensure students engage in 135 minutes of physical activity weekly.</p>	2.4, 2.5, 2.6	Principal Assistant Principal PE Teacher PK-5 Teachers	<p>Result: Students will receive the required minutes of physical activity.</p> <p>Impact: Students receive their required minutes of weekly physical activity as required by the State.</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>6) Administer Fitness Gram to all 3rd through 5th grade students.</p>	2.4, 2.5	Principal PE Teacher	<p>Result: Students will be more aware of their physical abilities.</p> <p>Impact: Students will become more physically active.</p>				
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>7) All K-5 GT students will complete a scholar inventory and at least two Renzulli independent study projects (one per semester).</p>	2.4, 2.5	Principal Assistant Principal GT Coordinator	<p>Result: An increase in opportunities and choice for GT students.</p> <p>Impact: Students will be college or career ready and prepared for post-secondary school.</p>				
Funding Sources: 211 Title I, Part A - 1000.00							
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>8) Register at least one team to participate in Odyssey of the Mind competition.</p>		Principal Assistant Principal GT Coordinator	<p>Result: An increase in opportunities and choice for GT students.</p> <p>Impact: Students will be college or career ready and prepared for post-secondary school.</p>				
<p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							



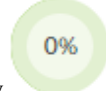

Goal 5: Engaged Stakeholders in Every Community

Performance Objective 1: Heritage Elementary will increase parental involvement in school events and positive perceptions of the campus by at least 50% by the end of the 2018-2019 school year.

Evaluation Data Source(s) 1: 2018-2019 School Quality Survey
Campus-created Parent Surveys

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 5</p> <p>1) Reauthorize a thriving Parent-Teacher Organization (PTO).</p>	3.2	Principal Assistant Principal Parent Engagement Liaison	<p>Result: Increase in parents willing to support campus initiatives.</p> <p>Impact: Increase in parental involvement and more resources to support student and faculty needs.</p>				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Provide a variety of activities to encourage parental and community involvement:</p> <ul style="list-style-type: none"> * Back to School Carnival * Manipulatives Fair * Curriculum Nights * Coffee w/ the Counselor *Daddy/Daughter Dance * Mother/Son Tea * Fall Festival * Report Card Distribution * Concerts * Art Show * Careers on Wheels * Book Parade 	3.2	Principal Assistant Principal Parent Engagement Liaison Literacy Coach Math Coach	<p>Result: Parents are more informed and involved in educating and developing their child(ren).</p> <p>Impact: Increase in parental involvement. Increase in parent participation in School Quality Survey. Increase in the percentage of Strongly Agree and Agree ratings on School Quality Survey.</p>				
<p>Funding Sources: 211 Title I, Part A - 3500.00</p>							

