

**Spring Independent School District**  
**Hoyland Elementary**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

Hoyland Elementary School will be a scholar-centered learning environment that lays the foundation on which children become independent, lifelong learners who have the strong desire and skill to lead in the future.

## Vision

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

## Core Beliefs

**L**earning is an active and joyful process of discovery facilitated by passionate and inspiring teachers.

**E**mbracing diverse backgrounds, values, and points of view builds a strong, inclusive community.

**A**cademic excellence is achieved through rigorous engagement, comprehensive assessment, and thoughtful reflection.

**D**ecisions are made based on the best interest of every scholar.

**E**ngaging parents in the learning environment helps scholars grow in personal responsibility, self-confidence, and academic achievement.

**R**espect among scholars and staff in a school where trust and honesty are culturally engrained instills a sense of shared mission and purpose in all stakeholders.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Demographic Summary

Hoyland Elementary is a nine year old PK-5th grade Title 1 campus in Spring ISD located in Houston, Texas. The campus is situated in a high crime area and serves students from several apartment complexes. Although this improvement plan focuses on the 2018-2019 school year, the demographic information comes from the information available in June 2018. June enrollment data shows that 801 students are enrolled and that the African American and Hispanic student groups are the largest at 67.7% and 26.3% respectively. The remaining 6% of the student population is comprised of the following student groups (each accounts for less than 1% of the total population): White, Asian, Pacific Islander, American Indian, and two or more races.

The 32.5% mobility rate for Hoyland Elementary is above the state average of 16.2% and the district average of 23.1%. At 94.64%, the attendance rate is lower than the district goal of 98%. Hoyland Elementary's student groups include 19.5% English Language Learners, 0.5% Gifted and Talented, and 8.6% Special Education. Additionally, 5% are identified as at-risk.

### Demographics Strengths

Hoyland Elementary's demographics strengths include:

1. Because the campus is located in a neighborhood, and many teachers have been at the campus for several years, teachers have gotten to know many of the families the campus serves.
2. Although the attendance rate of 94.64% is lower than the district goal of 98%, it is within the same range as other elementary schools in the district.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The latest TAPR report shows a mobility rate of 32.5% which is above both state (16.2%) and district (23.1%) averages. **Root Cause:** The campus is located in a low-income area and serves students who live in apartment complexes that offer short-term leases.

**Problem Statement 2:** Discipline data from the 2017-2018 school year reveals a need for professional development on conflict resolution and restorative

discipline. **Root Cause:** The ethnic backgrounds and experiences of Hoyland Elementary's teaching staff does not match the backgrounds and experiences of the students.

**Problem Statement 3:** STAAR data from 2018 identifies a need for professional development and support in the area of differentiating instruction to meet the needs of a diverse group of students.

**Problem Statement 4:** The attendance rate is approximately 94%. **Root Cause:** There have been a lack of systems to encourage and increase student attendance.

## Student Academic Achievement

### Student Academic Achievement Summary

All schools in Texas must meet state standards in four state accountability areas. For the 2017-2018 school year, Hoyland Elementary met **3 of the 4** targets:

Domain 1- Student Achievement. Hoyland Elementary Score: 52 (State Target Score = 60)

Domain 2 - School Progress. Hoyland Elementary Score: 62 (State Target Score = 60)

Domain 3 - Closing The Gaps. Hoyland Elementary Score: 61 (State Target Score = 60)

These scores result in Hoyland Elementary receiving a 2018 Texas Accountability Met Standard rating.

There is much work to be done to improve student achievement.

- All Subjects - 53% Approaches Grade/20% Meets Grade Level/6% Masters Grade Level
- Reading - 52% Approaches Grade Level/20% Meets Grade Level/7% Masters Grade Level
- Mathematics - 61% Approaches Grade Level/23% Meets Grade Level/7% Masters Grade Level
- Writing - 32% Approaches Grade Level/13% Meets Grade Level/1% Masters Grade Level
- Science - 55% Approaches Grade Level/16% Meets Grade Level/7% Masters Grade Level

A deep analysis of the above STAAR scores by grade level and by each student group reveals that almost all groups have shown decreases in achievement levels on one of more tests when comparing the 2017 and 2018 STAAR data. Among eight different STAAR exams given at three grade levels, 5 different student groups were analyzed (economically disadvantaged, African American, Hispanic, English Language Learners, and Special Education). The Special Education student group maintained or improved its performance across all 3rd and 4th grade tests. The economically disadvantaged, African American, and Hispanic student groups' performance decreased in five of the eight tested areas; the English Language Learners' performance decreased in four of the eight tested areas.

While the campus is showing growth in some areas, the amount of growth among student groups and among content areas is not equal. One focus for the campus is the variance between the highest and lowest scores among student groups. Note the highest and lowest 2018 STAAR scores listed below:

3rd Grade Reading: 76% ELL - 3% Special Education

3rd Grade Math: 66% ELL - 7% Special Education

4th Grade Reading: 57% Hispanic - 0% Special Education

4th Grade Math: 63% Hispanic - 10% Special Education

4th Grade Writing: 37% Hispanic - 0% Special Education

5th Grade Reading: 69% Hispanic - 15% Special Education

5th Grade Math: 90% Hispanic - 21% Special Education

5th Grade Science: 62% Hispanic – 13% Special Education

When looking at this variance, it is important to remember that the student groups vary in size. To address the variance, the campus has analyzed scores for each individual student and by each standard. Individual students will be targeted for intervention and acceleration. The goal of the campus is to close the gaps between all student groups with a special emphasis on the Special Education student group.

### **Student Academic Achievement Strengths**

STAAR Results show an increase in the following:

\*4th grade students' Math performance with 49% of students passing in 2017 and 51.5% passing the 2018 test.

\*3rd grade students' Reading performance with 48% of students passing in 2017 and 49.6% passing the 2018 test.

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

**Problem Statement 1:** 2018 STAAR data reveals that Special Education students score significantly below all other student groups in all tested areas. **Root Cause:** Two new inclusion teachers joined the staff and were responsible for all content areas.

**Problem Statement 2:** 5th grade 2018 Reading STAAR scores are significantly lower than 2017 Reading STAAR scores. **Root Cause:** Classroom management issues prevented learning from taking place. Additionally, the RtI structure needs to be strengthened, including additional professional development for teachers.

**Problem Statement 3:** 4th Grade 2018 Writing STAAR scores are significantly lower than 2017 Writing STAAR scores. **Root Cause:** Teachers struggled with implementing the Lucy Caulkins Units of Study. The Units of Study do not include grammar lessons, and there are not enough proficient teachers to utilize "Up the Ladder."

**Problem Statement 4:** Campus-wide, 2018 Math STAAR scores did not increase from 2017 to 2018. **Root Cause:** Classroom management issues prevented learning from taking place. Additionally, the RtI structure needs to be strengthened, including additional professional development for teachers.



## **School Processes & Programs**

### **School Processes & Programs Summary**

The Curriculum, Instruction, and Assessment focus at Hoyland Elementary is guided by the Spring ISD scope and sequence and the results of campus based assessments. Assessments play a major role in decision-making and take on many different forms at Hoyland Elementary. By ensuring that all grade level skills are taught and that students learn them, Hoyland Elementary can demonstrate how the essential 21st Century Skills are being mastered. Campus level disaggregation depends on the plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Kindergarten through second grade focuses on MAP, campus assessments, district checkpoints, and district benchmark assessments. Additionally, third through fifth grade focus on STAAR. Special courses and programs such as physical education, music, special education, dyslexia and ELL instruction use the same standard of assessment as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students. Campus assessments are tied to DuFour's instructional strategies where instructional goals are identified on a grid by individual students. This is all based on "What do we want the children to learn? How will they learn it? How will we know when they have learned it? What actions do we take when they do not learn it?"

Weekly grade level PLCs are held with the grade level teams, instructional coaches, and administrators. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. Grade levels have a daily common planning time.

Student progress is monitored as prescribed by the intervention at 2-, 3-, or 4-week intervals depending on individual students' needs. The RtI committee meetings are held twice each month during professional learning time. The data from campus assessments are used to identify students that are performing below grade level. Questions are asked about what is being done to address these students' needs. Are they making progress? What interventions are being used? What parent communication is being conducted? The Student Services Specialist (SSS) and the principal hold these meetings.

All teachers attend a professional development session on campus once a month. The professional development will be based upon the needs identified in this improvement plan and will be provided by our own teacher leaders, the campus instructional coaches and campus administration. It is important at Hoyland Elementary to provide ongoing, targeted, job-embedded professional learning. In addition to professional development, the weekly PLC meetings mentioned above reinforce what they are learning by discussing training, discussing implementation and sharing articles, etc. Teachers observe each other in a spirit of learning together.

The perception of Hoyland Elementary among the majority of staff and parents is that it is a safe and positive environment with a strong focus on academic excellence. Our commitment is to keep students at the center of all actions and decisions at Hoyland Elementary. Learning is of paramount importance. When our students do not learn, you will see adjustments to instruction and, if necessary, school processes. Instructional time is sacred, so teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers value the planning time they have to prepare for their individual classroom instruction and we are working to develop a sense of urgency among the staff that promotes professionalism and unity of purpose.

