

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



Mission Statement

Major Elementary builds a foundation for life-long learning through rigorous academics, quality instruction, nurturing the whole child, and empowering them to become real world problem solvers and model citizens.

Vision

Major Elementary students will be responsible, self-confident, critical thinkers, who can work collaboratively to ensure they reach their full potential: academically, physically, socially, and emotionally. Major's staff will model a growth mindset and exhibit perseverance through all challenges. Excellence is expected everyday from scholars and staff.

Core Beliefs

Major's faculty and staff honor the following core beliefs: Maintain a growth mindset; Align instruction to data and what is best for kids; Joy in teaching students using culturally-responsive practices and learning effective instructional techniques; Open communication and collaboration; Respectful and reflective culture; Excuses free; and Sense of urgency.

Major's students honor five core beliefs of Excellence in ascending order: Positive, Polite, Productive, Persistence, and most of all Powerful.

These core beliefs align with Spring ISD's imperatives.

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Comprehensive Needs Assessment

Revised/Approved: June 18, 2018

Demographics

Demographics Summary

Helen Major Elementary is located in north Houston. The school educates about 690 students in Spring ISD. The student population consists of 45% African American; 50% Hispanic; 68% At-Risk; 71% Economically Disadvantaged; 8% Special Education; and 4% English as a Second Language. Major Elementary bilingual students participate in the Late-Exit Bilingual program, which is 36% of the student population. Major Elementary has a low Gifted and Talented population of only 13 students. Major Elementary has a high mobility rate of 32%. Major's student attendance rate is 95%.

Major Elementary's scholars are educated by high quality, state certified teachers. Teacher retention is around 80% for the 2017-2018 school year. We attributed this success to instructional and behavioral support, teacher appreciation and incentive programs, as well as tailored coaching. Major Elementary is continuing to provide a multitude of parental involvement opportunities for parents, from academic workshops to cultural events. Our community partnerships are with Bammel Church of Christ, Fallbrook Church, and the Rotary Club.

Demographics Strengths

According to 2017 and 2018 TEA and STAAR Accountability reports, the identified strengths at Major Elementary include: 70% Hispanic students met or exceeded progress on STAAR; 63% of African American students met or exceeded the standard on STAAR; All student groups showed an increase of 10-25% growth in mathematics, for Masters. There was a 24% increase in Economically Disadvantage students' performance in math, from 47-71%.

Staff retention was maintained at 80% for the 2017-2018 school year.

We attribute these areas of growth to teacher development, accountability of systems, instructional feedback, staying true to our core values, and building a Culture of Excellence and Support.

Problem Statements Identifying Demographics Needs

Problem Statement 1: On 2018 STAAR science, 55% of African American students achieved Approaches Grade Level (Index 1) . **Root Cause:** There was only one teacher responsible for teaching all fifth grade classes. Science instruction was not emphasized and monitored third and fourth grade. The gap in scholar knowledge was difficult to overcome.

Problem Statement 2: On 2018 STAAR, 11% of Special Education student made progress in mathematics (Index 1). **Root Cause:** There was a lack of systems, follow-up, and support for teachers in implementing IEPs and accommodations for students during instructional time, as well as inconsistent assessment grouping, use of approved testing accommodations, lack of tracking and monitoring of SPED students.

Problem Statement 3: On 2018 STAAR, 46% of the African American student population in fourth grade reading and 44% of African American students in writing met Approaches. **Root Cause:** Intentional planning around students' needs to close performance gaps was not conducted consistently throughout the year. Tier 1 instruction did not focus on grammar concepts as much as compositional writing. Student performance data was not tracked and analyzed sufficiently.

Student Academic Achievement

Student Academic Achievement Summary

Data analysis was conducted and revealed the following:

Summative Data: Major Elementary "Met Standard."

STAAR Results by Domain:

Domain 1: 64

Domain 2, Part A: 86

Domain 2, Part B: 66

Domain 3: 78

Total Score: 84

All 18-19 System Safeguards were met. The target was 13%. Major Elementary achieved the following:

All students: 40%% (2/5); African American students: 100% (5/5); Hispanic students: 60% (3/5); Economically Disadvantaged 80% (4/5); ELL Current and Monitored: 83% (5/6); SPED Current: 100% (3/3).

Additional trend data include:

17-18	17-18	17-18	17-18	Index	Index	Index
Reading	Math	Writing	Science	15-16	16-17	17-18
				1	1	1

3	4	5	3	4	5	4	5			
64%	64%	70%	65%	74%	75%	58%	43%	55%	55%	64%
	(20)	(11)								

Major Elementary scholars achieved 64% in Index 1. This is a 9% increase.

Third Grade: Sixty-four percent of African American students achieved Approaches on reading STAAR; Thirty-one percent achieved "meets" and sixteen percent achieved, "meters." Sixty-seven percent of Hispanic students achieved approaches; 33% meets, and 14% masters. SPED student achievement level was 0%.

Sixty-six percent of African American students achieved approaches on math STAAR, 26% meets, and 11% masters. Sixty-three percent of Hispanic students achieved approaches in math, 9% meets, and 0% masters.

Fourth Grade:

Sixty-five percent of African American students achieved approaches on math STAAR; 35% meets; and 19% masters. Fifty-one percent of Hispanic scholars achieved approaches, 39% meets, and 20% masters.

Forty-six percent of African American scholars achieved approaches on reading STAAR, 29% meets, and 13% masters. Seventy-one percent of Hispanic scholars achieved approaches, 39% meets, and 16% masters.

Thirty-eight percent of African American scholars achieved approaches on writing STAAR, 13% meets, and 4% masters. Sixty-six percent of Hispanic scholars achieved approaches, 56% meets, and 8% masters.

Fifth Grade:

Seventy-three percent of African American scholars achieved approaches on math STAAR after the second administration. Seventy-seven percent of Hispanic scholars achieved approaches and 40% of SPED scholars met the standard.

Seventy-eight percent of African American scholars achieved approaches on reading STAAR, after the second administration. Forty-seven percent achieved meets and 14% masters.

Sixty-one percent of Hispanic scholars achieved approaches on reading STAAR, after the second administration. Thirty-three percent achieved meets and 13% masters.

Fifty-five percent of African American scholars achieved Approaches on science STAAR, 20% meets, and 5% masters. Thirty-five percent of Hispanic scholars achieved Approaches on science STAAR, 7% meets, and 0% masters.

Formative/Diagnostic Data

Second grade scholars took the DRA and MAP Skills assessments. Scholars were assessed three times this school year. The reporting data for DRA shows that only 39% of rising third graders are reading on grade level. On the other hand, 92% of bilingual scholars are reading on grade level. The reporting data for NWEA MAP Growth shows that 17% of African American second graders have mastered foundational skills, comprehension, and vocabulary skills. Scholars' RIT score is aligned to first graders. Only 20% of Hispanic scholars are prepared for third grade.

Rising fourth grade scholars also took a writing MAP Growth assessment. 11 out of 55 scholars have mastered foundational skills in spelling principles, capitalization, punctuation. Only 16% of the student body are ready for fourth grade.

Student interventions were more focused this year and started day one. Teachers tracked data throughout the year. Tutorials were selective of scholars who were 1-5 questions away from meeting "Approaches" level on STAAR.

Student Academic Achievement Strengths

All grade levels showed an increase in student achievement for Approaches, Meets, and Masters in reading, math, and writing:

* 4th reading=16% increase in Meets; 8% increase in Masters

* 5th reading=6% increase in Meets;

* 3rd math=2% increase in Meets; 8% increase in Masters

* 4th math=29% increase in Meets; 8% increase in Masters

* 5th math=7% increase in Meets;

*4th writing=18% increase in Meets; 5% increase in Masters

Major Elementary has seen gains in all grades and content areas.

Fourth grade scholars gained 20 points and improved from 44% to 64% in reading. Fifth grade scholars progressed by 12%, from 58% to 70% in reading.

The math department had the greatest gains. Third grade scholars progressed by 8 points, from 57% to 65%; fourth grade math had a 33% increase, from 41% to 74%; and fifth grade math scholars gained 4 points and progressed from 71 to 75%.

Writing scholars achieved 11% as they progressed from 47% to 58%.

Finally, fifth grade science did not go backwards but scholars achieved for third year, 43%.

Academic tutors will continue to support students and intervene on targeted TEKS. Students took advantage of Saturday and after school tutorials for additional support with unmastered concepts.

At the start of each school year, Major students are taught to set goals for themselves and track their progress as they work towards achieving their goals throughout the school year. Teachers are also leveraging systems on how to track student data using the Data Driven Action Planning (DDAP) protocol. Learning labs are offered to assist teachers with hard-to-teach TEKS. The next level will be to ensure that there is consistent follow-up with monitoring teachers reteaching strategies and documenting the progress of students through effective action planning and follow-up conferences.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: On 2018 STAAR reading, 34% of students did not meet Approaches Grade Level for Index 1 (Reading Safeguards Needed: AA and SPED). **Root Cause:** Lack of accountability of teachers in using MAP Growth and MAP Skills, TEKS-based lessons that target all sub groups, and small

group instruction to close literacy gaps.

