

Judson Independent School District
Elof Elementary School
2016-2017 Campus Improvement Plan



Mission Statement

All Eloff Elementary students will receive a quality education enabling them to become successful in a global society.

Vision

"The Key to Succeed Begins with Me"

Educating Learners to Lead the Future!

Value Statement

Students First

Teamwork

Accountability

Results-Oriented

Loyalty

Integrity & Mutual Respect

Safe & Secure Environment

Two-Way Communication

Comprehensive Needs Assessment

Demographics

Demographics Summary

Elof Elementary, located in Converse, Texas, is an urban school district in Judson ISD. Elof Elementary student body is approximately 600 students which consists of a diverse population and economic status, ranging from mid to low socio-economic (Economically Disadvantaged). The campus staff demographic representation mirrors that of its student body. Elof administration and staff is committed to providing a safe, positive learning environment for all students and staff.

Campus Enrollment

Grade 1 Enrollment 79

Grade 2 Enrollment 99

Grade 3 Enrollment 103

Grade 4 Enrollment 119

Grade 5 Enrollment 106

Grade EE Enrollment 1

Grade KG Enrollment 73

Grade PK Enrollment 31

Total Enrollment 611

Enrollment by Race

Hispanic/Latino 296

Pacific Islander 4

Asian 11

Black 179

Native 1

White 95

Two or More Races 24

Classification Counts

Dyslexia 17

ESL 6

Bilingual 0

LEP 18

Special Education 38

At Risk (334)

TAG 22

Migrant Student 1

McKinney Vinto 1 (currently reported)

Demographics Strengths

Elof Elementary's student body consists of a diverse population. The campus staff demographic representation mirrors that of its student body. Staff members, that live in the school's neighborhood, strive to maintain close relationships with students and family members. The majority of students live with extended family members, who are able to provide campus support and attend cross-cultural celebrations and heritage events. The campus has a campus counselor that routinely meets with students (class, small group, and individually) to address social and emotional needs through guidance counseling services.

Demographics Needs

Increase student attendance rate to 97%.

Student performance levels on state assessments indicate a gap in performance for students who are identified in special education, at risk, and economically disadvantaged. Increasing population of students who are identified as economically disadvantaged/at risk require intensified instructional intervention, as well as social and emotional support through social skills and counseling (school wide positive discipline intervention).

Kindergarten through 2nd grade student performance levels on Universal Screen Assessments (iStation) indicate students are not meeting standards/expectations in reading and require intensified interventions, phonemic awareness instruction, and vocabulary instruction.

Elof Elementary has a large population of low-socioeconomic families, families of young parents and or grandparents, and students who are English Language Learners [5%] as well as students identified as ESL -English as a Second Language. Students and family members' needs would benefit from city/state social services, counseling services, and support from a district or campus social worker. Parents and guardians require support from the campus to meet instructional requirements as outlined from the Texas Essential Knowledge and Skills.

Student Achievement

Student Achievement Summary

iStation performance data demonstrates a critical need to increase student achievement in grades Kindergarten through grade 3. End of Year iStation Tier III (serious intervention required) results were as follows: 41% of students in Kindergarten; 22% 1st Grade; 21% 2nd grade; and 22% in 3rd grade.

STAAR performance data demonstrates a critical need to increase student achievement in ALL content areas and ALL grade levels. Students who are identified with special needs or are served in special programs (ESL, SPED, 504) continue to struggle in meeting State performance requirements. 1

Grade 3 Reading 68% (down from 81%)

Grade 3 Math 75% (down from 82%)

Grade 4 Reading 75% (up from 67%)

Grade 4 Math 58% (down from 68%)

Grade 4 Writing: 68% (up from 64%)

Grade 5 Reading: 73% (up from 70%)

Grade 5 Math: 89% (up from 70%)

Grade 5 Science: 53% (down from 62%)

Student Achievement Strengths

According to the Texas Education Agency, Elolf "Met Standards" in all performance areas (Student Achievement, Student Progress, Closing Performance Gaps, and Post-secondary Readiness).