### **School Processes & Programs Strengths**

Hoyland Elementary has identified the following strengths:

- Teachers accommodate special populations with more time and individualized instructional plans.
- 100% of teachers have participated in multiple professional development opportunities during this past school year.
- Grade level PLCs strengthen instruction through the alignment of the curriculum, lesson planning and the pacing calendar.

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

**Problem Statement 1:** All teachers are not able to perform a deep dive to successfully analyze data in order to align best instructional practices consistently and independently. **Root Cause:** The PLC process is not streamlined and teachers do not sufficiently analyzed data prior to PLC meeting.

**Problem Statement 2:** RtI processes were not implemented and students did not receive targeted interventions. **Root Cause:** The SSS was new to his role and was not able to lead this charge.

**Problem Statement 3:** There is a lack of consistent progress monitoring of targeted student groups and content. **Root Cause:** A plan of action for successfully monitoring student groups was not implemented.

## Perceptions

### Perceptions Summary

Hoyland Elementary strives to make sure that all students are responsible, self-confident, critical thinkers, who can work collaboratively to ensure their full potential; academically, physically, socially and emotionally. Our staff models a growth mindset and exhibit perseverance through all challenges. Excellence is expected every day from our scholars and staff.

During the 2017-2018 school year there was a continued focus on CHAMPS training for all staff members to improve the overall procedures and structures in all common areas and in every classroom to promote student engagement and reduce off task behavior. A discipline behavior committee was created and staff members worked collaboratively to establish a positive behavior school-wide plan that would bring consistency among all grade levels. Throughout the school year parents were informed of our school-wide positive behavior plan and how CHAMPS was implemented throughout the school.

2017-2018 Data reflects 170 campus discipline referrals, an increase of 24 referrals from the previous year's reporting of 146. Behavior interventions are ongoing and teachers make an effort to document interventions in place and implement student behavior support plans. While bullying is not considered a problem, the campus feels that it is important not to be complacent about bullying and will include this as a need for the campus, as it is important to regularly remind students about strategies to use with any type of verbal aggression or harassment.

The counselor works with the administrative team and teachers to provide students and families the support they need. She also works closely with the behavior specialist, nurse, and CYS worker in order to provide services for our students and parents.

Teachers communicate with parents via Friday folders to inform them of behavior, grades and upcoming events. Parents have been invited to participate in monthly I-Moms and All Pro Dads activities which promote opportunities for parents to spend quality time with their children while having a positive impact on our campus and overall learning community.

The 21st Century after-school program provides opportunities for at-risk students to get additional help with academics while also providing them with experiences that sharpen their 21st century skills. Students who participate in the program perform better on campus and state assessments and have higher attendance rates than students who do not participate in the program. The program hosts a well-attended monthly parent night and is celebrated as one of the best programs in the district.

### Perceptions Strengths

Eighty-seven percent of parents rate the overall quality of the school as excellent or good compared to 60% in 2017.

Sixty-two percent of staff rate the overall quality of the school as excellent or good compared to 46% in 2017.

Eighty-four percent of parents and 85% of staff strongly agree or agree that the school has high learning standards for all students, teachers set high expectations for all students, and the school's learning standards and expectations are clearly explained to students.

Eighty-five percent of parents and 96% of staff strongly agree or agree that administrators clearly communicate the school mission and vision and are courteous when they have a concern.

Eighty-seven percent of parents feel the school is safe.

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

**Problem Statement 1:** Parent survey results indicate that parents want more timely and helpful feedback about student performance. **Root Cause:** The feedback parents receive is often focused on student misbehavior and not academic performance.

**Problem Statement 2:** Staff survey results indicate that staff members and families do not treat each other with respect. **Root Cause:** Lack of positive communication between staff members and families contributes to a contentious environment where each party feels the need to be defensive.

**Problem Statement 3:** Staff survey results indicate that the school does not use family input to improve instruction.

**Problem Statement 4:** Staff survey results indicate that staff members and students do not treat each other with respect. **Root Cause:** Lack of positive relationships between staff members and students who may create discipline issues.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- 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

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each 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.

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

## Employee Data

- Staff surveys and/or other feedback

## Parent/Community Data

- Parent surveys and/or other feedback

## Support Systems and Other Data

- Organizational structure data

# Goals

Revised/Approved: July 29, 2018

## Goal 1: Reach every student.





**Performance Objective 1:** By the end of the 2018-2019 school year, the percentage of all students who reach the Approaches level on the Reading STAAR exam will increase from 52% to 80%; Meets level will increase from 20% to 50%; and Masters level will increase from 7% to 20%.

### Evaluation Data Source(s) 1: MAP Screeners






- Campus-Based Assessments
- District Checkpoints
- District Benchmarks
- STAAR
- Do Nows
- Exit Tickets

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7 1) Hire an ELA Instructional Specialist to support teachers (planning, delivery of instruction, data analysis) and students (small group interventions) in grades 3-5	2.4, 2.5, 2.6	Principal	IMPLEMENTATION - measured by hiring of instructional specialist  IMPACT: Increased support for teachers  Increased teacher capacity  Increased student performance in Reading and Writing as measured by CBAs, DBAs, and STAAR.	✓	✓	✓	
Problem Statements: Demographics 3 - Student Academic Achievement 2, 3 - School Processes & Programs 1 Funding Sources: 211 Title I, Part A - 53000.00							

<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Provide Guided Reading training and ensure the implementation of guided reading in all classrooms</p>	2.4, 2.5, 2.6	Principal Assistant Principal Literacy Coach Instructional Specialist	<p>IMPLEMENTATION: measured by completion of training and walkthrough data</p> <p>IMPACT: Increased teacher capacity</p> <p>Increased student performance in Reading as measured by CBAs, DBAs, and STAAR</p>				
<p>Problem Statements: Demographics 3 - Student Academic Achievement 1, 2 - School Processes &amp; Programs 1, 3</p> <p>Funding Sources: 211 Title I, Part A - 15200.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Utilize LoneStar Learning Target Reading daily to track student progress on Reading TEKS</p>	2.4, 2.6	Principal Assistant Principal Literacy Coach Instructional Specialist	<p>IMPLEMENTATION: measured by purchase of LoneStar Learning program and daily utilization</p> <p>IMPACT: Increased student performance in Reading as measured by CBAs, DBAs, and STAAR</p> <p>Provide daily data to inform instruction and small group interventions</p>				
<p>Problem Statements: Student Academic Achievement 1, 2 - School Processes &amp; Programs 1, 3</p> <p>Funding Sources: 211 Title I, Part A - 5200.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) Students will receive targeted interventions during the school day</p>	2.4, 2.5, 2.6	Principal Assistant Principal Literacy Coach Instructional Specialist ELA Interventionist Student Support Specialist	<p>IMPLEMENTATION: measured by implementation of Pioneer Power-Up periods during the school day and after school</p> <p>IMPACT: Increased student performance in Reading as measured by CBAs, DBAs, and STAAR</p>				
<p>Problem Statements: Student Academic Achievement 2 - School Processes &amp; Programs 2, 3</p> <p>Funding Sources: 199 State SCE - State Compensatory Education (PIC - 11500.00)</p>							
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>5) Teachers will utilize Teach Like a Champion strategies consistently</p>	2.4, 2.6	Principal Assistant Principal Literacy Coach Instructional Specialist ELA Interventionist	<p>IMPLEMENTATION: measured by walkthrough data</p> <p>IMPACT: Increased data collection and therefore increased individualized instruction</p> <p>Increased teacher capacity</p> <p>Increased student performance in Reading as measured by CBAs, DBAs, and STAAR</p>				
<p>Problem Statements: Demographics 3 - Student Academic Achievement 1, 2</p> <p>Funding Sources: 211 Title I, Part A - 300.00</p>							