Problem Statement 2: On 2018 STAAR writing, 58% of students met at or above Approaches Grade Level for Index 1 (Math Safeguards Needed: AA, Eco Dis, SPED) **Root Cause:** Students lacked foundational skills to prepare them for rigorous content. Lack of accountability and lesson planning for delivering writing instruction from PreK through third grade. Effective TEKS-based instruction was not provided by the classroom teacher in most classes. Student data was not tracked individually, but by homeroom.

Problem Statement 3: On 2018 STAAR science, 43% of students met at or above Approaches Grade Level for Index 1 (Science Safeguards Needed: AA, H, ED, SPED, ELL) **Root Cause:** Scholars lacked knowledge of prerequisite concepts that should have been taught in earlier years, due to more emphasis on reading, math, and writing in 3rd and 4th grade. Lack of tracking student progress in all grade levels, as well as teacher accountability for lesson planning was not observed.

School Processes & Programs

School Processes & Programs Summary

Helen Major Elementary will provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards; (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards.

Our campus is developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under this act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

Leadership. Major Elementary has nine members on the leadership team to assist with driving the work for the campus. The principal, assistant principal, literacy coach (K-2), math coach (3-5), counselor, reading interventionist (3-5), Special Education chair, Student Support Specialist, and the English as a Second Language Contact. For the 18-19 school year, Major Elementary will receive K-2 reading interventionist to drive literacy in the primary grades.

Curriculum. Major Elementary teachers follow the district's curriculum and pacing calendar to ensure that they teach the expected curriculum. Math and literacy coaches create road maps to ensure that teachers and administrators understand how to unpack the standard as well as know how to tie in technology, academic vocabulary, and the gradual release model. Teachers will focus on how to make concepts more relevant and rigorous for their students. Students will begin thinking more critically about their content and applying the information learned to a range of cross-disciplinary tasks. Students will be expected to demonstrate their understanding through creativity and originality. Currently, the campus is in the "Emergent" phase. Teachers will be rated on their level of effectiveness in Meaningful Work, Authentic Resources, Learning Connections, Thoughtful Work, High-Level Questioning, and Academic Discussions.

Major leadership team believes in scripting expected routines for teachers and administrators in order to remove any grey areas from what systems should look and sound like.

School-wide systems. For the 18-19 school year teachers will implement school-wide systems, routines, procedures, and focus on creating effective learning environments. This was completed for the 17-18 school year with the success of coaches and the principal. The leadership team's focus this year is to create an individualized roll out plan for teachers to model the expectations. We will continue to focus on Teach Like a Champion strategies and implement the Collaborative Instructional Model, with the support of International Center for Leadership in Education.

At the start of the year, teachers set goals for students based on prior year's data (STAAR scores for 4th and 5th grade; DRA and MAP Growth for third grade. Teachers also review rosters and get into vertical teams to discuss student's habits. After every benchmark the teachers determine whether the students met their individual goals, not just the minimum passing standard. Goal setting will be expected for Kindergarten-second grade teachers for the 2018-2019 school year.

Student tracking. Students learned early stages of tracking their own data this year by TEKS. Major will continue to refine this system and get the parents more involved in helping scholars reach or exceed their goals. In 2016 Major Elementary lost 57% of its staff. However, in May 2017, the retention rate increased to 80% and has been maintained in May 2018.

PLCs were defined on the campus, and were led by the principal. Major will be implementing "The Spring Way" PLC model this school year.

Attendance: Teachers report consistent absences to the registrar if scholars miss three consecutive days. The registrar follows the district attendance system by sending out reminder letters, collaborating with the truancy officer, posting daily attendance, printing up daily reports, announcing daily attendance on the morning announcements, and celebrating perfect attendance monthly. Major Elementary will create an Attendance Committee for formal student reviews.

Discipline Management, and Tracking: Teachers follow a "Phases of Discipline" system where level 1 and 2 infractions are dealt with by the classroom teacher and levels 3 and 4 infractions are handled by the leadership team. Scholars are referred to group counseling and Rtl for consistent behavior concerns that disrupt the learning environment. Teachers will use Teach Like a Champion techniques, CHAMPS, and Culture Responsive strategies to deescalate H.U.R.T. scholars (hyper, unfocused, reluctant, truculent). Teachers will also implement Restorative Practices.

Bullying Prevention: Scholars participated in a bully-free zone assembly and created bully-free agreements. A banner will continue to be hung at the foyer of the school to remind scholars of their commitments. Major Elementary's scholars will wear school uniforms as an added layer of bullying prevention. Scholars will also participate in counseling groups.

School Activity Opportunities: Scholars have the opportunity to participate in afterschool activities such as basketball, dance, cheer, and 21st Century.

School Culture: Major Elementary will align the Collaborative Instructional review (CIR) Rubrics to our work around rigor, relevance, and student engagement.

School Processes & Programs Strengths

Although all processes were not completed to the highest level of excellence, teachers have the ground knowledge for district initiatives that all schools will implement: DDI and Action Planning, TLAC strategies, and detail specific school-wide procedures ("The Details"). The goal this year is to strengthen these systems and implement them with fidelity.

Student discipline decreased with only 42 level 3 or higher infractions.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The Muzuni report shows that 95% of Major Elementary's students reported to school each and every day. **Root Cause:** Students with more than five absences were not targeted immediately. At times student absentee count would reach 10 before identified. Parent conferences were effective in the spring semester, however, tracking must begin day one. Teachers did not take attendance on time.

Problem Statement 2: The Muzini report shows that 42 level 3 or more infractions were reported throughout the school year. 34 of the 42 infractions were classroom disruptions. **Root Cause:** Teachers lacked experience in teaching in a high poverty school and lacked the tools to support students with high behavior issues and low academic performance.

Problem Statement 3: According to ICLE, 13% of classes exhibit rigor, 20% of teachers ask high-level questions, 7% of classrooms have effective Academic Discussions, 7%, have meaningful and authentic work. **Root Cause:** Teachers have not been shown how to implement the Rigor and Relevance Framework. Teachers may not understand what this work should look like and sound like in the classroom.

Perceptions

Perceptions Summary

Major Elementary leaders expect excellence everyday from all stakeholders. It is developed with the involvement of parents and other members of the community to be served. Major Elementary staff honor our core values by maintaining a growth mindset, aligning instruction to data and what is best for kids, having a joy in learning, participating in open communication and collaboration, and creating a respectful and reflective culture. Major Elementary students reflect on five key imperatives as they take one step closer to college everyday: positive, polite, persistent, productive, and powerful.

According to the 2018 School Quality Survey, 98% OF STAFF MEMBERS are aware of safety and security procedures. 87% OF PARENTS feel staff members treat them with respect. 77% OF PARENTS say administrators are courteous when they have a concern. 72% of participating parents say teachers give timely and helpful feedback. 75% of participating staff members say the school uses family input to improve instruction.

Areas of improvement include school communication, professional learning opportunities, and reducing bullying in the school.

Major Elementary teachers follow scripted school-wide and department systems such as, CHAMPS, 100%, SLANT (sit tall listen, ask and answer questions, nod your head, and track the speaker, crossing the threshold, as well as nonverbal signals for zero zones in the hallway.

Perceptions Strengths

According to the 2017 School Climate survey, 74% of parents rated Major Elementary as an excellent or good school.

More parents took the climate survey. Highest ranking areas from parents included:

94% agree that families are encouraged to attend school-sponsored activities, such as Back-to-School Night;

91% agree that families are informed about school-sponsored activities, such as tutoring, after-school programs and student performances;

87% agree that staff members and families treat each other with respect;

85% agree that teachers set high expectations for all students; and

83% agree that this school encourages families to volunteer.

According to the staff survey:

98% agree that all school staff members are aware of the safety and security procedures;

96% agree that this school has high learning standards for all students;

96% agree that there is a teacher, counselor or other staff member to whom a student can go for help with a school problem;

96% agree that there is a teacher, counselor or other staff member to whom a student can go for help with a personal problem; AND

96% agree that school-based administrators (principals and assistant principals) clearly communicate the school mission and vision.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to the 2018 School Quality Survey, 19% of parents agreed that school administration communicated the school's mission and vision. **Root Cause:** Some events had to be changed this school year, due to the weather we experienced the first semester. Parents were primarily communicated through BlackBoard Connect. Parental contact information was only collected once during the school year. At times changes were not reflected simultaneously on the school site and on the newsletter.

Problem Statement 2: According to the 2018 Quality Survey, 26% of parents perceive teachers for not give timely feedback. **Root Cause:** Teachers did not communicate test results, immediately after benchmarks or academic concerns per nine week period. An accountability system was not created for this action.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

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
- Critical Success Factor(s) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Reach Every Student

Performance Objective 1: By the end of the 2018-2019 school year, 80% of Major Elementary's 3rd-5th grade students will meet and 50% will achieve masters on the 2019 STAAR assessment in reading, math, writing, and science.