<p>Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>3) Provide parental involvement activities tailored to Pre-Kindergarten families; such as, Circle Progress, Ready Rosie, and Frog Street. Child care will also be provided for participants.</p>	3.1, 3.2	Principal Assistant Principal Pre-K Team Leader	<p>Result: More Pre-Kindergarten families will be more aware of how they can support their child(ren) at home.</p> <p>Impact: Pre-K students on or above grade level and Kindergarten ready.</p>				
Funding Sources: 211 Title I, Part A - 200.00							
<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 5</p> <p>4) Maintain open lines of communication by sending correspondences to parents focused on academic progress, school events, and ways to support the campus.</p>	3.1, 3.2	Principal	<p>Result: Parents are more informed and involved in educating and developing their child(ren).</p> <p>Impact: Increase in parental involvement. Increase in parent participation in School Quality Survey. Increase in the percentage of parents who strongly agree/agree that teachers give timely and helpful feedback on School Quality Survey.</p>				
Funding Sources: 211 Title I, Part A - 500.00							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) Communicate the School Quality Survey window using varied methods; such as, campus website, marquee, verbal and written correspondence, etc. to increase parent participation in the survey.</p>	3.2	Principal	<p>Result: The campus will receive insight on the parents' perception on how the staff educates their child(ren).</p> <p>Impact: Increase in participation in the School Quality Survey by 100 parents.</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>6) Identify a campus-based Parent Engagement liaison to bolster parental involvement.</p>	3.1, 3.2	Principal	<p>Result: A specific staff member who encourages parental engagement.</p> <p>Impact: Increase in parental involvement. Increase in parent participation at school events. Increase in student performance on all content area assessments.</p>				
Funding Sources: 211 Title I, Part A - 2000.00							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Incorporate "WHAT" and "HOW" planning sessions into the instructional planning cycle to ensure teachers know what they will teach and how it should be taught.
1	1	2	Create campus-based common assessments aligned with TEKS to monitor student progress, drive instruction, and create small group interventions/enrichment. Purchase STAAR Master test bank to build common assessments.
1	1	3	Disaggregate data by student populations (Hispanic, African-American, ELL, SpEd) after each assessment and outline student-centered reteach, intervention, and enrichment activities based on the data.
1	1	4	Retain the district funded Literacy Coach to deepen PK-2 literacy teachers' content knowledge and support the literacy teachers in their instructional delivery.
1	1	5	Hire a district funded Math Coach to deepen 3rd-5th grade math teachers' content knowledge and support the math teachers in their instructional delivery.
1	1	6	Initiate TEKS-based after-school tutorials and/or Saturday School focused on addressing students' specific instructional gaps based on diagnostic and other assessment data.
1	1	7	Offer after-school and/or Saturday School transportation for student participating in tutorials.
1	1	8	Purchase instructional resources (i.e. Learning Alive (Kaplan), Mentoring Minds, ETA Hand2Mind, Edmentum, Scholastic News, STEMScopes, BrainPop, Flocabulary, Region IV, Science lab materials, and primary resources (Lakeshore, Really Good Stuff, Neuhaus) to supplement the core curriculum.
1	1	9	Purchase paper, laminating film, toner, student school supplies, etc. to supplement instruction and ensure learning is accessible for all students.
1	2	1	Administer the Circle screener to all Pre-Kindergarten students at the BOY, MOY, and EOY.
1	2	2	Implement the full day Pre-K schedule with fidelity.
1	2	3	Implement all components of the Balanced Literacy Framework; specifically, Word Power, Read Alouds, Guided Reading, Independent Reading, Shared Reading, and Writing Workshop in Grades PK-2.
1	3	1	Hire an ELL Interventionist to monitor ELL instruction and provide push in/pull out interventions.
1	3	2	Implement in-class support model in all content areas to ensure adequate supports for students receiving SpEd and ELL supports.
1	3	3	Maintain current student product samples that demonstrate evidence of implementation of accommodations specified for special populations.
1	3	4	Strategically schedule students into classes based on their individual needs using varied data sources.