<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>6) Secure resources to ensure students have all of the needed materials needed to successfully participate in the learning environment (paper, pencils, markers, crayons, construction paper, index cards, staples, paper clips, staplers, folders, chart paper, scissors, etc.)</p>		<p>Principal Assistant Principal Literacy Coach Instructional Specialist ELA Interventionist</p>	<p>IMPLEMENTATION: measured by documentation of materials purchased</p> <p>IMPACT: Increased time on task</p> <p>Increased student performance in Reading as measured by CBAs, DBAs, and STAAR</p>				
<p>Funding Sources: 211 Title I, Part A - 29800.00, 199 General Fund - 7000.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>7) Decision Point Meetings will be held every 6 weeks to discuss student progress and to develop Individualized Intervention Plans</p>	<p>2.4, 2.6</p>	<p>Principal Assistant Principal Student Support Specialist Teachers</p>	<p>IMPLEMENTATION: measured by meeting agendas and sign in sheets</p> <p>IMPACT: Increased individualized instruction</p> <p>Increased student performance in Reading as measure by CBAs, DBAs, and STAAR</p>				
<p>Problem Statements: Demographics 3 - Student Academic Achievement 2 - School Processes &amp; Programs 1, 2, 3</p>							
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>8) Teachers will implement co-teach models with fidelity in 100% of classrooms with that include students receiving special education services</p>	<p>2.4, 2.6</p>	<p>Principal Assistant Principal Teachers</p>	<p>IMPLEMENTATION: measured by walkthrough data</p> <p>IMPACT: Increased student performance in Reading as measured by CBAs, DBAs, and STAAR</p>				
<p>Problem Statements: Demographics 3 - Student Academic Achievement 1, 2 - School Processes &amp; Programs 3</p>							
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>9) Teachers will meet with their appraisers at the end of each progress reporting period to discuss the progress of students receiving special education services</p>	<p>2.4, 2.6</p>	<p>Principal Assistant Principal</p>	<p>IMPLEMENTATION: measured by documentation of data meetings</p> <p>IMPACT: Increased monitoring of students receiving special education services</p> <p>Increased student performance in Reading as measured by CBAs, DBAs, and STAAR</p>				
<p>Problem Statements: Demographics 3 - Student Academic Achievement 1 - School Processes &amp; Programs 3</p>							
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>10) 100% of teachers will participate in DDAP PLCs to analyze data and develop action plans to improve student performance</p>	<p>2.4, 2.6</p>	<p>Principal Assistant Principal Literacy Coach Instructional Specialist</p>	<p>IMPLEMENTATION: measured by agendas and sign in sheets from meetings</p> <p>IMPACT: Increased teacher capacity</p> <p>Increased student performance as measured by CBAs, DBAs, and STAAR</p>				
<p>Problem Statements: Demographics 3 - Student Academic Achievement 2 - School Processes &amp; Programs 1</p>							

<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1</p> <p>11) Purchase instructional resources that support Reading instruction and achievement (books, Scholastic magazines, ExactPath, Study Island, STAAR Ready, Mentoring Minds, Motivation Reading, Forde Ferrier Rti)</p>	2.4, 2.5, 2.6	Principal Assistant Principal Literacy Coach Instructional Specialist	<p>IMPLEMENTATION: measured by documentation of resources purchased</p> <p>IMPACT: Increased student achievement as measured by CBAs, DBAs, and STAAR</p>				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4</p> <p>Funding Sources: 211 Title I, Part A - 27000.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>12) Host Literacy Night where students and parents have the opportunity to practice literacy skills together</p>	2.4, 3.2	Principal Assistant Principal Literacy Coach Instructional Specialist	<p>IMPLEMENTATION: measured by even sign in sheet</p> <p>IMPACT: Increased parental engagement</p> <p>Increased student performance in Reading as measured by CBAs, DBAs, and STAAR</p>				
<p>Problem Statements: Student Academic Achievement 2, 3 - Perceptions 2</p> <p>Funding Sources: 211 Title I, Part A - 2000.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1</p> <p>13) Hire iEducate tutors to provide in-class intervention in 4th and 5th grade classrooms</p>	2.4, 2.6	Principal	<p>IMPLEMENTATION: measured by the finalization of the contract with iEducate</p> <p>IMPACT: Increased student performance in Reading as measured by CBAs, DBAs, and STAAR</p>				
<p>Problem Statements: Student Academic Achievement 2 - School Processes &amp; Programs 2</p> <p>Funding Sources: 211 Title I, Part A - 10000.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5</p> <p>14) Create a library of videos for parents and students to access at home to support Readiness TEKS</p>	2.4, 2.5, 2.6	Principal Assistant Principal Literacy Coach Instructional Specialist	<p>IMPLEMENTATION: measured by creation and sharing of videos</p> <p>IMPACT: Increased student engagement in learning outside of school</p> <p>Increased student performance in Reading as measured by CBAs, DBAs, and STAARR</p>				
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3, 4</p>							

<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7  15) Teachers will participate in Instructional Walks once per month during Learning PLC meetings	Principal Assistant Principal Literacy Coach Instructional Specialist	IMPLEMENTATION: measured by review and utilization of learning walks protocols				
		IMPACT: Increased teacher capacity  Increased student performance in Reading as measured by CBAs, DBAs, and STAAR				
Problem Statements: Demographics 3 - Student Academic Achievement 1, 2, 3, 4						
= Accomplished             = Continue/Modify             = Considerable             = Some Progress             = No Progress             = Discontinue						

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> The latest TAPR report shows a mobility rate of 32.5% which is above both state (16.2%) and district (23.1%) averages. <b>Root Cause 1:</b> The campus is located in a low-income area and serves students who live in apartment complexes that offer short-term leases.
<b>Problem Statement 3:</b> STAAR data from 2018 identifies a need for professional development and support in the area of differentiating instruction to meet the needs of a diverse group of students.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> 2018 STAAR data reveals that Special Education students score significantly below all other student groups in all tested areas. <b>Root Cause 1:</b> Two new inclusion teachers joined the staff and were responsible for all content areas.
<b>Problem Statement 2:</b> 5th grade 2018 Reading STAAR scores are significantly lower than 2017 Reading STAAR scores. <b>Root Cause 2:</b> Classroom management issues prevented learning from taking place. Additionally, the RtI structure needs to be strengthened, including additional professional development for teachers.
<b>Problem Statement 3:</b> 4th Grade 2018 Writing STAAR scores are significantly lower than 2017 Writing STAAR scores. <b>Root Cause 3:</b> Teachers struggled with implementing the Lucy Caulkins Units of Study. The Units of Study do not include grammar lessons, and there are not enough proficient teachers to utilize "Up the Ladder."
<b>Problem Statement 4:</b> Campus-wide, 2018 Math STAAR scores did not increase from 2017 to 2018. <b>Root Cause 4:</b> Classroom management issues prevented learning from taking place. Additionally, the RtI structure needs to be strengthened, including additional professional development for teachers.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> All teachers are not able to perform a deep dive to successfully analyze data in order to align best instructional practices consistently and independently. <b>Root Cause 1:</b> The PLC process is not streamlined and teachers do not sufficiently analyzed data prior to PLC meeting.
<b>Problem Statement 2:</b> RtI processes were not implemented and students did not receive targeted interventions. <b>Root Cause 2:</b> The SSS was new to his role and was not able to lead this charge.
<b>Problem Statement 3:</b> There is a lack of consistent progress monitoring of targeted student groups and content. <b>Root Cause 3:</b> A plan of action for successfully monitoring student groups was not implemented.
<b>Perceptions</b>
<b>Problem Statement 2:</b> Staff survey results indicate that staff members and families do not treat each other with respect. <b>Root Cause 2:</b> Lack of positive communication between staff members and families contributes to a contentious environment where each party feels the need to be defensive.



**Goal 1:** Reach every student.






**Performance Objective 2:** By the end of the 2018-2019 school year, the percentage of all students who reach the Approaches level on the Math STAAR exam will increase from approximately 61% to 80%; Meets level will increase from 23% to 50%; and Masters level will increase from 7% to 20%.






**Evaluation Data Source(s) 2:** MAP Screeners













- Campus-Based Assessments
- District Checkpoints
- District Benchmarks
- STAAR
- Do Nows
- Exit Tickets

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Provide Guided Math and content training and ensure the implementation of guided math in all classrooms (K-2 will use the Guided Math bundle from ETA; lead4ward problem-solving PD)</p>	2.4, 2.5, 2.6	Principal Assistant Principal Math Coach	<p>IMPLEMENTATION: measured by completion of training and walkthrough data</p> <p>IMPACT: Increased teacher capacity</p> <p>Increased student performance in Math as measured by CBAs, DBAs, and STAAR</p>				
				<p>Problem Statements: Student Academic Achievement 4 - School Processes &amp; Programs 3</p> <p>Funding Sources: 211 Title I, Part A - 8800.00</p>			
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Utilize LoneStar Learning Target the Question daily to track student progress on Math TEKS</p>	2.4, 2.6	Principal Assistant Principal Literacy Coach Instructional Specialist	<p>IMPLEMENTATION: measured by purchase of LoneStar Learning program and daily utilization</p> <p>IMPACT: Increased student performance in Math as measured by CBAs, DBAs, and STAAR</p> <p>Provide daily data to inform instruction and small group interventions</p>				
				<p>Problem Statements: Demographics 3 - Student Academic Achievement 1, 4 - School Processes &amp; Programs 3</p> <p>Funding Sources: 211 Title I, Part A - 2550.00</p>			