- Evaluation Data Source(s) 1:**
1. State assessment data, PLC Meeting Minutes
 2. Assessment data: PBMAS 2017-2018 STAAR, TELPAS, district checkpoints, Eduphoria reports, STAAR Release Assessments
 3. Intervention data: Progress Monitoring Forms, Decision-Point Meetings
 4. Findings from Continuous Improvement Process







Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July

<p align="center">Comprehensive Support Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teachers will honor the 45 minute intervention blocks to identify struggling learners and devise individualized plans to meet student needs.</p> <p>Students will be provided 225 minutes a week during school-wide Intervention/Enrichment time to ensure students work on unmastered concepts.</p> <p>All scholars will use: Education Galaxy, Rally! Education, MAP Skills, and TEKS-based learning based on benchmark data, during their allotted intervention block.</p> <p>MAP Goals: Kindergarten (at or above RIT 151/Lexile 100); First grade (at or above RIT 168, Lexile 300); Second grade (at or above RIT 184, Lexile 450); Third grade (at or above RIT 194; Lexile 675) Fourth grade (at or above RIT 201; Lexile 825); Fifth grade (at or above RIT 207, Lexile 925);</p>	2.4, 2.5, 2.6	Principal Assistant Principal Student Support Specialist Team Leaders Teachers	<p>Intervention Progress Monitoring Forms will be utilized to track weekly progress of mastery towards skills.</p> <p>Students receiving intervention support will see an increase in results on exit tickets, weekly assessments, MAP performance, checkpoints, benchmarks, and STAAR assessments.</p> <p>Feedback from teachers will be used to evaluate the support and materials provided during the intervention/enrichment block to better meet the needs of the students.</p>				
<p>Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 3</p> <p>Funding Sources: 199 General Fund - 23200.00</p>							
<p align="center">Comprehensive Support Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) After school tutorials and Saturday tutorials will be offered for all Tier II and III scholars.</p> <p>Tutorials will also be offered for students who are not meeting their progress measure, during the instructional day.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Student Support Specialist Team Leaders Teachers	Major Elementary will meet or exceed Domain 1-3 targets				
<p>Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 3</p> <p>Funding Sources: 199 State SCE - State Compensatory Education (PIC - 11500.00)</p>							

<p align="center">Comprehensive Support Strategy</p> <p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Before school starts, rising fourth and fifth grade STAAR student data will be analyzed for immediate RtI placement, by the Academic Tutors, Math Coach, and Instructional Specialist.</p> <p>Teachers will use the Data Driven Action Planning Protocol after every assessment to identify surface and root causes of student deficiencies.</p> <p>The Pre-Referral Intervention Manual will be used to support teachers with students who are struggling to master concepts.</p> <p>All teachers will identify student demographics and student populations they serve via a color coded roster. Teachers will also receive a binder and participate in a learning lab on current RtI students, classroom, and intervention expectations.</p>	<p>2.4, 2.5, 2.6</p>	<p>Jamie Hunt, Student Support Specialist</p> <p>Karen Nolasco, ESL Contact</p> <p>JayToshia Guillory, Math Coach</p> <p>Robert Nuelle, Special Education Chair</p> <p>Assistant Principal</p> <p>Shamethia Dillard, Principal</p> <p>Classroom Teachers</p>	<p>Student achievement gaps should close.</p> <p>Indexes 1-3 should be on or above the target by the end of the school year.</p> <p>Teachers should gain a sense of urgency and automaticity for targeting student needs.</p>				
<p>Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1, 2, 3</p>							

<p style="text-align: center;">Comprehensive Support Strategy</p> <p style="text-align: center;">PBMAS</p> <p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>4) Throughout the school year, students will be tracked to determine their level of mastery through campus and district benchmarks, and provided with TEKS-based interventions.</p> <p>Students not on target to meet their goals will be pulled by a reading or math Academic Tutor.</p> <p>Parent meetings will be scheduled for students who are not making progress.</p>		<p>Jamie Hunt, Student Support Specialist</p> <p>Karen Nolasco, ESL Contact</p> <p>JayToshia Guillory, Math Coach</p> <p>Robert Nuelle, Special Education Chair</p> <p>Assistant Principal</p> <p>Shamethia Dillard, Principal</p> <p>Classroom Teachers</p> <p>Academic Tutors</p>	<p>Student achievement gaps should close.</p> <p>Domains 1-3 should reach or exceed the target by the end of the school year.</p> <p>Teachers should gain a sense of urgency and automaticity for targeting student needs.</p>				
<p>Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1, 2, 3</p> <p>Funding Sources: 211 Title I, Part A - 61460.79, 199 State SCE - State Compensatory Education (PIC - 0.00)</p>							

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>5) ELL Student Support:</p> <p>Teachers will receive ELL resources to assist teachers with targeted accommodations based on student TELPAS proficiency levels.</p> <p>August to December: Teachers will be offered Learning Labs for support in planning for and selecting linguistic accommodations.</p> <p>Students will receive dictionaries to support with linguistic accommodations during instruction and on campus, district, and state assessments.</p> <p>SPED Student Support:</p> <p>Special Education scholars will be tracked and monitored throughout the school year.</p> <p>SPED inclusion teachers will track student progress while in the classroom.</p> <p>All teachers will be given a STEP binder with detailed accommodations according to their IEP.</p> <p>Internal campus audits will be conducted by the leadership team to observe the use of student accommodations and best practices during instruction, for ALL subgroups.</p>	<p>2.4, 2.6</p>	<p>Karen Nolasco, ESL Contact</p> <p>Robert Nuelle, Special Education Chair</p> <p>Assistant Principal</p> <p>Shamethia Dillard, Principal</p> <p>Classroom Teachers</p>	<p>Growth will be seen on TELPAS reading 2019.</p> <p>Special Education student performance will increase and achievement gaps will close when compared to other student groups.</p> <p>System Safeguards will be met.</p>				
<p>Problem Statements: Demographics 2 - Student Academic Achievement 1, 2</p> <p>Funding Sources: 263 Title III, LEP - 19100.00</p>							
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

<p>Demographics</p>
<p>Problem Statement 1: On 2018 STAAR science, 55% of African American students achieved Approaches Grade Level (Index 1) . Root Cause 1: There was only one teacher responsible for teaching all fifth grade classes. Science instruction was not emphasized and monitored third and fourth grade. The gap in scholar knowledge was difficult to overcome.</p>

Problem Statement 2: On 2018 STAAR, 11% of Special Education student made progress in mathematics (Index 1). **Root Cause 2:** There was a lack of systems, follow-up, and support for teachers in implementing IEPs and accommodations for students during instructional time, as well as inconsistent assessment grouping, use of approved testing accommodations, lack of tracking and monitoring of SPED students.

Problem Statement 3: On 2018 STAAR, 46% of the African American student population in fourth grade reading and 44% of African American students in writing met Approaches. **Root Cause 3:** Intentional planning around students' needs to close performance gaps was not conducted consistently throughout the year. Tier 1 instruction did not focus on grammar concepts as much as compositional writing. Student performance data was not tracked and analyzed sufficiently.

Student Academic Achievement

Problem Statement 1: On 2018 STAAR reading, 34% of students did not meet Approaches Grade Level for Index 1 (Reading Safeguards Needed: AA and SPED). **Root Cause 1:** Lack of accountability of teachers in using MAP Growth and MAP Skills, TEKS-based lessons that target all sub groups, and small group instruction to close literacy gaps.

Problem Statement 2: On 2018 STAAR writing, 58% of students met at or above Approaches Grade Level for Index 1 (Math Safeguards Needed: AA, Eco Dis, SPED) **Root Cause 2:** Students lacked foundational skills to prepare them for rigorous content. Lack of accountability and lesson planning for delivering writing instruction from PreK through third grade. Effective TEKS-based instruction was not provided by the classroom teacher in most classes. Student data was not tracked individually, but by homeroom.

Problem Statement 3: On 2018 STAAR science, 43% of students met at or above Approaches Grade Level for Index 1 (Science Safeguards Needed: AA, H, ED, SPED, ELL) **Root Cause 3:** Scholars lacked knowledge of prerequisite concepts that should have been taught in earlier years, due to more emphasis on reading, math, and writing in 3rd and 4th grade. Lack of tracking student progress in all grade levels, as well as teacher accountability for lesson planning was not observed.







Goal 1: Reach Every Student

Performance Objective 2: By the end of the 2018-2019 school year, 80% of Major Elementary's prekindergarten, kindergarten, first, and second grade students will be expected to meet or exceed the passing standard on district benchmarks in reading and math, as well as on writing proficiency assessments.