Goal	Objective	Strategy	Description
1	3	5	Incorporate elements of Sheltered Instruction Observation Protocol (SIOP); specifically, making the content comprehensible into lesson design.
1	3	6	Purchase instructional resources; such as, DRA Spanish, Esperanza, Estrellitas, etc. to support and supplement ELL instruction.
1	4	1	Incorporate a 45-minute Husky Huddle, campus-wide intervention period, into the master schedule designed to target students who need additional support with targeted TEKS.
1	4	2	K-5 students will engage in Edmentum using their MAP performance data to address individual students' needs.
1	4	3	Implement and monitor the Collaborative Student Support Process (CSSP), RtI, model for academics and behavior to ensure students' needs are effectively met.
1	4	4	Retain the district funded Student Support Specialist to enforce RtI implementation, intervene with at-risk students, and monitor at-risk indicators.
1	4	5	Purchase instructional resources; such as, TEKSing Toward the STAAR, Leveled Literacy Intervention, DRA Kits, Mentoring Minds, etc. to support interventions.
2	1	1	Retrain and incorporate CHAMPS strategies to support campus-wide expectations and classroom management systems.
2	1	2	Develop a behavior management plan to support Positive Behavior Interventions and Supports (PBIS).
2	1	3	Train and incorporate elements of restorative discipline practices in intermediate grades to support the campus behavior management plan.
2	2	1	Implement Never Ever Absent or Tardy (N.E.A.T.) attendance initiative to encourage students to attendance school on a regular basis.
2	2	2	Celebrate students who are on track to meeting their attendance goals every 9 weeks using various incentives.
2	2	3	Create an attendance committee that focuses on monitoring student attendance and outlining incentives to motivate regular student attendance.
3	1	1	Provide opportunities for teachers and administrators to participate in professional development focused on their unique professional growth needs and professional development based on campus need; including, Effective PLCs, Teach Like a Champion, Differentiation, Expository Writing, Revising and Editing, Guided Reading, CHAMPS, CAST, CAMT, Data-driven Instruction, Early Childhood Winter Conference, Google Suite, Data Analysis and Use, RtI process, and TEPISA.
3	1	2	Train all staff members on the four different types of Professional Learning Communities (PLCs).
3	1	3	Schedule data conferences with teachers after each assessment to analyze data and create action plans using the DDAP protocol.
3	1	4	Train staff on elements of Rigor, Relevance, and Learner Environment and one specific indicator from each element; specifically, high-level questioning, meaningful work, and formative processes and tools.

Goal	Objective	Strategy	Description
3	1	5	Allow teachers to participate in monthly Academic Walks to observe the delivery of targeted instructional best practices by their peers.
3	1	6	Purchase resources to support teacher capacity building in the areas of academic and behavior; specifically, T-TESS Cube, Restorative Discipline Practices, Teach Like a Champion, effective Professional Learning Communities (PLCs), and Lead4Ward.
4	1	1	Continue to incorporate a Science/Technology class into the electives rotation.
4	1	2	Continue to offer 4 Pre-Kindergarten classes to meet the early learning needs of our students.
4	1	4	Create a coding club to promote and encourage a more STEM focused climate and culture.
4	1	7	All K-5 GT students will complete a scholar inventory and at least two Renzulli independent study projects (one per semester).
4	1	8	Register at least one team to participate in Odyssey of the Mind competition.
5	1	1	Reauthorize a thriving Parent-Teacher Organization (PTO).
5	1	2	Provide a variety of activities to encourage parental and community involvement: * Back to School Carnival * Manipulatives Fair * Curriculum Nights * Coffee w/ the Counselor *Daddy/Daughter Dance * Mother/Son Tea * Fall Festival * Report Card Distribution * Concerts * Art Show * Careers on Wheels * Book Parade
5	1	4	Maintain open lines of communication by sending correspondences to parents focused on academic progress, school events, and ways to support the campus.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Campus Advisory Committee (CAC) started the Comprehensive Needs Assessment (CNA) process at the end of the 2017-2018 school year. All staff members on campus were required to join a targeted committee that focused on the Multiple Measures of Data categories. Each committee was led by a team of 2-3 CAC members who facilitated a discussion around targeted questions for the category. The information gathered through the discussions were used to identify potential campus needs. In addition to the qualitative data collected, the CAC referenced several quantitative data sources; such as, attendance, discipline, School Quality survey, and STAAR.

Given these data, the committee drafted problem statements and participated in a questioning process to identify the root cause. The identified root causes were used to outline strategies to improve outcomes for the 2018-2019 school year.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

At the beginning of May 2018, nominations for the 2018-2019 Campus Advisory Committee were held. The committee is composed of 6 teachers, 1 non-teaching professional, 1 district level administrator, 2 parents, 2 community members, a business partner, and the campus principal. The comprehensive list of committee members and their roles is included in our Plan4Learning document. The committee met officially to draft the Campus Improvement Plan (CIP) in early July. After the formal meeting, satellite meetings were held to finalize the CIP. The CAC will meet monthly to review and revise the CIP throughout the year.