<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) All students will receive targeted interventions during the school day</p>	2.4, 2.5, 2.6	Principal Assistant Principal Math Coach Student Support Specialist	<p>IMPLEMENTATION: measured by implementation of Pioneer Power-Up periods during the school day and after school</p> <p>IMPACT: Increased student performance in Math as measured by CBAs, DBAs, and STAAR</p>				
Problem Statements: Demographics 3 - Student Academic Achievement 4 - School Processes & Programs 2, 3							
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>4) Teachers will utilize Teach Like a Champion strategies consistently</p>	2.4, 2.6	Principal Assistant Principal Math Coach	<p>IMPLEMENTATION: measured by walkthrough data</p> <p>IMPACT: Increased data collection and therefore increased individualized instruction</p> <p>Increased teacher capacity</p> <p>Increased student performance in Math as measured by CBAs, DBAs, and STAAR</p>				
Problem Statements: Demographics 3 - Student Academic Achievement 1, 4							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>5) Secure resources to ensure students have all of the needed materials needed to successfully participate in the learning environment</p>		Principal Assistant Principal Math Coach	<p>IMPLEMENTATION: measured by documentation of materials purchased</p> <p>IMPACT: Increased time on task</p> <p>Increased student performance in Math as measured by CBAs, DBAs, and STAAR</p>				
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>6) Decision Point Meetings will be held every 6 weeks to discuss student progress and to develop Individualized Intervention Plans</p>	2.4, 2.6	Principal Assistant Principal Student Support Specialist Teachers	<p>IMPLEMENTATION: measured by meeting agendas and sign in sheets</p> <p>IMPACT: Increased individualized instruction</p> <p>Increased student performance in Math as measure by CBAs, DBAs, and STAAR</p>				
Problem Statements: Demographics 3 - School Processes & Programs 2, 3							
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1</p> <p>7) Teachers will implement co-teach models with fidelity in 100% of classrooms with that include students receiving special education services</p>	2.4, 2.6	Principal Assistant Principal Teachers	<p>IMPLEMENTATION: measured by walkthrough data</p> <p>IMPACT: Increased student performance in Math as measured by CBAs, DBAs, and STAAR</p>				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 3							

<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>8) Teachers will meet with their appraisers at the end of each progress reporting period to discuss the progress of students receiving special education services</p>	2.4, 2.6	Principal Assistant Principal	<p>IMPLEMENTATION: measured by documentation of data meetings</p> <p>IMPACT: Increased monitoring of students receiving special education services</p> <p>Increased student performance in Math as measured by CBAs, DBAs, and STAAR</p>				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 3							
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>9) 100% of teachers will participate in DDAP PLCs to analyze data and develop action plans to improve student performance</p>	2.4, 2.6	Principal Assistant Principal Math Coach	<p>IMPLEMENTATION: measured by agendas and sign in sheets from meetings</p> <p>IMPACT: Increased teacher capacity</p> <p>Increased student performance in Math as measured by CBAs, DBAs, and STAAR</p>				
Problem Statements: Demographics 3 - Student Academic Achievement 4 - School Processes & Programs 1, 3							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>10) Purchase instructional resources that support Math instruction and achievement (Scholastic magazines, ExactPath, Study Island, STAAR Ready, Mentoring Minds, Motivation Math, Forde Ferrier Rti)</p>	2.4, 2.5, 2.6	Principal Assistant Principal Literacy Coach Instructional Specialist	<p>IMPLEMENTATION: measured by documentation of resources purchased</p> <p>IMPACT: Increased student achievement as measured by CBAs, DBAs, and STAAR</p>				
Problem Statements: Student Academic Achievement 4 Funding Sources: 211 Title I, Part A - 10000.00							
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>11) Students will utilize math manipulatives to model math concepts</p>	2.4, 2.6	Principal Assistant Principal Math Coach Teachers	<p>IMPLEMENTATION: measured by walkthrough data</p> <p>IMPACT: Increased student performance in Math as measured by CBAs, DBAs, and STAAR</p>				
Problem Statements: Demographics 3 - Student Academic Achievement 4 Funding Sources: 211 Title I, Part A - 9680.00							
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>12) Teachers will receive training on the effective use of math manipulatives in the classroom</p>	2.4, 2.6	Principal Assistant Principal Math Coach	<p>IMPLEMENTATION: measured by PD agenda and sign in sheet</p> <p>IMPACT: Increased teacher capacity</p> <p>Increased student performance in Math as measured by CBAs, DBAs, and STAAR</p>				
Problem Statements: Demographics 3 - Student Academic Achievement 4							

<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6 13) Host a Math Manipulatives Fair where teachers and students will teach parents how to utilize math manipulatives at home	2.4, 2.6, 3.2	Principal Assistant Principal Math Coach	IMPLEMENTATION: measured by event sign in sheet IMPACT: Increased parental engagement Increased student performance in Math as measured by CBAs, DBAs, and STAAR				
	Problem Statements: Perceptions 2 Funding Sources: 211 Title I, Part A - 228.00						
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 14) Hire iEducate tutors to provide in-class intervention in 5th grade classrooms	2.4, 2.6	Principal	IMPLEMENTATION: measured by finalization of contract with iEducate IMPACT: Increased student performance in Math as measured by CBAs, DBAs, and STAAR				
	Problem Statements: Student Academic Achievement 4 - School Processes & Programs 2						
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 15) Create a library of videos for parents and students to access at home to support Readiness TEKS	2.4, 2.5, 2.6	Principal Assistant Principal Math Coach	IMPLEMENTATION: measured by creation and sharing of videos IMPACT: Increased student engagement in learning outside of school Increased student performance in Math as measured by CBAs, DBAs, and STAARR				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7 16) Teachers will participate in Instructional Walks once per month during Learning PLC meetings		Principal Assistant Principal Math Coach	IMPLEMENTATION: measured by review and utilization of learning walks protocols IMPACT: Increased teacher capacity Increased student performance in Math as measured by CBAs, DBAs, and STAAR				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 3:</b> STAAR data from 2018 identifies a need for professional development and support in the area of differentiating instruction to meet the needs of a diverse group of students.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> 2018 STAAR data reveals that Special Education students score significantly below all other student groups in all tested areas. <b>Root Cause 1:</b> Two new inclusion teachers joined the staff and were responsible for all content areas.

**Problem Statement 4:** Campus-wide, 2018 Math STAAR scores did not increase from 2017 to 2018. **Root Cause 4:** Classroom management issues prevented learning from taking place. Additionally, the RtI structure needs to be strengthened, including additional professional development for teachers.

### School Processes & Programs

**Problem Statement 1:** All teachers are not able to perform a deep dive to successfully analyze data in order to align best instructional practices consistently and independently. **Root Cause 1:** The PLC process is not streamlined and teachers do not sufficiently analyzed data prior to PLC meeting.

**Problem Statement 2:** RtI processes were not implemented and students did not receive targeted interventions. **Root Cause 2:** The SSS was new to his role and was not able to lead this charge.

**Problem Statement 3:** There is a lack of consistent progress monitoring of targeted student groups and content. **Root Cause 3:** A plan of action for successfully monitoring student groups was not implemented.

### Perceptions

**Problem Statement 2:** Staff survey results indicate that staff members and families do not treat each other with respect. **Root Cause 2:** Lack of positive communication between staff members and families contributes to a contentious environment where each party feels the need to be defensive.



**Goal 1:** Reach every student.

**Performance Objective 3:** By the end of the 2018-2019 school year, the percentage of all students who reach the Approaches level on the Science STAAR exam will increase from approximately 55% to 80%; Meets level will increase from 16% to 50%; and Masters level will increase from 7% to 20%

**Evaluation Data Source(s) 3:** Campus-Based Assessments

- District Checkpoints
- District Benchmarks
- STAAR
- Do Nows
- Exit Tickets

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1</p> <p>1) Students will participate in hands-on labs at least twice per week</p>	2.4, 2.5, 2.6	Principal Assistant Principal Teachers	<p>IMPLEMENTATION: measured by lesson plans and walkthrough data</p> <p>IMPACT: Increased student performance in Science as measured by CBAs, DBAs, and STAAR</p>				
Funding Sources: 199 General Fund - 10000.00							
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1</p> <p>2) Students will take one practical exam per 6 weeks</p>	2.4, 2.6	Principal Assistant Principal Teachers	<p>IMPLEMENTATION: measured by lesson plans and walkthrough data</p> <p>IMPACT: Increased student performance in Science as measured by CBAs, DBAs, and STAAR</p>				
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Purchase instructional resources that support Science instruction and achievement (STEMScopes, Scholastic magazines, STAAR Ready, Mentoring Minds, Motivation Science, Study Island)</p>	2.4, 2.6	Principal Assistant Principal	<p>IMPLEMENTATION: measured by documentation of materials purchased</p> <p>IMPACT: Increased student performance in Science as measured by CBAs, DBAs, and STAAR</p>				
Funding Sources: 199 General Fund - 11000.00							
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 1:** Reach every student.











**Performance Objective 4:** By the end of the 2018-2019 school year, the percentage of all students who reach the Approaches level on the Writing STAAR exam will increase from approximately 32% to 80%; Meets level will increase from 13% to 50%; and Masters level will increase from 1% to 20%.