Evaluation Data Source(s) 2: MAP Growth reports, Renaissance reports, district and campus formative assessment data, DRA assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 7</p> <p>1) Throughout the school year, students will be tracked to determine their level of mastery through campus and district benchmarks, monthly DRA assessments, MAP Growth, and provided with TEKS-based interventions.</p> <p>Teachers will communicate student starting points and annual goal.</p> <p>Students not on target to meet their annual goal will be pulled by a Literacy Coach, K-2 reading interventionist, or paraprofessional.</p> <p>Parent meetings will be scheduled for students who are not making progress, twice per year, with a one-week window to meet parent availability.</p> <p>Teachers will be trained on DRA, Neuhaus, and MAP Growth.</p>	2.5, 2.6, 3.2	<p>Jamie Hunt, Student Support Specialist</p> <p>Robert Nuelle, Special Education Chair</p> <p>Assistant Principal</p> <p>Shamethia Dillard, Principal</p> <p>Classroom Teachers</p> <p>Reading Interventionist (K-2)</p> <p>Literacy Coach (K-2)</p>	<p>Close the achievement gap for primary students.</p> <p>Create an environment of purposeful learning school-wide.</p>				
<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 3 - Perceptions 2</p> <p>Funding Sources: 211 Title I, Part A - 1100.00</p>							

<p>Critical Success Factors CSF 1</p> <p>2) Writing:</p> <p>Scholars in each classroom will meet the expectations at the appropriate writing levels and participate in daily writing activities in Writer's Workshop:</p> <p>PK-Preliterate Writer K-Early Emergent Writer 1st-Emergent Writer 2nd-Emergent Writer</p> <p>a. Scholars will have opportunities to share their writing with other through "Writing Publishing Parties."</p> <p>b. Scholars writing will be scored using the Lucy Calkins rubric.</p>	2.4, 2.5, 2.6	K-2 Coaches and Interventionist	Scholars will demonstrate mastery of early literacy in writing and become more proficient writers and published authors.				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:







Student Academic Achievement
<p>Problem Statement 1: On 2018 STAAR reading, 34% of students did not meet Approaches Grade Level for Index 1 (Reading Safeguards Needed: AA and SPED). Root Cause 1: Lack of accountability of teachers in using MAP Growth and MAP Skills, TEKS-based lessons that target all sub groups, and small group instruction to close literacy gaps.</p>
School Processes & Programs
<p>Problem Statement 3: According to ICLE, 13% of classes exhibit rigor, 20% of teachers ask high-level questions, 7% of classrooms have effective Academic Discussions, 7%, have meaningful and authentic work. Root Cause 3: Teachers have not been shown how to implement the Rigor and Relevance Framework. Teachers may not understand what this work should look like and sound like in the classroom.</p>
Perceptions
<p>Problem Statement 2: According to the 2018 Quality Survey, 26% of parents perceive teachers for not give timely feedback. Root Cause 2: Teachers did not communicate test results, immediately after benchmarks or academic concerns per nine week period. An accountability system was not created for this action.</p>

Goal 1: Reach Every Student

Performance Objective 3: In Pre-Kindergarten, at least 80% of Spring ISD scholars will demonstrate mastery of early literacy in reading as evidence by performance on the End of Year (EOY) M-Circle indicators.

Evaluation Data Source(s) 3: M-Circle Assessments and IPT (Eng/Span)

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Scholars will demonstrate understanding or mastery of rapid letter naming, letter-sound correspondence, rapid vocabulary, book and print awareness, phonological awareness, story retell and comprehension.</p>	2.4, 2.5, 2.6	Principal and Assistant Principal	<p>Result-Scholars in PreK will be exposed to developmental skills.</p> <p>Impact: PreK scholars will read on or above grade level.</p>				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Teachers will implement the components of the Balanced Literacy Framework of Literacy Applied in grade pre-K to include: word power-phonics, phonemic awareness, grammar, punctuation and spelling; read alouds, independent and shared reading.</p>	2.4, 2.5, 2.6	Principal and Assistant Principal	<p>Result: Scholars in PreK will develop grade and age appropriate levels in literacy skills.</p> <p>Impact: PreK scholars will read on or above grade level.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Excellence in Every School


Performance Objective 1: By the end of the 2018-2019 school year, Major Elementary's attendance rate will increase from 95.3% to 98%.

Evaluation Data Source(s) 1: Mizuni reports, Attendance reports, Attendance Committee meetings, attendance tracking system (magic number, Google sheets for absence tracking), Teacher daily attendance record, Parental Communication logs, district Attendance Summary documents

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 4</p> <p>1) The Attendance Clerk will pull teacher attendance daily for review. Pre-K, Kinder, and First grade attendance will be monitored daily.</p> <p>Teachers will be given reminders to take attendance and class percentages will be monitored.</p> <p>Students with 100% attendance will participate in an Attendance Dance Party monthly.</p> <p>Parent conferences will be scheduled for scholars with excessive absences.</p>	2.4, 2.5, 2.6	Sharon Sherman, Attendance Clerk	As student attendance increases, students will have more opportunities to master their grade-appropriate curriculum and meet or master their annual goals.				
		Shamethia Dillard, Principal	Parents will also understand the importance of getting scholars to school each and every day.				
Problem Statements: School Processes & Programs 1							
<p>Critical Success Factors CSF 4</p> <p>2) The attendance committee will meet monthly to monitor student attendance and systems more closely; document the phase students with excessive absences are on; and determine whether systems are working, using the Continuous Improvement Process.</p>	2.4, 2.5, 2.6, 3.1	Sharon Sherman, Attendance Clerk	As student attendance increases, students will have more opportunities to master their grade-appropriate curriculum and meet or master their annual goals.				
		Shamethia Dillard, Principal					
Problem Statements: School Processes & Programs 1							

<p align="center">Critical Success Factors CSF 4</p> <p>3) School attendance will be advertised monthly via:</p> <p>a. school poster that reflects our daily absentee count (from the day before) and our current attendance rate.</p> <p>b. online (school website)</p>	<p>2.4, 2.5, 2.6</p>	<p>Sharon Sherman, Attendance Clerk</p> <p>Shamethia Dillard, Principal</p> <p>Members of the Attendance Committee</p>	<p>As student attendance increases, students will have more opportunities to master their grade-appropriate curriculum and meet or master their annual goals.</p>				
<p>c. bulletin board by grade level</p> <p>d. announcements for 100% daily attendance will be added to the morning announcement script.</p> <p>Grade-levels with 100% will receive one letter each day until they spell "PERFECT." Scholars will be able to win a popcorn, pizza, popsicle, or prize box selected by the Attendance Committee. This will be funded by the campus principal as a special incentive.</p>	<p>Problem Statements: School Processes & Programs 1</p>						

<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>4) An attendance committee will be created so that consistent systems are implemented:</p> <p>a. Identify the daily "Magic Number" for student absences.</p> <p>b. Daily Attendance is taken at ADA time. Teachers will complete an attendance document, listing scholars who are absent from their homeroom.</p> <p>c. Parents will be notified by phone, letter reminding them of the attendance policy, truancy letter, home visit, face to face conference, and finally a potential withdrawal.</p> <p>d. The Attendance Clerk will implement the attendance tracking system, documenting students with 3 or more absences and following specific next steps</p> <p>e. Teachers will make calls home to parents of students showing a pattern of tardies/absences, document conversations in Call Logs, and inform the Attendance Clerk of concerns.</p> <p>f. Students will receive perfect attendance dog tags and parents will receive bumper stickers.</p>	2.4, 2.5, 2.6	Sharon Sherman, Attendance Clerk Shamethia Dillard, Principal Members of the Attendance Committee	As student attendance increases, students will have more opportunities to master their grade-appropriate curriculum and meet or master their annual goals.				
Problem Statements: School Processes & Programs 1 Funding Sources: 211 Title I, Part A - 800.00							
							

Performance Objective 1 Problem Statements:

<p>School Processes & Programs</p>
<p>Problem Statement 1: The Muzuni report shows that 95% of Major Elementary's students reported to school each and every day. Root Cause 1: Students with more than five absences were not targeted immediately. At times student absentee count would reach 10 before identified. Parent conferences were effective in the spring semester, however, tracking must begin day one. Teachers did not take attendance on time.</p>







Goal 2: Excellence in Every School

Performance Objective 2: By January 2019, Major Elementary School will improve the campus culture and climate through implementing core beliefs and Teach Like a Champion strategies.

Evaluation Data Source(s) 2: Climate survey, T-TESS Summary document, walkthroughs, feedback from the district.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 6</p> <p>1) Teachers will learn to effectively implement district-wide Teach Like a Champion (TLAC) strategies: No Opt Out, Strong Voice, Cold Call, Strong Start, Reject Self-reporting, Show Me, Standardize the Format, Threshold, 100%, Tracking- Not Looking, Door to Do Now, Positive Framing, Exit Tickets, and Targeted Questioning.</p> <p>August: All teachers will receive a copy of the "Teach Like a Champion 2.0" book by Doug Lemov. Book distribution will be for new teachers only. Extra books were ordered in the previous year (no purchase is required).</p> <p>The leadership team will create a Roll Out plan to ensure all teachers are implementing the TLAC strategies with fidelity.</p>		<p>Shamethia Dillard, Principal</p> <p>Assistant Principal</p>	High levels of student engagement and the creation of rigorous learning environments.				
<p>Problem Statements: School Processes & Programs 3</p>							