2.2: Regular monitoring and revision

Given that the Campus Improvement Plan (CIP) is a living document, the Campus Advisory Committee (CAC) will meet on the 3rd Monday of each month. During our meetings, we will review the CIP to ensure we are implementing the strategies and make changes, using a varied data sources, to support the needs of the students. We will also monitor funding sources and allocations to ensure proper alignment with strategies. All committee meeting dates, agendas, and meeting notes will be uploaded into Plan4Learning.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan (CIP) will be uploaded to the campus website after Board approval. In addition, we will have a copy available in the main office for community referencing. We will also communicate, during Open House, where the school community can access it.

2.4: Opportunities for all children to meet State standards

The Campus Advisory Committee (CAC) outlined several schoolwide reform strategies that will be implemented to ensure all children meet State standards.

An abbreviated list of strategies include:

- Offering teachers opportunities to participate in different types of Professional Learning Communities (PLCs)
- Implementing Husky Huddle, our campus-wide intervention period, every day for 45 minutes to enrich and accelerate learning
- Offering TEKS-based after-school and Saturday School tutorials
- Offering full day Pre-Kindergarten for eligible 4 year olds
- Training and implementing Rigor, Relevance, and Relationships in all classrooms
- Hiring literacy and math coaches and student support and ELL interventionists to coach teachers and support students
- Purchasing instructional resources to supplement instruction
- Offering in-class support for SpEd, ELL, and targeted general education students
- Administering screener assessments to monitor student progress over time

The specific strategies can be found throughout the Campus Improvement Plan and are indicated by the Element 2.4 box being checked in Plan4Learning.

2.5: Increased learning time and well-rounded education

Given our campus needs assessment, several strategies were outlined by the Campus Advisory Committee (CAC) to strengthen the academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum.

An abbreviated list of strategies include:

- Targeted professional development for teachers and non-teaching staff members
- Weekly Professional Learning Communities (PLCs) for teachers
- Offering TEKS-based tutorials for students (after-school and on Saturdays)
- Incorporating a Science Lab into the electives rotation to support STEM integration
- Offering full day Pre-Kindergarten to eligible 4 year olds
- Requiring GT students to complete Renzulli projects
- Requiring 135 minutes of physical activity for all students

The specific strategies can be found throughout the Campus Improvement Plan and are indicated by the Element 2.5 box being checked in Plan4Learning.

2.6: Address needs of all students, particularly at-risk

Given our campus needs assessment, several strategies were outlined by the Campus Advisory Committee (CAC) to address the needs of all students, particularly the needs of those at-risk of not meeting the challenging State academic standards.

An abbreviated list of strategies include:

- Recruiting a student support specialist to monitor RtI implementation and intervene with targeted students
- Offering TEKS-based tutorials for students (after-school and on Saturdays)
- Offering a daily 45-minute intervention period
- Training and implementing restorative discipline to build relationships and offer alternatives to exhibiting negative behavior
- Offering attendance incentives to motivate students to attend school every day
- Offering professional development for teachers around varied initiatives

The specific strategies can be found throughout the Campus Improvement Plan and are indicated by the Element 2.6 box being checked in Plan4Learning.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The development of the Parent and Family Engagement Policy will be created by the campus and parents. A comprehensive list of the individuals who assisted with the development of the policy will be maintained in Plan4Learning. In addition, the Campus Advisory Committee (CAC) outlined strategies to ensure effective involvement of parents and to support a partnership among the school and parents.

An abbreviated list of strategies include:

- Pre-Kindergarten Parent Meetings
- Maintaining open lines of communication through weekly correspondence
- Identifying a Parent Engagement Liaison

The specific strategies can be found throughout the Campus Improvement Plan and are indicated by the Element 3.1 box being checked in Plan4Learning.

3.2: Offer flexible number of parent involvement meetings

During the Campus Improvement Plan (CIP) development process, the Campus Advisory Committee considered how we can increase parent involvement to support the whole child. The committee outlined several meetings that will be offered at different times to meet the needs of the parents.