**Evaluation Data Source(s) 4:** Campus-Based Assessments

District Checkpoints  
 District Benchmarks  
 STAAR

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2  1) On-demand writing assessments will be administered to 3rd and 4th grade students every 6 weeks to monitor student progress	2.4, 2.6	Principal Assistant Principal Instructional Specialist	IMPLEMENTATION: measured by completion of assessments every 6 weeks  IMPACT: Increased student performance in Writing as measured by CBAs, DBAs, and STAAR  Increased data collection and therefore increased individualized instruction				
				Problem Statements: Student Academic Achievement 3 - School Processes & Programs 3			
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1  2) Daily instruction focused on revising and editing	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Specialist	IMPLEMENTATION: measured by lesson plans and walkthrough data  IMPACT: Increased student performance in Writing as measured by CBAs, DBAs, and STAAR				
				Problem Statements: Student Academic Achievement 3			
<b>Critical Success Factors</b> CSF 1  3) Students will have the opportunity to write in all content areas	2.5, 2.6	Principal Assistant Principal Literacy Coach Instructional Specialist Teachers	IMPLEMENTATION: measured by lesson plans and walkthrough data  IMPACT: Increased student performance in Writing as measured by CBAs, DBAs, and STAAR				
				Problem Statements: Student Academic Achievement 3			

<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 4) Implement a Writer's Workshop model that includes modeled writing, student conferences, and independent writing	2.4, 2.5, 2.6	Principal Assistant Principal Literacy Coach Instructional Specialist	IMPLEMENTATION: measured by lesson plans and walkthrough data IMPACT: Increased student performance in Writing as measured by CBAs, DBAs, and STAAR				
	Problem Statements: Demographics 3 - Student Academic Achievement 3 - School Processes & Programs 3						
<b>Critical Success Factors</b> CSF 1 5) Purchase instructional resources that support Writing instruction and achievement (STAAR Ready, Mentoring Minds, Motivation Writing)	2.4, 2.6	Principal Assistant Principal Literacy Coach Instructional Specialist	IMPLEMENTATION: measured by documentation of materials purchased IMPACT: Increased student performance in Writing as measured by CBAs, DBAs, and STAAR				
	Problem Statements: Student Academic Achievement 3 Funding Sources: 199 General Fund - 4830.00, 211 Title I, Part A - 820.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

### Performance Objective 4 Problem Statements:

<b>Demographics</b>
<b>Problem Statement 3:</b> STAAR data from 2018 identifies a need for professional development and support in the area of differentiating instruction to meet the needs of a diverse group of students.
<b>Student Academic Achievement</b>
<b>Problem Statement 3:</b> 4th Grade 2018 Writing STAAR scores are significantly lower than 2017 Writing STAAR scores. <b>Root Cause 3:</b> Teachers struggled with implementing the Lucy Caulkins Units of Study. The Units of Study do not include grammar lessons, and there are not enough proficient teachers to utilize "Up the Ladder."
<b>School Processes &amp; Programs</b>
<b>Problem Statement 3:</b> There is a lack of consistent progress monitoring of targeted student groups and content. <b>Root Cause 3:</b> A plan of action for successfully monitoring student groups was not implemented.

**Goal 1:** Reach every student.





**Performance Objective 5:** By the end of the 2018-2019 school year, 80% of students in grades PK-2 will demonstrate mastery of early literacy skills in reading and writing.

**Evaluation Data Source(s) 5:** Circle Assessment

Campus-Based Assessments

District Checkpoints

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<b>Critical Success Factors</b> CSF 1  1) Students in pre-kindergarten will have the daily opportunity to engage in activities that support mastery of rapid letter naming, letter-sound correspondence, rapid vocabulary, book and print awareness, phonological awareness, and story retell & comprehension (Learning Alive Plus)	2.4, 2.5, 2.6	Principal Assistant Principal Literacy Coach	IMPLEMENTATION: measured by lesson plans and walkthrough data  IMPACT: Increased student performance in reading as measured by CBAs and DBAs				
				Problem Statements: Student Academic Achievement 2 Funding Sources: 211 Title I, Part A - 10650.00			
<b>Critical Success Factors</b> CSF 1  2) Students in grades PK-2 will participate daily in writing activities that include journal writing, labeling and drawing topic-related pictures, writing related and grade level sight words, copying environmental print and progressing through the stages of writing	2.4, 2.5, 2.6	Principal Assistant Principal Literacy Coach	IMPLEMENTATION: measured by lesson plans and walkthrough data  IMPACT: Increased student performance in writing as measured by CBAs and DBAs				
				Problem Statements: Student Academic Achievement 3			
3) Implement Take Home Reading Program (Scholastic books, book bags)		Principal Assistant Principal Literacy Coach	Implementation - measured by the purchase of books and book bags  IMPACT: Increased student performance in reading and writing				
				Funding Sources: 211 Title I, Part A - 6000.00			
							

**Performance Objective 5 Problem Statements:**

### Student Academic Achievement

**Problem Statement 2:** 5th grade 2018 Reading STAAR scores are significantly lower than 2017 Reading STAAR scores. **Root Cause 2:** Classroom management issues prevented learning from taking place. Additionally, the RtI structure needs to be strengthened, including additional professional development for teachers.

**Problem Statement 3:** 4th Grade 2018 Writing STAAR scores are significantly lower than 2017 Writing STAAR scores. **Root Cause 3:** Teachers struggled with implementing the Lucy Caulkins Units of Study. The Units of Study do not include grammar lessons, and there are not enough proficient teachers to utilize "Up the Ladder."












**Goal 1:** Reach every student.

**Performance Objective 6:** By the end of the 2018-2019 school year, 80% of LEP students will demonstrate mastery of grade level reading and math skills.

**Evaluation Data Source(s) 6:** Renaissance  
MAP

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Hire an ELL tutor to work with scholars who are performing below grade level as measured by the BOY Renaissance universal screener.</p>	2.4, 2.6	Principal Assistant Principal	<p>IMPLEMENTATION - measured by hiring of tutor</p> <p>IMPACT: increased ELL scholar performance in reading</p>				
Problem Statements: Student Academic Achievement 2, 4							
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Provide Guided Reading and Guided Math training and ensure the implementation of guided instruction in all classrooms</p>	2.4, 2.5, 2.6	Principal Assistant Principal Literacy Coach Math Coach Instructional Specialist	<p>IMPLEMENTATION: measured by completion of training and walkthrough data</p> <p>IMPACT: Increased teacher capacity</p> <p>Increased student performance in Reading and Math as measured by CBAs, DBAs, and STAAR</p>				
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) Students will receive targeted interventions during the school day</p>	2.4, 2.5, 2.6	Principal Assistant Principal Literacy Coach Instructional Specialist ELA Interventionist Student Support Specialist	<p>IMPLEMENTATION: measured by implementation of Pioneer Power-Up periods during the school day and after school</p> <p>IMPACT: Increased student performance in Reading as measured by CBAs, DBAs, and STAAR</p>				
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>4) Teachers will utilize Teach Like a Champion strategies consistently</p>	2.4, 2.6	Principal Assistant Principal Literacy Coach Instructional Specialist ELA Interventionist	<p>IMPLEMENTATION: measured by walkthrough data</p> <p>IMPACT: Increased data collection and therefore increased individualized instruction</p> <p>Increased teacher capacity</p> <p>Increased student performance in Reading as measured by CBAs, DBAs, and STAAR</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>5) Secure resources to ensure students have all of the needed materials needed to successfully participate in the learning environment (paper, pencils, markers, crayons, construction paper, index cards, staples, paper clips, staplers, folders, chart paper, scissors, etc.)</p>		<p>Principal Assistant Principal Literacy Coach Instructional Specialist ELA Interventionist</p>	<p>IMPLEMENTATION: measured by documentation of materials purchased</p> <p>IMPACT: Increased time on task</p> <p>Increased student performance in Reading as measured by CBAs, DBAs, and STAAR</p>				
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>6) Decision Point Meetings will be held every 6 weeks to discuss student progress and to develop Individualized Intervention Plans</p>	<p>2.4, 2.6</p>	<p>Principal Assistant Principal Student Support Specialist Teachers</p>	<p>IMPLEMENTATION: measured by meeting agendas and sign in sheets</p> <p>IMPACT: Increased individualized instruction</p> <p>Increased student performance in Reading as measure by CBAs, DBAs, and STAAR</p>				
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>7) Teachers will meet with their appraisers at the end of each progress reporting period to discuss the progress of ELLs</p>	<p>2.4, 2.6</p>	<p>Principal Assistant Principal</p>	<p>IMPLEMENTATION: measured by documentation of data meetings</p> <p>IMPACT: Increased monitoring of students receiving special education services</p> <p>Increased student performance in Reading as measured by CBAs, DBAs, and STAAR</p>				
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>8) 100% of teachers will participate in DDAP PLCs to analyze data and develop action plans to improve student performance</p>	<p>2.4, 2.6</p>	<p>Principal Assistant Principal Literacy Coach Instructional Specialist</p>	<p>IMPLEMENTATION: measured by agendas and sign in sheets from meetings</p> <p>IMPACT: Increased teacher capacity</p> <p>Increased student performance as measured by CBAs, DBAs, and STAAR</p>				
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>9) Purchase instructional resources that support Reading instruction and achievement (books, Scholastic magazines, ExactPath, Study Island, STAAR Ready, Mentoring Minds, Forde Ferrier Rti)</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal Assistant Principal Literacy Coach Instructional Specialist</p>	<p>IMPLEMENTATION: measured by documentation of resources purchased</p> <p>IMPACT: Increased student achievement as measured by CBAs, DBAs, and STAAR</p>				
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

**Performance Objective 6 Problem Statements:**

## Student Academic Achievement

**Problem Statement 2:** 5th grade 2018 Reading STAAR scores are significantly lower than 2017 Reading STAAR scores. **Root Cause 2:** Classroom management issues prevented learning from taking place. Additionally, the RtI structure needs to be strengthened, including additional professional development for teachers.