<p>2) Every faculty and staff member will receive a 3-inch "Major 101" binder which will include the staff handbook, school-wide systems in detail, district-wide systems, and other reference material of importance. (Binders were recycled from the year before. No new purchase required).</p> <p>Teachers are expected to follow the "SPRING-WAY" details. Teachers who may struggle with implementation will be supported through learning labs after school. Implementaton of all practice will be observed through walkthroughs and observations.</p>			<p>Consistent systems and structures will lead to more time spent on supporting teachers with instruction and improving student learning.</p>				
<p>Critical Success Factors CSF 6</p> <p>3) Core beliefs for student "5Ps" and teacher "MAJOR ES" which aligns to district imperatives, will drive the work of the campus.</p> <p>Every teacher will receive student and staff core values posters to mount in the classroom.</p> <p>Students will be celebrated as the Student of the Month in each class. Students will receive goodie bags and have their ALL STAR character traits displayed on a wall in the hallway.</p>		<p>Shamethia Dillard, Principal</p> <p>Assistant Principal</p> <p>Keidra Rawls, Counselor</p>	<p>Core beliefs will build confidence in students and promote a sense of community.</p> <p>Students will be encouraged to make better choices, improve behavior, and increase student learning time.</p> <p>(This will be funded by PTO funds).</p>				
<p>Critical Success Factors CSF 6</p> <p>4) Students will receive weekly oppourtuniies to visit the ALL-STAR Zone (school store) and purchase items using accumulated DOJO points.</p> <p>The school store will be ran by parents.</p> <p>DOJO points will be based only on student behavior and tied directly to incentives and tickets for school-related activities.</p>	<p>2.4, 2.5</p>	<p>Kristal Washington</p> <p>Classroom Teachers</p> <p>Parent Volunteers/PTO</p>	<p>This strategy will allow students to work towards positive behavior choices and outcomes and will alow students to focus more on academic porgress and meet their learning goals.</p> <p>(This will be funded by PTO funds).</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 2: The Muzini report shows that 42 level 3 or more infractions were reported throughout the school year. 34 of the 42 infractions were classroom disruptions. **Root Cause 2:** Teachers lacked experience in teaching in a high poverty school and lacked the tools to support students with high behavior issues and low academic performance.

Problem Statement 3: According to ICLE, 13% of classes exhibit rigor, 20% of teachers ask high-level questions, 7% of classrooms have effective Academic Discussions, 7%, have meaningful and authentic work. **Root Cause 3:** Teachers have not been shown how to implement the Rigor and Relevance Framework. Teachers may not understand what this work should look like and sound like in the classroom.







Goal 2: Excellence in Every School

Performance Objective 3: By the end of the 18-19 school year, Major Elementary will decrease the number of out of school suspensions, from 22 to 11 (50% decrease).

Evaluation Data Source(s) 3: Mizuni reports, RtI behavior reports, teacher discipline referral, red folders

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Teachers will be trained on deescalation techniques, as well as restorative practices for Tier 1 discipline infractions.</p> <p>Teachers will receive a behavior intervention booklet as a tool to deal with difficult students.</p> <p>Teachers will refer scholars who have excessive behavior concerns to counseling and RtI for interventions.</p> <p>District-level reports will be pulled per nine weeks to identify scholars in need of immediate support.</p>	2.4, 2.5, 2.6	Keidra Rawls, Counselor Assistant Principal Jamie Hunt, Student Support Specialist	There will be a decrease in disruptive behaviors and an increase in student learning. Teachers will become more proactive with students by reducing triggers, using more intervention techniques, relying on the support of the SSS, and reducing reactive responses from students.				
				Problem Statements: School Processes & Programs 2 Funding Sources: 199 General Fund - 100.00			
<p>PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Parents will be invited to create behavior contracts for scholars who have behavior concerns.</p>	2.4, 2.5, 2.6	Keidra Rawls, Counselor Assistant Principal Jamie Hunt, Student Support Specialist	Parents will collaborate with the teacher, student, and leader to develop goals and consequences to improve student behavior.				
				Problem Statements: School Processes & Programs 2 - Perceptions 2			

<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Early identification of student behaviors will take place at the beginning of the school year.</p> <p>Students will encounter a variety of levels to encourage on-task behaviors:</p> <p>a. removal of privileges/de-escalation techniques</p> <p>b. conference with the Assistant Principal</p> <p>c. Counseling group/ counselor referral</p> <p>d. detention</p> <p>e. ISS</p> <p>f. RtI behavior referral</p> <p>g. OSS (as a last resort)</p>	2.4, 2.5, 2.6	Keidra Rawls, Counselor Assistant Principal Jamie Hunt, Student Support Specialist	Scholars will reflect on consequences preceeding their decision to break school-wide rules, making the school a safer place.				
<p>Problem Statements: School Processes & Programs 2, 3 - Perceptions 2</p> <p>Funding Sources: 199 General Fund - 7826.00</p>							
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>4) Major Elementary is a standardized uniform school for the 18-19 school year. Each grade level has a designated color for scholarly attire.</p>	2.4, 2.5, 2.6	Keidra Rawls, Counselor Assistant Principal Shamethia Dillard, Principal	Uniform dress will decrease bullying and focus students' attention on learning.				
<p>Problem Statements: School Processes & Programs 2</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: The Muzini report shows that 42 level 3 or more infractions were reported throughout the school year. 34 of the 42 infractions were classroom disruptions. Root Cause 2: Teachers lacked experience in teaching in a high poverty school and lacked the tools to support students with high behavior issues and low academic performance.</p>
<p>Problem Statement 3: According to ICLE, 13% of classes exhibit rigor, 20% of teachers ask high-level questions, 7% of classrooms have effective Academic Discussions, 7%, have meaningful and authentic work. Root Cause 3: Teachers have not been shown how to implement the Rigor and Relevance Framework. Teachers may not understand what this work should look like and sound like in the classroom.</p>

Perceptions

Problem Statement 2: According to the 2018 Quality Survey, 26% of parents perceive teachers for not give timely feedback. **Root Cause 2:** Teachers did not communicate test results, immediately after benchmarks or academic concerns per nine week period. An accountability system was not created for this action.

Goal 3: High Performance from Every Employee

Performance Objective 1: Major Elementary School leaders will continue to monitor and evaluate student and teacher progress monthly in order to improve the campus culture and climate, and to ensure proper academic plans and placement of all students, throughout the 18-19 school year.







At least 90% of teachers will demonstrate consistent alignment between TEKS-based lesson plans and instructional delivery strategies.

Evaluation Data Source(s) 1: Teacher survey results, Campus Engagement Survey Results, Teacher performance tracking for school-wide systems, feedback documents, STRIVE (walkthroughs and observation records), professional learning attendance records, Staff Attendance reports, District Development Walk Feedback, and ICLE feedback

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Teachers will understand grade-level content, teach concepts in accurate contexts, and follow the structures for mini-lessons, read-alouds, and independent reading.</p> <p>Coaches will use their learning to provide targeted feedback.</p> <p>Coaches will keep Google calendars current and complete a weekly summary of feedback, support, and the impact their support had on teachers.</p>	2.4, 2.5	Shamethia Dillard, Principal Assistant Principal Coaches Instructional Specialists	100% of teachers facilitate instruction effectively, inclusive of rigor, relevance, and learner engagement, with little support. Coaches will gain capacity in giving feedback that will improve teaching practices.				
Problem Statements: School Processes & Programs 3							

<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) The leadership team will calibrate to leverage instructional essentials weekly.</p> <p>During this time coaches and leaders will be given opportunities to practice systems, feedback, and instructional support before providing it to teachers.</p> <p>The leadership team will monitor the progress of all teachers in school and district-wide systems through a walkthrough calendar that will be aligned to the district's Support and Development Guide.</p> <p>Learning labs will be made available for teachers who struggle with systems, routines, and best practices.</p>	2.4, 2.5	Shamethia Dillard, Principal Assistant Principal Coaches Instructional Specialists	All leaders will know instructional expectations for the week, and make positive impacts on teacher practices, which will impact student achievement.				
Problem Statements: School Processes & Programs 3							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) ICLE will provide training to teachers at the beginning of the school year.</p> <p>Teachers will focus on rigor, relevance, and learner engagement throughout the school year in order to improve their classroom environment.</p> <p>Teachers will engage in learning that defines each of the areas and how to implement them in the classroom effectively.</p> <p>ICLE will provide feedback to teachers three times throughout the year.</p>	2.4, 2.5, 2.6	Shamethia Dillard, Principal Assistant Principal	Teachers will gain the capacity to deliver effective instruction and make learning relevant for students.				
Problem Statements: School Processes & Programs 3							

<p>Critical Success Factors CSF 7</p> <p>4) All teachers will be trained in T-TESS.</p> <p>Teachers will be provided with ongoing feedback and coaching, prior to a formal observation.</p> <p>Video coaching will be used to capture excellence or to improve practices.</p> <p>Teachers will be placed on a Goal 3 to support needed differences in an area as identified by T-TESS.</p>	2.5, 2.6	Shamethia Dillard, Principal Assistant Principal	Teachers will identify the data and processes used to determine students academic and developmental needs, and select professional growth areas as they relate to student needs.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

<p>School Processes & Programs</p>
<p>Problem Statement 3: According to ICLE, 13% of classes exhibit rigor, 20% of teachers ask high-level questions, 7% of classrooms have effective Academic Discussions, 7%, have meaningful and authentic work. Root Cause 3: Teachers have not been shown how to implement the Rigor and Relevance Framework. Teachers may not understand what this work should look like and sound like in the classroom.</p>

Goal 3: High Performance from Every Employee

Performance Objective 2: Major will provide professional learning opportunities to equip teachers with strategies for delivering effective instruction to 3rd-5th grade scholars enabling them to achieve 10% growth in meets and masters in reading and math, by May 2019.