An abbreviated list of strategies include:

- Back to School Carnival
- Manipulatives Fair
- Coffee w/ the Counselor
- Curriculum Nights

- Fall Festival
- Donuts w/ Dad
- Mother/Son Tea

The specific strategies can be found throughout the Campus Improvement Plan and are indicated by the Element 3.2 box being checked in Plan4Learning.

2018-2019 Campus Advisory Council

Committee Role	Name	Position
Non-classroom Professional	Demetrice Hubbard	Assistant Principal
Classroom Teacher	Jordan Bedford	Pre-Kindergarten Teacher
Classroom Teacher	Lynsela Bowens	5th Grade Teacher
Classroom Teacher	Tristan Williams	2nd Grade Teacher
Administrator	Dr. H.P.	Principal
Classroom Teacher	Wendy Apanco	3rd Grade Teacher
Classroom Teacher	Victoria Archer	3rd Grade Teacher
Parent	Clara Lacour	Parent
Business Representative	Ken Taylor	Business Partner
Community Representative	Belinda Robertson	Community Representative
Classroom Teacher	Mercedes Serrano	4th Grade Teacher
Parent	Brittany Stemsley	Parent
Community Representative	Tish Bogany	Community Representative
District-level Professional	Jessica Jackson	District Representative

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Tutorials		\$2,500.00
1	1	7	After-School Transportation		\$1,836.00
1	1	8	Instructional Materials		\$1,320.00
1	1	9	General Supplies		\$13,000.00
2	1	2	PBIS Incentives		\$1,400.00
3	1	1	Professional Development Opportunities		\$300.00
Sub-Total					\$20,356.00
Budgeted Fund Source Amount					\$20,356.00
+/- Difference					\$0
199 State SCE - State Compensatory Education (PIC					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Math Coach Salary - District Funded		\$0.00
1	1	6	Tutorials		\$5,500.00
1	1	7	After-School Transportation		\$1,000.00
1	4	4	Student Support Specialist Salary - District Funded		\$0.00
1	4	5	Instructional Resources		\$3,000.00
Sub-Total					\$9,500.00
Budgeted Fund Source Amount					\$9,500.00
+/- Difference					\$0
199 State Bilingual/ESL (PIC 25, 35)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	ELL Coordinator Salary		\$57,500.00
1	3	6	ELL Resources		\$23,700.00
Sub-Total					\$81,200.00

Budgeted Fund Source Amount					\$81,200.00
+/- Difference					\$0

211 Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$2,895.00
1	1	4	Literacy Coach Salary - District Funded		\$0.00
1	1	6	Tutorials		\$5,000.00
1	1	8	Instructional Materials		\$30,000.00
1	1	9	Supplies and Materials		\$15,000.00
1	3	6	ELL Resources		\$3,500.00
1	4	2	Edmentum		\$10,000.00
1	4	5	Instructional Resources		\$40,000.00
2	1	3	Restorative Discipline Practices Professional Development		\$3,000.00
3	1	1	Professional Development Opportunities		\$12,846.00
3	1	6	Professional Development Resources - Academic and Behavior		\$2,975.00
4	1	1	Resources for Science Lab		\$1,000.00
4	1	3	Transportation, Explore UT - University of Texas at Austin		\$6,500.00
4	1	7	GT Materials/Supplies		\$1,000.00
5	1	2	Correspondence Materials, Manipulatives, and Child Care		\$3,500.00
5	1	3	Child Care		\$200.00
5	1	4	Paper for Correspondences		\$500.00
5	1	6			\$2,000.00
Sub-Total					\$139,916.00
Budgeted Fund Source Amount					\$139,916.00
+/- Difference					\$0

461 Campus Activity Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	PBIS Incentives		\$500.00

2	2	1	Attendance Incentives		\$1,000.00
4	1	3	Student T-Shirts		\$500.00
Sub-Total					\$2,000.00
Budgeted Fund Source Amount					\$2,000.00
+/- Difference					\$0
Grand Total					\$252,972.00