**Problem Statement 4:** Campus-wide, 2018 Math STAAR scores did not increase from 2017 to 2018. **Root Cause 4:** Classroom management issues prevented learning from taking place. Additionally, the RtI structure needs to be strengthened, including additional professional development for teachers.
















## Goal 2: Excellence in every school

**Performance Objective 1:** The student attendance rate will increase from 94% to 98% for the 2018-2019 school year.

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

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 1) Implement "Perfect Punctuality" attendance incentive to celebrate perfect attendance		Principal Assistant Principal Attendance Clerk	IMPLEMENTATION: measured by completion of display board, communication to students and parents regarding incentive, and system for daily recording  IMPACT: Improved student attendance				
	Problem Statements: Demographics 4 Funding Sources: 199 General Fund - 1000.00						
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 2) Implement Magic Number attendance initiative	2.5	Principal Assistant Principal Attendance clerk	IMPLEMENTATION: measured by log of daily magic number phone calls  IMPACT: Increased student attendance				
	Problem Statements: Demographics 4						
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 3) Recognize student attendance at quarterly award ceremonies	2.5	Principal Assistant Principal Attendance Clerk	IMPLEMENTATION: measured by presentation of Perfect Attendance awards  IMPACT: Increased student attendance				
	Problem Statements: Demographics 4						
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 4) Communicate attendance benefits and requirements to parents monthly via the campus newsletter	2.5	Principal Assistant Principal Attendance Clerk	IMPLEMENTATION: measured by publishing of attendance column in campus newsletter  IMPACT: Increased student attendance				
	Problem Statements: Demographics 4						
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 5) Review student attendance weekly to determine those who need to be referred to the Attendance Committee or to the counselor for intervention	2.5	Principal Assistant Principal Attendance Clerk Counselor	IMPLEMENTATION: measured by signature on weekly attendance reports  IMPACT: Increased student attendance				
	Problem Statements: Demographics 4						

<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>6) Establish Attendance Committee to monitor student attendance, observe trends, and implement activities to promote student achievement</p>	2.5	Principal Assistant Principal Attendance Clerk	<p>IMPLEMENTATION: measured by committee meeting agendas and sign in sheets</p> <p>IMPACT: Increased student achievement</p>				
Problem Statements: Demographics 4							
<p><b>Critical Success Factors</b> CSF 6</p> <p>7) Students will be recognized at quarterly awards ceremonies for academic performance, attendance, citizenship, and progress</p>		Principal Assistant Principal Team Leaders	<p>IMPLEMENTATION: measured by invitations to parents and ceremony sign in sheets</p> <p>IMPACT: Increased parental engagement</p> <p>Increased student performance in all content areas as measured by CBAs, DBAs, and STAAR</p> <p>Increased student attendance</p> <p>Decreased office discipline referrals</p>				
<p> = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue</p>							

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>	
<b>Problem Statement 4:</b> The attendance rate is approximately 94%.	<b>Root Cause 4:</b> There have been a lack of systems to encourage and increase student attendance.








**Goal 2:** Excellence in every school

**Performance Objective 2:** The number of office discipline referrals will decrease from 170 to 125 for the 2018-2019 school year.

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

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<b>PBMAS Critical Success Factors CSF 6</b>  1) Teachers will receive CHAMPS and PBIS training in August and January		Principal Assistant Principal	IMPLEMENTATION: measured by training sign in sheets  IMPACT: Decreased office discipline referrals				
	Problem Statements: Demographics 2						
<b>PBMAS Critical Success Factors CSF 6</b>  2) All members of the leadership team and teachers in grades 3-5 will receive Restorative Discipline training	2.6	Principal	IMPLEMENTATION: measured by training sign in sheets  IMPACT: Decreased office discipline referrals				
	Problem Statements: Demographics 2 - Perceptions 2, 4						
<b>PBMAS Critical Success Factors CSF 6</b>  3) Fourth and fifth grade students will participate in BLoKS training		Principal Assistant Principal Counselor	IMPLEMENTATION: measured by completion of training  IMPACT: Decreased office discipline referrals				
	Problem Statements: Demographics 2						
<b>PBMAS Critical Success Factors CSF 6</b>  4) Establish a PBIS Committee to monitor student behavior, observe trends, and implement activities to promote appropriate behavior	2.5	Principal Assistant Principal Counselor	IMPLEMENTATION: measured by committee agendas and sign in sheets  IMPACT: Decreased office discipline referrals				
	Problem Statements: Demographics 2 Funding Sources: 199 General Fund - 1000.00						
<b>PBMAS Critical Success Factors CSF 6</b>  5) Develop and implement school-wide discipline management plan	2.5	Principal Assistant Principal All Staff	IMPLEMENTATION: measured by development, communication, and execution of plan  IMPACT: Decreased number of office discipline referrals				
	Problem Statements: Demographics 2 - Perceptions 4						

<p><b>Critical Success Factors</b> CSF 6</p> <p>6) Students will be recognized at quarterly awards ceremonies for academic performance, attendance, citizenship, and progress</p>		<p>Principal Assistant Principal Team Leaders</p>	<p>IMPLEMENTATION: measured by invitations to parents and ceremony sign in sheets</p> <p>IMPACT: Increased parental engagement</p> <p>Increased student performance in all content areas as measured by CBAs, DBAs, and STAAR</p> <p>Increased student attendance</p> <p>Decreased office discipline referrals</p>				
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Performance Objective 2 Problem Statements:**

<p><b>Demographics</b></p>
<p><b>Problem Statement 2:</b> Discipline data from the 2017-2018 school year reveals a need for professional development on conflict resolution and restorative discipline. <b>Root Cause 2:</b> The ethnic backgrounds and experiences of Hoyland Elementary's teaching staff does not match the backgrounds and experiences of the students.</p>
<p><b>Perceptions</b></p>
<p><b>Problem Statement 2:</b> Staff survey results indicate that staff members and families do not treat each other with respect. <b>Root Cause 2:</b> Lack of positive communication between staff members and families contributes to a contentious environment where each party feels the need to be defensive.</p>
<p><b>Problem Statement 4:</b> Staff survey results indicate that staff members and students do not treat each other with respect. <b>Root Cause 4:</b> Lack of positive relationships between staff members and students who may create discipline issues.</p>

**Goal 2:** Excellence in every school

**Performance Objective 3:** Staff members and students will have the opportunity to recognize each other daily.

**Evaluation Data Source(s) 3:** Pioneer 200 Club  
My Teacher, My Hero

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Provide staff members and students with a way to celebrate each other</p>		Principal Assistant Principal	IMPLEMENTATION: measured by creation of Powerful Pioneers cards and Powerful Pioneers Board				
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>2) Implement Principal's 200 Club for students</p>		Principal	<p>IMPLEMENTATION: measured by completion of display board and communication to stakeholders</p> <p>IMPACT: Increased student attendance</p> <p>Decreased number of office discipline referrals</p> <p>Increased student performance in all content areas as measured by CBAs, DBAs, and STAAR</p>				
Problem Statements: Demographics 2, 4							
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Staff members will be recognized at monthly staff meetings for attendance and contributing positively to the campus culture</p>		Principal	<p>IMPLEMENTATION: measured by staff meeting agendas</p> <p>IMPACT: Increased staff morale</p> <p>Increased staff attendance</p>				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Performance Objective 3 Problem Statements:**

**Demographics**

**Problem Statement 2:** Discipline data from the 2017-2018 school year reveals a need for professional development on conflict resolution and restorative discipline. **Root Cause 2:** The ethnic backgrounds and experiences of Hoyland Elementary's teaching staff does not match the backgrounds and experiences of the students.









**Problem Statement 4:** The attendance rate is approximately 94%. **Root Cause 4:** There have been a lack of systems to encourage and increase student attendance.