Evaluation Data Source(s) 2: State assessment data, Goal Setting documents for students and teachers, PLC meeting minutes, Data action plans, eduphoria reports, and 2016-2018 STAAR results for trend data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) To improve our science and writing program: Lead teachers in writing and science will attend</p>	2.4, 2.5, 2.6	Shamethia Dillard, Principal Hector Moon, Science Lead Science and Writing Teachers	Lead teachers will be able to train and collaborate with their peers on best practices, as well as increase the depth of their teaching and student learning. Writing and science STAAR scores will improve.				

professional learning opportunities to improve their craft through Region IV and HCDE.

Writing and science teachers will submit their lesson plans to the leadership team for review and feedback, one week prior to teaching the lesson.

Interactive notebooks is a requirement for ALL students. The classroom teacher must have an exemplar. Random checks of accountability will be conducted for science and writing journals.

Students will take a unit assessment monthly to track mastery of concepts and by TEKS. Individual pathways will be created using EDUSMART and tracked by the science teachers and principal.

Student writing samples (Author's Showcase) will be posted based on the Lucy Caulkins Program.

Science will be added to the electives rotation. Scholars will participate in labs, monthly, hosted by the Campus Science Lead Teacher.

Science academic walls will be required in ALL math and science classrooms.

Science challenges will be posted throughout the campus.







Parents will be expected to sign their student's achievement chart (grade, strengths, and areas of focus), following every Unit Assessment.

TEKS will be posted by homeroom. Plickers and GradeCam will be used as formative assessment tools.

Problem Statements: Demographics 1 - Student Academic Achievement 3 - Perceptions 2
Funding Sources: 211 Title I, Part A - 5000.00

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Teachers will receive 60 minutes of planning time daily to unpack standards in weekly PLC meetings, preview, plan, and practice instructional strategies for upcoming hard-to-learn standards, share samples of student work, and use data to make instructional decisions.</p> <p>Teachers will meet with the leadership team three times, every two weeks and immediately after every benchmark to review action plans and student data (DDAP). Teachers will track their Approaches, Meets and Master percentages after every assessment.</p> <p>Teachers will participate in district-wide trainings and keep up with the proposed curriculum calendars released by the district. They will plan for implementation of learned strategies with their content teams.</p>	<p>2.4, 2.5, 2.6</p>	<p>Shamethia Dillard, Principal</p> <p>Assistant Principal</p> <p>Math and Literacy Coach</p> <p>Instructional Specialist</p> <p>SPED Chair</p> <p>ESOL Contact</p> <p>Student Support Specialist</p>	<p>Doing this will help build teacher capacity to work as members of high performing, collaborative teams that focus on improving student learning.</p>				
<p>Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1, 2, 3</p> <p>Funding Sources: 211 Title I, Part A - 5000.00</p>							

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Teachers will be equipped with a variety of resources to be successful:</p> <p>Forde Ferrier Measuring Up Reading Mentoring Minds reading, writing, math, and science; EduSmart STEMscopes Education Galaxy ECS Learning (STAAR Master)</p>	2.4, 2.5, 2.6	<p>Shamethia Dillard, Principal</p> <p>Toni Smith, Secretary</p> <p>Jamie Hunt, SSS</p> <p>Coaches and Instructional Specialist</p>	<p>Scholars will be able to apply concepts learned and an observable increase will be seen in meets and masters percentages.</p> <p>Scholars will have necessary materials to be successful in the classroom and on assessments.</p>				
<p>Teachers will also ensure that every scholar has interactive notebooks for all content areas.</p> <p>In order to maintain a positive instructional and testing environment that is rich with all resources for students and teachers, Major Elementary will provide all materials (as needed) scholars need for testing and daily instruction such as: scratch paper, pencils, pens (red, black, blue), file folders, colored paper, card stock, laminating film, poster paper, paper clips, staples, clocks, approved dictionaries, snacks during testing, scotch tape, envelopes, three-ring pocket folders, dry erase markers, hall passes, and approved supplemental resources, not listed.</p> <p>Teachers will also be asked to administer assessments to STAAR-level classes, which will cause for an increase in substitutes during the testing window.</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 2, 3 - School Processes & Programs 3 Funding Sources: 211 Title I, Part A - 939.21</p>							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Teachers will be equipped with a variety of resources to be successful:</p> <p>Forde Ferrier Measuring Up Reading Mentoring Mindsreading, writing, math, and science; EduSmart STEMscopes Education Galaxy Math Resources</p> <p>Teachers will also ensure that every scholar has interactive notebooks for all content areas.</p> <p>In order to maintain a positive instructional and testing environment that is rich with all resources for students and teachers, Major Elementary will provide all materials (as needed) scholars need for testing and daily instruction such as: scratch paper, pencils, pens (red, black, blue), file folders, colored paper, card stock, laminating film, poster paper, paper clips, staples, clocks, approved dictionaries, snacks during testing, scotch tape, envelopes, three-ring pocket folders, dry erase markers, and approved supplemental resources, not listed.</p> <p>Teachers will also be asked to administer assessments to STAAR-level classes, which will cause for an increase in substitutes during the testing window.</p>	2.4, 2.5, 2.6	<p>Shamethia Dillard, Principal</p> <p>Toni Smith, Secretary</p> <p>Jamie Hunt, SSS</p>	<p>Scholars will be able to apply concepts learned and an observable increase will be seen in meets and masters percentages.</p> <p>Scholars will have necessary materials to be successful in the classroom and on assessments.</p>				
<p align="center">Critical Success Factors CSF 7</p> <p>5) Prior to the start of the school year, new staff members are invited to a Meet and Greet breakfast to preview school-wide systems and routines.</p>		<p>Shamethia Dillard, Principal</p>	<p>New staff will be able to implement school-wide systems with fidelity.</p> <p>(Funding will be taken from Principal's Discretionary).</p>				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:







Demographics
Problem Statement 1: On 2018 STAAR science, 55% of African American students achieved Approaches Grade Level (Index 1) . Root Cause 1: There was only one teacher responsible for teaching all fifth grade classes. Science instruction was not emphasized and monitored third and fourth grade. The gap in scholar knowledge was difficult to overcome.
Problem Statement 2: On 2018 STAAR, 11% of Special Education student made progress in mathematics (Index 1). Root Cause 2: There was a lack of systems, follow-up, and support for teachers in implementing IEPs and accommodations for students during instructional time, as well as inconsistent assessment grouping, use of approved testing accommodations, lack of tracking and monitoring of SPED students.
Problem Statement 3: On 2018 STAAR, 46% of the African American student population in fourth grade reading and 44% of African American students in writing met Approaches. Root Cause 3: Intentional planning around students' needs to close performance gaps was not conducted consistently throughout the year. Tier 1 instruction did not focus on grammar concepts as much as compositional writing. Student performance data was not tracked and analyzed sufficiently.
Student Academic Achievement
Problem Statement 1: On 2018 STAAR reading, 34% of students did not meet Approaches Grade Level for Index 1 (Reading Safeguards Needed: AA and SPED). Root Cause 1: Lack of accountability of teachers in using MAP Growth and MAP Skills, TEKS-based lessons that target all sub groups, and small group instruction to close literacy gaps.
Problem Statement 2: On 2018 STAAR writing, 58% of students met at or above Approaches Grade Level for Index 1 (Math Safeguards Needed: AA, Eco Dis, SPED) Root Cause 2: Students lacked foundational skills to prepare them for rigorous content. Lack of accountability and lesson planning for delivering writing instruction from PreK through third grade. Effective TEKS-based instruction was not provided by the classroom teacher in most classes. Student data was not tracked individually, but by homeroom.
Problem Statement 3: On 2018 STAAR science, 43% of students met at or above Approaches Grade Level for Index 1 (Science Safeguards Needed: AA, H, ED, SPED, ELL) Root Cause 3: Scholars lacked knowledge of prerequisite concepts that should have been taught in earlier years, due to more emphasis on reading, math, and writing in 3rd and 4th grade. Lack of tracking student progress in all grade levels, as well as teacher accountability for lesson planning was not observed.
School Processes & Programs
Problem Statement 3: According to ICLE, 13% of classes exhibit rigor, 20% of teachers ask high-level questions, 7% of classrooms have effective Academic Discussions, 7%, have meaningful and authentic work. Root Cause 3: Teachers have not been shown how to implement the Rigor and Relevance Framework. Teachers may not understand what this work should look like and sound like in the classroom.
Perceptions
Problem Statement 2: According to the 2018 Quality Survey, 26% of parents perceive teachers for not give timely feedback. Root Cause 2: Teachers did not communicate test results, immediately after benchmarks or academic concerns per nine week period. An accountability system was not created for this action.

Goal 3: High Performance from Every Employee

Performance Objective 3: All scholars will participate in the Fitness Gram, required by the state and have multiple opportunities for Sports and Fitness.