### Goal 3: High Performance from every employee

**Performance Objective 1:** 100% of teachers who teach Language Arts will be ESL certified by March 31, 2019.

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

**Summative Evaluation 1:**



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<b>Critical Success Factors</b> CSF 1 CSF 7  1) Teachers will receive training from the Multilingual Department to prepare for the ESL Certification exam	2.4	Principal Assistant Principal	IMPLEMENTATION: measured by sign in sheet from training  IMPACT: Increased ELL student performance in all content areas				
<b>Critical Success Factors</b> CSF 1 CSF 7  2) Campus-based professional development sessions will be provided to prepare teachers for the ESL Certification exam	2.4	Principal Assistant Principal	IMPLEMENTATION: measured by training sign in sheet  IMPACT: Increased ELL student performance in all content areas				
Funding Sources: 199 General Fund - 1000.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

**Performance Objective 2:** By March 31, 2019, 100% of teachers will complete at least 50 hours of professional development with core content area teachers earning at least 6 hours in each of the following areas: gifted & talented, reading/math instruction, technology integration, and small group instruction

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

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Provide monthly after school professional development sessions</p>	2.4	Principal Assistant Principal Literacy Coach Math Coach Instructional Specialist Computer Liaison Teacher	<p>IMPLEMENTATION: measured by training sign in sheets</p> <p>IMPACT: Increased teacher capacity</p> <p>Increased student performance in all content areas</p>				
Problem Statements: Demographics 3 - Student Academic Achievement 1, 2, 3, 4							
							

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 3:</b> STAAR data from 2018 identifies a need for professional development and support in the area of differentiating instruction to meet the needs of a diverse group of students.
Student Academic Achievement
<b>Problem Statement 1:</b> 2018 STAAR data reveals that Special Education students score significantly below all other student groups in all tested areas. <b>Root Cause 1:</b> Two new inclusion teachers joined the staff and were responsible for all content areas.
<b>Problem Statement 2:</b> 5th grade 2018 Reading STAAR scores are significantly lower than 2017 Reading STAAR scores. <b>Root Cause 2:</b> Classroom management issues prevented learning from taking place. Additionally, the RtI structure needs to be strengthened, including additional professional development for teachers.
<b>Problem Statement 3:</b> 4th Grade 2018 Writing STAAR scores are significantly lower than 2017 Writing STAAR scores. <b>Root Cause 3:</b> Teachers struggled with implementing the Lucy Caulkins Units of Study. The Units of Study do not include grammar lessons, and there are not enough proficient teachers to utilize "Up the Ladder."
<b>Problem Statement 4:</b> Campus-wide, 2018 Math STAAR scores did not increase from 2017 to 2018. <b>Root Cause 4:</b> Classroom management issues prevented learning from taking place. Additionally, the RtI structure needs to be strengthened, including additional professional development for teachers.



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

**Performance Objective 3:** All content area teachers will participate in monthly Instructional Walks during Learning PLCs.

**Evaluation Data Source(s) 3:** Meeting sign in sheets  
Instructional Walks Protocols

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Implement instructional walks during Learning PLCs</p>		Principal	<p>IMPLEMENTATION: measured by completion of Instructional Walks protocols</p> <p>IMPACT: Increased teacher capacity</p> <p>Improved student performance in all content areas</p>	✗	✗	✗	
Problem Statements: Demographics 3							

**Performance Objective 3 Problem Statements:**




Demographics
<p><b>Problem Statement 3:</b> STAAR data from 2018 identifies a need for professional development and support in the area of differentiating instruction to meet the needs of a diverse group of students.</p>








## Goal 4: Engaged stakeholders in every community.

**Performance Objective 1:** At least 200 families will participate in at least 50% of the campus events.

**Evaluation Data Source(s) 1:** Event sign in sheets

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<b>Critical Success Factors</b> CSF 5 CSF 6  1) Establish a Community Relations Committee to work with the Parent Engagement Liaison		Principal Assistant Principal Counselor	IMPLEMENTATION: measured by committee meeting agendas and sign in sheets  IMPACT: Increase in parent participation in campus events				
	Problem Statements: Perceptions 2, 3						
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5  2) Continue to promote and support the 21st Century After-School Program	2.4, 2.5, 2.6	Principal Assistant Principal Counselor 21st Century Coordinator	IMPLEMENTATION: measured by program attendance  IMPACT: Increased student attendance  Decreased number of office discipline referrals  Increased student performance in all content areas as measured by CBAs, DBAs, and STAAR				
	Problem Statements: Demographics 2, 4 - Student Academic Achievement 1, 2, 3, 4						
<b>Critical Success Factors</b> CSF 5 CSF 6  3) Send home a monthly newsletter to communicate campus news, information about instruction, and upcoming events		Principal Assistant Principal Counselor Literacy Coach Math Coach Instructional Specialist Student Support Specialist Attendance Clerk	IMPLEMENTATION: measured by publishing of monthly newsletter  IMPACT: Increased parental engagement				
	Problem Statements: Perceptions 1						

<b>Critical Success Factors</b> CSF 5 CSF 6  4) Provide multiple opportunities for parents to visit the campus monthly	3.2	Principal Assistant Principal Counselor 21st Century Site Coordinator Community Engagement Committee	IMPLEMENTATION: measured by even sign in sheets  IMPACT: Increased parental engagement				
	Problem Statements: Perceptions 2, 3						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Performance Objective 1 Problem Statements:**







<b>Demographics</b>
<b>Problem Statement 2:</b> Discipline data from the 2017-2018 school year reveals a need for professional development on conflict resolution and restorative discipline. <b>Root Cause 2:</b> The ethnic backgrounds and experiences of Hoyland Elementary's teaching staff does not match the backgrounds and experiences of the students.
<b>Problem Statement 4:</b> The attendance rate is approximately 94%. <b>Root Cause 4:</b> There have been a lack of systems to encourage and increase student attendance.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> 2018 STAAR data reveals that Special Education students score significantly below all other student groups in all tested areas. <b>Root Cause 1:</b> Two new inclusion teachers joined the staff and were responsible for all content areas.
<b>Problem Statement 2:</b> 5th grade 2018 Reading STAAR scores are significantly lower than 2017 Reading STAAR scores. <b>Root Cause 2:</b> Classroom management issues prevented learning from taking place. Additionally, the RtI structure needs to be strengthened, including additional professional development for teachers.
<b>Problem Statement 3:</b> 4th Grade 2018 Writing STAAR scores are significantly lower than 2017 Writing STAAR scores. <b>Root Cause 3:</b> Teachers struggled with implementing the Lucy Caulkins Units of Study. The Units of Study do not include grammar lessons, and there are not enough proficient teachers to utilize "Up the Ladder."
<b>Problem Statement 4:</b> Campus-wide, 2018 Math STAAR scores did not increase from 2017 to 2018. <b>Root Cause 4:</b> Classroom management issues prevented learning from taking place. Additionally, the RtI structure needs to be strengthened, including additional professional development for teachers.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Parent survey results indicate that parents want more timely and helpful feedback about student performance. <b>Root Cause 1:</b> The feedback parents receive is often focused on student misbehavior and not academic performance.
<b>Problem Statement 2:</b> Staff survey results indicate that staff members and families do not treat each other with respect. <b>Root Cause 2:</b> Lack of positive communication between staff members and families contributes to a contentious environment where each party feels the need to be defensive.
<b>Problem Statement 3:</b> Staff survey results indicate that the school does not use family input to improve instruction.

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

**Performance Objective 2:** Implement the WATCH D.O.G.S. initiative and recruit at least 10 fathers.

**Evaluation Data Source(s) 2:** WATCH D.O.G.S. member roster

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Recruit fathers to participate in WATCH D.O.G.S. during Meet the Teacher, Open House, and via the campus website and newsletter</p>		Principal Counselor	<p>IMPLEMENTATION: measured by at least 10 fathers signing up for initiative</p> <p>IMPACT: Increased parental engagement</p> <p>Increased student performance</p> <p>Decreased number of office discipline referrals</p>	✓	✓	✓	
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

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

**Performance Objective 3:** Create and sustain a viable Parent-Teacher Organization

**Evaluation Data Source(s) 3:** PTO member roster  
PTO meeting sign in sheets

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Solicit parents to join the PTO during Meet the Teacher and Open House</p>		Principal Assistant Principal Counselor	<p>IMPLEMENTATION: measured by election of PTO officers and monthly PTO meetings</p> <p>IMPACT: Increased parental involvement and community engagement</p> <p>Increased opportunities for positive interactions between staff and parents</p>				
Problem Statements: Perceptions 2							
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Work with PTO to develop and distribute a Parent and Family Engagement Policy</p>	3.1	Principal Assistant Principal Counselor	IMPLEMENTATION: measured by completion and distribution of Parent and Family Engagement Policy				
Problem Statements: Perceptions 2							
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Performance Objective 3 Problem Statements:**










Perceptions
<p><b>Problem Statement 2:</b> Staff survey results indicate that staff members and families do not treat each other with respect. <b>Root Cause 2:</b> Lack of positive communication between staff members and families contributes to a contentious environment where each party feels the need to be defensive.</p>

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

**Performance Objective 4:** For 2018-2019, the number of parents who participate in the School Quality Survey will increase from 70 to 450.