Evaluation Data Source(s) 3: Fitness Gram Report, student tracking cards (goal setting), daily schedules

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Scholars will be given a minimum of 65 minutes of physical fitness per week and 20 minutes of recess daily. Scholars will engage in golf, basketball, soccer, volleyball, etc...</p> <p>Scholars will also be able to participate in competitive sports: cheerleading, basketball, and soccer.</p> <p>(Our goal is to also incorporate a Skating Program for scholars on campus).</p>	2.6	Mike Degregorio, Physical Education Teacher	Physical activity can have an impact on cognitive skills, attitudes, and academic behavior, all of which are important components of improved academic performance.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

**Goal 4:
Opportunities and Choice for Every Family.**

Performance Objective 1: Major Elementary will provide and monitor the success of specialized programs (Gifted and Talented, Special Education, Response to Intervention, and Pre-Kindergarten).

Evaluation Data Source(s) 1: student progress reports, MAP and Renaissance reports, diagnostician evaluation reports, progress monitoring (DPMs), STAAR individual reports, and the number of GT students and participation in district-level expos

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> <p>1) Responsible parties will comply with district and state identification, assessment, review, and dismissal procedures for all programs on campus.</p> <p>Scholars will be transitioned into 5th grade and Kindergarten through school tours.</p> <p>Timeliness of parental communication will be evaluated a minimum of three times per year. Parent meetings will be scheduled based on the availability of the parent.</p> <p>The mission and vision of the campus will be placed on all documents and communicated at the beginning of every school event and meeting.</p>	3.1, 3.2	<p>Jamie Hunt, Student Support Specialist</p> <p>Keidra Rawls, Gifted and Talented</p> <p>Robert Nuelle, Special Education</p> <p>Karen Nolasco, ESL/Bilingual Education</p> <p>Middle School Personnel and Kindergarten Teacher Support</p>	<p>We should see more students served in accurate program and receiving necessary support to be academically successful.</p> <p>We should also see an increase in our outreach percentages on our school culture survey.</p>				
Problem Statements: Perceptions 2							

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 2: According to the 2018 Quality Survey, 26% of parents perceive teachers for not give timely feedback. **Root Cause 2:** Teachers did not communicate test results, immediately after benchmarks or academic concerns per nine week period. An accountability system was not created for this action.

Goal 4:







Opportunities and Choice for Every Family.

Performance Objective 2: The 21st century Program will meet the components of the Logic Model and increase its attendance, as well as diversity of all stakeholders in the program (students, teachers, and vendors).

Evaluation Data Source(s) 2: 21st century walkthroughs, budget review, end of year survey

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 5</p> <p>1) 21st Century, SAFE Program, certified teachers will provide academic intervention support in reading, math, and science 60 minutes per day, four days a week, and 45 minutes per day on Friday. The data source used will be STAAR, checkpoints and benchmarks.</p> <p>Vendors will be selected based on student-interest.</p> <p>The site coordinator will meet with the math and literacy coaches, Assistant Principal for student discipline, and Attendance Clerk for a data check to determine the impact of the program and specific needs for students.</p>	3.1	<p>Jason Wyatt, 21st Century Coordinator</p> <p>Shamethia Dillard, Principal</p>	Spring ISD will utilize 21st century funding to improve student achievement in math, literacy, and science; improve student attendance; and decrease disciplinary infractions and referrals.				

<p>Critical Success Factors CSF 5</p> <p>2) The site coordinator will also collaborate with the leadership team to sponsor and support with parental involvement opportunities.</p> <p>More parental involvement events will be offered throughout the year such as, parent workshops and family nights: (Literacy, math, STEM nights, student achievement meetings, Second Cup of Coffee with the Principal, Muffins for Moms, Doughnuts for Dads. Title 1 Goal Setting and tracking quarterly meetings, student expos, sports, game nights, ESL classes, family movie nights, and performances).</p> <p>All campus events will be communicated through Blackboard (email, text, voice), school flyers, and uploaded on the campus portal. Parents may also opt-in to using the Remind 101 app for campus updates.</p>	3.1	<p>Kristal Washington, PEL Liasion</p> <p>Jason Wyatt, 21st Centruy Site Coordinator</p>	Parents will become more involved in the school and support the vision of the campus and district.				
	<p>Problem Statements: Perceptions 1, 2</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: According to the 2018 School Quality Survey, 19% of parents agreed that school administration communicated the school's mission and vision. Root Cause 1: Some events had to be changed this school year, due to the weather we experienced the first semester. Parents were primarily communicated through BlackBoard Connect. Parental contact information was only collected once during the school year. At times changes were not reflected simultaneously on the school site and on the newsletter.</p>
<p>Problem Statement 2: According to the 2018 Quality Survey, 26% of parents perceive teachers for not give timely feedback. Root Cause 2: Teachers did not communicate test results, immediately after benchmarks or academic concerns per nine week period. An accountability system was not created for this action.</p>

Goal 5: Engaged Stakeholders in Every Community

Performance Objective 1: By April 2019, Major Elementary's parental participation and engagement rates will increase by a minimum of 20% on the school climate survey (from 47 parents to 57 or more parents), as well as attendance in parent groups and workshops.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Parents will have the opportunity to complete the survey on paper or online. Open labs will be available and parent drawings and class incentives will be handed out as incentives.</p>	3.1	<p>Keidra Rawls, PEL Liasion</p> <p>Jason Wyatt, 21st Century Coordinator</p>	More parental participation and feedback for school improvement.				
Problem Statements: Perceptions 1, 2							

Performance Objective 1 Problem Statements:







Perceptions
<p>Problem Statement 1: According to the 2018 School Quality Survey, 19% of parents agreed that school administration communicated the school's mission and vision. Root Cause 1: Some events had to be changed this school year, due to the weather we experienced the first semester. Parents were primarily communicated through BlackBoard Connect. Parental contact information was only collected once during the school year. At times changes were not reflected simultaneously on the school site and on the newsletter.</p>
<p>Problem Statement 2: According to the 2018 Quality Survey, 26% of parents perceive teachers for not give timely feedback. Root Cause 2: Teachers did not communicate test results, immediately after benchmarks or academic concerns per nine week period. An accountability system was not created for this action.</p>

Goal 5: Engaged Stakeholders in Every Community

Performance Objective 2: By the end of the 2018-2019 school year, there will be an increase in opportunities for parents to become active participants in school.

Evaluation Data Source(s) 2: Parent Calendar, School Events Sign-in Sheets, Parental Involvement Hours Reported by Parent Liasion

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Major Elementary will create an active PTO (for fundraising) AND a Parental Advisory Council (PAC) (for ongoing feedback).</p> <p>Parental volunteer hours will be documented by the PEL.</p> <p>Parents may submit their availabilities and join different committees for school events.</p> <p>(Room parent, mentor program, movie night, fundraising, festivals, bake sale, school dances, school event judges for science and history fair, school event set up and break down, etc...) Sign-up for specific events will be held at Meet the Teacher Night.</p> <p>PTO meetings will be scheduled around the parent's schedule.</p>	3.1, 3.2	Keidra Rawls, PEL Liasion Jason Wyatt, 21st Century Coordinator	An increase in parental involvement is expected.				
<p>Problem Statements: Perceptions 1</p> <p>Funding Sources: 211 Title I, Part A - 2700.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: According to the 2018 School Quality Survey, 19% of parents agreed that school administration communicated the school's mission and vision. **Root Cause 1:** Some events had to be changed this school year, due to the weather we experienced the first semester. Parents were primarily communicated through BlackBoard Connect. Parental contact information was only collected once during the school year. At times changes were not reflected simultaneously on the school site and on the newsletter.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will honor the 45 minute intervention blocks to identify struggling learners and devise individualized plans to meet student needs. Students will be provided 225 minutes a week during school-wide Intervention/Enrichment time to ensure students work on unmastered concepts. All scholars will use: Education Galaxy, Rally! Education, MAP Skills, and TEKS-based learning based on benchmark data, during their allotted intervention block. MAP Goals: Kindergarten (at or above RIT 151/Lexile 100); First grade (at or above RIT 168, Lexile 300); Second grade (at or above RIT 184, Lexile 450); Third grade (at or above RIT 194; Lexile 675) Fourth grade (at or above RIT 201; Lexile 825); Fifth grade (at or above RIT 207, Lexile 925);
1	1	2	After school tutorials and Saturday tutorials will be offered for all Tier II and III scholars. Tutorials will also be offered for students who are not meeting their progress measure, during the instructional day.
1	1	3	Before school starts, rising fourth and fifth grade STAAR student data will be analyzed for immediate RtI placement, by the Academic Tutors, Math Coach, and Instructional Specialist. Teachers will use the Data Driven Action Planning Protocol after every assessment to identify surface and root causes of student deficiencies. The Pre-Referral Intervention Manual will be used to support teachers with students who are struggling to master concepts. All teachers will identify student demographics and student populations they serve via a color coded roster. Teachers will also receive a binder and participate in a learning lab on current RtI students, classroom, and intervention expectations.
1	1	4	Throughout the school year, students will be tracked to determine their level of mastery through campus and district benchmarks, and provided with TEKS-based interventions. Students not on target to meet their goals will be pulled by a reading or math Academic Tutor. Parent meetings will be scheduled for students who are not making progress.
1	1	5	ELL Student Support: Teachers will receive ELL resources to assist teachers with targeted accommodations based on student TELPAS proficiency levels. August to December: Teachers will be offered Learning Labs for support in planning for and selecting linguistic accommodations. Students will receive dictionaries to support with linguistic accommodations during instruction and on campus, district, and state assessments. SPED Student Support: Special Education scholars will be tracked and monitored throughout the school year. SPED inclusion teachers will track student progress while in the classroom. All teachers will be given a STEP binder with detailed accommodations according to their IEP. Internal campus audits will be conducted by the leadership team to observe the use of student accommodations and best practices during instruction, for ALL subgroups.

Goal	Objective	Strategy	Description
3	2	1	<p>To improve our science and writing program: Lead teachers in writing and science will attend professional learning opportunities to improve their craft through Region IV and HCDE. Writing and science teachers will submit their lesson plans to the leadership team for review and feedback, one week prior to teaching the lesson. Interactive notebooks is a requirement for ALL students. The classroom teacher must have an exemplar. Random checks of accountability will be conducted for science and writing journals. Students will take a unit assessment monthly to track mastery of concepts and by TEKS. Individual pathways will be created using EDUSMART and tracked by the science teachers and principal. Student writing samples (Author's Showcase) will be posted based on the Lucy Caulkins Program. Science will be added to the electives rotation. Scholars will participate in labs, monthly, hosted by the Campus Science Lead Teacher. Science academic walls will be required in ALL math and science classrooms. Science challenges will be posted throughout the campus. Parents will be expected to sign their student's achievement chart (grade, strengths, and areas of focus), following every Unit Assessment. TEKS will be posted by homeroom. Plickers and GradeCam will be used as formative assessment tools.</p>

State Compensatory

Personnel for Major Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jamie Hunt	Student Support Specialist		1.0
JayToshia Guillory	Math Coach		1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

For the 2018-2019 school year, Major Elementary school will focus on increasing the scale score in closing the gaps for Domain 3. In mathematics, Hispanic, ELL current and monitored scholars, continuously enrolled scholars and non-continuously enrolled scholars will be closely monitored. In reading, continuously and non-continuously enrolled scholars will be closely monitored. We will also continue to maintain our focus on all students and ensure our distinction in academic achievement and performance is maintained. We are focusing on 80% of our scholars achieving meets and 50% achieving masters on the 2019 STAAR assessment. Major Elementary is also ensuring that science is being taught in all grade levels. All teachers will submit their lesson plans and feedback will be provided. Science lab has also been added to the elective team. In addition to this, writing labs will be offered monthly to ensure that teachers know how to implement the writing curriculum with fidelity. Reading and math practices will continue.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan was developed with Major Elementary's faculty and staff. At the closing of the 2018-2019 school year, Major's staff provided feedback on practices that worked and did not work. When the accountability data was released root causes were determined and action steps were created.

2.2: Regular monitoring and revision

The shared decision making committee will regularly monitor the success of action steps and provide notes in Plan4learning. The CIP will meet quarterly (October, January, April, and July) to assess our progress in meeting our annual goals. Revisions will be made if deemed necessary.

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

A power point will be created with the goals and actions of the campus improvement plan and posted on the school's website in English and Spanish. The original CIP will also be made available for public viewing.

2.4: Opportunities for all children to meet State standards

All scholars at Major Elementary will begin with a goal for the 18-19 school year. This goal will identify scholar starting points and will reflect a minimum of one year growth. Teachers will use ERGanalytics as a tool to identify individual deficiencies. Scholars will track their own progress by TEKS. Scholars

mastering concepts easily, will be offered advanced academics. Scholars struggling to achieve mastery will be offered tutorials during the day and after school. Teachers provide support to all scholars with behavior and academic concerns and apply interventions as noted in IEPs or BIPs.

2.5: Increased learning time and well-rounded education

Major Elementary's teachers teach bell to bell, from 7:55-3:15. Teachers honor their 45 minute intervention block. Scholars engage in core content areas (math, reading, science, and social studies), social skills during breakfast time, and electives (science, computer, library, art, music, and physical education). Scholars attend a minimum of one off campus field experience per year.

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

Major Elementary will use MAP, Renaissance, Education Galaxy, EduSmart, STAAR and TEKS-based resources, district and campus-based assessments to close the performance gaps for all at-risk scholars. Teachers will track at-risk scholar performance on our campus Google document throughout the school year.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The parent engagement policy will be distributed to all parents, first at the first annual Parent Advisory Council meeting, then to all scholars in their Friday folders. Major Elementary will use the district's Parent Engagement Policy on file.

3.2: Offer flexible number of parent involvement meetings

All parents receive a Major Elementary event calendar annually, which include parental involvement opportunities. Parents are also invited to eat with their scholars on Monday and Tuesday, as well as join the PTO (fundraising and school store), be a part of the PAC (to provide ongoing feedback) or just simply volunteer as a room parent to support the teacher.

PTO meetings are set by the parents at their convenience.

Plan Notes

First Grade May 16, 2018

G #1 - Reach every student

Objective #1 N/A

Action Steps - N/A

G #1

Objective #2 - N/A

Action Plan - N/A

G#1

Objective #3- N/A

Action Plan - N/A

G#2 Excellence in every school

Obj. #1

Action Plan - Core Beliefs are used to highlight students who exhibit the 5 P's on a monthly basis.

- Culturally Responsive Campus (Black History Program, She's Persisted Projects, Cinco

de Mayo, muffins with moms , donuts with dads, afterschool events-Mulit-Cultural
Math Night

event, Literacy Night,

G#2

Obj. # 2

Action Plan - Parent phone calls

- Fun Day
- Perfect Party
- Do Jo
- Friday treats

G# 2

Obj. # 3

Action Plan-

2018-2019 Campus Advisory Council

Committee Role	Name	Position
Administrator	Shamethia Dillard	Principal
Administrator	Keidra Rawls	Counselor
Classroom Teacher	April Hollins	
Non-classroom Professional	Britteria Lewis	Instructional Specialist
Non-classroom Professional	Jamie Hunt	Student Support Specialist
Classroom Teacher	Robert Nuelle	Special Education Chair
Classroom Teacher	Marelys Acosta	3rd-5th Representative
Non-classroom Professional	Karen Nolasco	ELL Representative
District-level Professional	Johanna Olsen	District Representative
District-level Professional	Jason Wyatt	21st Century Representative
Community Representative	Donna Stephens	Community Input

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	STAAR Rally Education and other TEKS-based resources		\$19,000.00
1	1	1	General resources students and teachers need in the classroom		\$4,200.00
2	2	2	Binders, posters, and copies		\$700.00
2	3	1	(WIN-WIN Books will be created by the print shop).		\$100.00
2	3	3	ISS staff member		\$7,826.00
3	2	4	Forde Ferrier RtI (Reading)		\$6,000.00
3	2	4	Mentoring Minds (Order 2)		\$6,833.00
3	2	4	Math Resources (K-5)		\$5,000.00
3	2	4	Forde Ferrier (Science)		\$2,000.00
3	2	4	Writing Books		\$80.00
Sub-Total					\$51,739.00
Budgeted Fund Source Amount					\$51,739.00
+/- Difference					\$0
199 State SCE - State Compensatory Education (PIC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Teacher Compensation for Tutorials		\$5,500.00
1	1	2	Instructional Materials for Tutorials		\$3,000.00
1	1	2	Transportation for Tutorials		\$1,000.00
1	1	2	General Supplies for Tutorials		\$2,000.00
1	1	4	Math Coach		\$0.00
Sub-Total					\$11,500.00
Budgeted Fund Source Amount					\$11,500.00
+/- Difference					\$0
211 Title I, Part A					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	ESOL Teacher for ELL Pull-Outs		\$32,000.00
1	1	4	Academic Tutor		\$20,000.00
1	1	4	General Supplies and Intervention Resources for Daily Tutorials		\$9,460.79
1	2	1	Literacy Coach		\$0.00
1	2	1	Neuhaus	2119116321.00-127-30-51	\$1,100.00
2	1	4	Dog Tags		\$800.00
3	2	1	Teacher Trainings from ESC 4 and HCDE		\$5,000.00
3	2	2	ESC 4 and HCDE Trainings for Teachers	2119131273051	\$5,000.00
3	2	3	ECS Learning		\$939.21
3	2	4	EduSmart		\$4,000.00
3	2	4	Education Galaxy		\$4,000.00
3	2	4	Instructional Specialist		\$64,000.00
3	2	4	Measuring Up Reading/Peoples Education		\$5,300.00
3	2	4	Mentoring Minds (Order 1)		\$12,432.00
5	2	1	Parent Resources and Parent Engagement Liason Stipend		\$2,700.00
Sub-Total					\$166,732.00
Budgeted Fund Source Amount					\$166,732.00
+/- Difference					\$0
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	ELL Instructional Flip Books, dictionaries, and resources		\$19,100.00
Sub-Total					\$19,100.00
Budgeted Fund Source Amount					\$19,100.00
+/- Difference					\$0
Grand Total					\$249,071.00