**Evaluation Data Source(s) 4:** School Quality Survey results

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<b>Critical Success Factors</b> CSF 5 1) Include information about the School Quality Survey in monthly newsletters		Principal	Implementation - measured by monthly newsletter  Impact: Increased parent participation in the School Quality Survey				
<b>Critical Success Factors</b> CSF 5 2) Send home the print version of the School Quality Survey weekly during the window		Principal	Implementation - measured by surveys being sent home weekly during the window  Impact: Increased parents participation in the School Quality Survey				
<b>Critical Success Factors</b> CSF 5 3) Provide opportunities for parents to complete the School Quality Survey on campus during the survey window		Principal	Implementation - measured by event sign-in sheets  Impact: Increased parent participation on the School Quality Survey				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

**Performance Objective 1:** Each grade level will participate in at least one academically-focused field trip by May 15, 2019.

**Evaluation Data Source(s) 1:** Field trip planning documents

**Summative Evaluation 1:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Grade level team leaders will organize one TEKS-focused field trip</p>		Principal Assistant Principal	<p>IMPLEMENTATION: measured by completion of field trip planning documents</p> <p>IMPACT: Increased opportunity for students to participate in learning outside of school</p>				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

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

**Performance Objective 2:** 100% of students will participate in at least 135 minutes of physical activity weekly.

**Evaluation Data Source(s) 2:** Master schedule

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) All students will participate in 60 minutes of formal physical education instruction weekly		Principal Assistant Principal	IMPLEMENTATION: measured by completion of the master schedule  IMPACT: Improved student health	✓	✓	✓	
2) All students will participate in 100 minutes of recess weekly		Principal Assistant Principal Teachers	IMPLEMENTATION: measured by completion of the master schedule  IMPACT: Improved student health	✓	✓	✓	
3) Students in grades 3-5 will successfully complete the Fitnessgram assessment		Principal Assistant Principal Physical Education Teacher	IMPLEMENTATION: measured by Fitnessgram completion report  IMPACT: Improved student health  Collection of data on which to base future physical education lessons	●			
							



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

**Performance Objective 3:** Create and maintain an online portal of tutorial videos for students and parents to access at home by September 24, 2018.

**Evaluation Data Source(s) 3:** Hoyland Elementary School webpage

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5</p> <p>1) Work with teachers to create video lessons of readiness TEKS in Reading, Writing, Math, and Science</p>	2.4, 2.5, 2.6	Principal Assistant Principal Literacy Coach Math Coach Instructional Specialist Teachers	<p>IMPLEMENTATION: measured by creation and posting of videos</p> <p>IMPACT: Increased student performance in all content areas</p> <p>Increased parental engagement</p>				
Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3, 4 - Perceptions 2							

**Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> The latest TAPR report shows a mobility rate of 32.5% which is above both state (16.2%) and district (23.1%) averages. <b>Root Cause 1:</b> The campus is located in a low-income area and serves students who live in apartment complexes that offer short-term leases.
Student Academic Achievement
<b>Problem Statement 1:</b> 2018 STAAR data reveals that Special Education students score significantly below all other student groups in all tested areas. <b>Root Cause 1:</b> Two new inclusion teachers joined the staff and were responsible for all content areas.
<b>Problem Statement 2:</b> 5th grade 2018 Reading STAAR scores are significantly lower than 2017 Reading STAAR scores. <b>Root Cause 2:</b> Classroom management issues prevented learning from taking place. Additionally, the RtI structure needs to be strengthened, including additional professional development for teachers.
<b>Problem Statement 3:</b> 4th Grade 2018 Writing STAAR scores are significantly lower than 2017 Writing STAAR scores. <b>Root Cause 3:</b> Teachers struggled with implementing the Lucy Caulkins Units of Study. The Units of Study do not include grammar lessons, and there are not enough proficient teachers to utilize "Up the Ladder."
<b>Problem Statement 4:</b> Campus-wide, 2018 Math STAAR scores did not increase from 2017 to 2018. <b>Root Cause 4:</b> Classroom management issues prevented learning from taking place. Additionally, the RtI structure needs to be strengthened, including additional professional development for teachers.
Perceptions

**Problem Statement 2:** Staff survey results indicate that staff members and families do not treat each other with respect. **Root Cause 2:** Lack of positive communication between staff members and families contributes to a contentious environment where each party feels the need to be defensive.

## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Hire an ELA Instructional Specialist to support teachers (planning, delivery of instruction, data analysis) and students (small group interventions) in grades 3-5
1	1	2	Provide Guided Reading training and ensure the implementation of guided reading in all classrooms
1	1	3	Utilize LoneStar Learning Target Reading daily to track student progress on Reading TEKS
1	1	4	Students will receive targeted interventions during the school day
1	1	5	Teachers will utilize Teach Like a Champion strategies consistently
1	1	7	Decision Point Meetings will be held every 6 weeks to discuss student progress and to develop Individualized Intervention Plans
1	1	8	Teachers will implement co-teach models with fidelity in 100% of classrooms with that include students receiving special education services
1	1	9	Teachers will meet with their appraisers at the end of each progress reporting period to discuss the progress of students receiving special education services
1	1	10	100% of teachers will participate in DDAP PLCs to analyze data and develop action plans to improve student performance
1	1	11	Purchase instructional resources that support Reading instruction and achievement (books, Scholastic magazines, ExactPath, Study Island, STAAR Ready, Mentoring Minds, Motivation Reading, Forde Ferrier Rti)
1	1	12	Host Literacy Night where students and parents have the opportunity to practice literacy skills together
1	1	13	Hire iEducate tutors to provide in-class intervention in 4th and 5th grade classrooms
1	2	1	Provide Guided Math and content training and ensure the implementation of guided math in all classrooms (K-2 will use the Guided Math bundle from ETA; lead4ward problem-solving PD)
1	2	2	Utilize LoneStar Learning Target the Question daily to track student progress on Math TEKS
1	2	3	All students will receive targeted interventions during the school day
1	2	4	Teachers will utilize Teach Like a Champion strategies consistently
1	2	6	Decision Point Meetings will be held every 6 weeks to discuss student progress and to develop Individualized Intervention Plans
1	2	7	Teachers will implement co-teach models with fidelity in 100% of classrooms with that include students receiving special education services

Goal	Objective	Strategy	Description
1	2	8	Teachers will meet with their appraisers at the end of each progress reporting period to discuss the progress of students receiving special education services
1	2	9	100% of teachers will participate in DDAP PLCs to analyze data and develop action plans to improve student performance
1	2	10	Purchase instructional resources that support Math instruction and achievement (Scholastic magazines, ExactPath, Study Island, STAAR Ready, Mentoring Minds, Motivation Math, Forde Ferrier Rti)
1	2	11	Students will utilize math manipulatives to model math concepts
1	2	12	Teachers will receive training on the effective use of math manipulatives in the classroom
1	2	13	Host a Math Manipulatives Fair where teachers and students will teach parents how to utilize math manipulatives at home
1	2	14	Hire iEducate tutors to provide in-class intervention in 5th grade classrooms
1	3	1	Students will participate in hands-on labs at least twice per week
1	3	2	Students will take one practical exam per 6 weeks
1	4	1	On-demand writing assessments will be administered to 3rd and 4th grade students every 6 weeks to monitor student progress
1	4	2	Daily instruction focused on revising and editing
1	4	4	Implement a Writer's Workshop model that includes modeled writing, student conferences, and independent writing
1	6	2	Provide Guided Reading and Guided Math training and ensure the implementation of guided instruction in all classrooms
1	6	3	Students will receive targeted interventions during the school day
1	6	4	Teachers will utilize Teach Like a Champion strategies consistently
1	6	6	Decision Point Meetings will be held every 6 weeks to discuss student progress and to develop Individualized Intervention Plans
1	6	7	Teachers will meet with their appraisers at the end of each progress reporting period to discuss the progress of ELLs
1	6	8	100% of teachers will participate in DDAP PLCs to analyze data and develop action plans to improve student performance
1	6	9	Purchase instructional resources that support Reading instruction and achievement (books, Scholastic magazines, ExactPath, Study Island, STAAR Ready, Mentoring Minds, Forde Ferrier Rti)

# State Compensatory

## Personnel for Hoyland Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kayon Nembhard	Math Coach	Math	1
Keisha Fields	Student Support Services	RTI	1

## Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cory Neblett	ELA Instructional Specialist	Literacy	1
Jacqueline Williams	Literacy Coach	Literacy	1

## 2018-2019 Campus Advisory Council

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Micah Bachemin	Principal
Non-classroom Professional	Diane Buller	Assistant Principal
Non-classroom Professional	Cory Neblett	Instructional Specialist
Non-classroom Professional	Keisha Fields	Student Support Specialist
Classroom Teacher	Monica Junod	CASE Teacher
Paraprofessional	Deshawn Rowlett	PASS Aide
Classroom Teacher	Ranti Williams	Inclusion Teacher
Classroom Teacher	Ronda James	Inclusion Teacher
Classroom Teacher	Jacy Czichos	3rd Grade Teacher
Classroom Teacher	Jarod Clayton	Interventionist
Classroom Teacher	Francisco Turrubiates	2nd Grade Teacher
Classroom Teacher	Tamara Robinson	Inclusion Teacher
District-level Professional	Dawn Oliver	Executive Director of School Improvement
Business Representative	Lance Harjo	Business Representative