STAAR Grade 4 Reading and Writing overall performance increased.

STAAR Grade 5 Reading and Math overall performance increased.

TEXAS EDUCATION AGENCY

2016 Accountability Summary

ELOLF EL (015916113) - JUDSON ISD

Accountability Rating

Met Standards on Student Achievement, Student Progress, Closing Performance Gaps, Post-secondary Readiness

Student Achievement Needs

iStation End of Year reading performance data indicates that students in grades K -3 continue to struggle with overall reading (to include phonemic awareness, vocabulary, and text fluency).

STAAR performance data demonstrates a critical need to increase student achievement in ALL content areas and ALL grade levels with a target of instruction on Grade 5 Science, Math in Grades 3 & 4, and Reading in Grade 3. Students who are identified with special needs or are served in special programs (ESL, SPED, 504, Economically Disadvantaged, and At Risk) continue to struggle in meeting State performance requirements.

Based upon campus data analysis and information on the STAAR exam, these areas of need are identified and listed in priority order: All K-5 teachers need a deep understanding of STAAR Readiness, Supporting and Process standards including how learner builds between grades and depends on earlier grades, ongoing evaluation of horizontal and vertical alignment of TEKS; and review of special program implementation (schedule of services, instructional techniques, etc.) to ensure that students' needs and performance requirements are met.

School Culture and Climate

School Culture and Climate Summary

Elof Elementary is a campus that was established over 20 years ago. Although the campus has an established history and culture, it has also undergone multiple leadership changes over the last 11 years and currently has experienced a change in staff to include one new administrator and 5 new teachers. Elof implements programs and events to establish trusting relationships amongst staff members, parents, and students.

Elof Elementary is committed to:

1. Review/revise shared vision for the school.
2. Provide "Response to Intervention" and "Rock Solid Instructional Strategies" (TTESS Professional Development for ALL staff members).
3. Provide staff (ongoing professional development) and parents with training and support in the following areas: Positive Behavior Interventions and Supports, Brain/Mind Principles, and The 8 Keys of Excellence.
4. Provide parents with updated communication via campus website, alert calls/text messages and emails, and posted monthly calendar of events.
5. Provide all staff members with weekly "Thunderbolt News/Monday Matters" from administration (emailed newsletter) and PD Monday Matters Meetings.
6. Provide multicultural celebrations and events to represent all members of the educational community.

School Culture and Climate Strengths

Elof Elementary administration and staff leaders meet regularly to evaluate campus/community climate and culture. Staff and community representatives have shared that Professionals and Paraprofessionals now feel as they are contributing, valued team members (included in relevant professional development and staff meetings). Instructional staff and Team Leaders appreciate having input to campus decisions. Parents and guardians have expressed appreciation regarding updated communication they are receiving and the campus/community events being held. The campus offers on-going implementation of instructional systems and weekly Professional Learning Community meetings for campus instructional improvement (Vertical Alignment, Instructional Planning, and Reflective Practice Model, RPM). The campus, through implementation of The 8 Keys of Excellence, is committed to increasing positive behavior intervention practices, leadership positions, cooperative clubs for students, etc. and decrease student discipline reports as well as student suspensions.

School Culture and Climate Needs

Negative or dangerous behaviors, demonstrated by parents, students, and community members, continue to be observed by Eloff students, staff, and parents. Safety concerns require members of the educational community to seek guidance counseling services, hold ongoing preventative meetings from Judson as well as the campus Emergency Operations Team, and seek support from Judson ISD Police. Students require careful supervision at all times while on campus. Teachers and staff contribute to supervised breaks (to include monitored restroom breaks), supervised lunches, as well as morning and afternoon duties. Ongoing professional development for staff safety, increased police and technology supervision, as well as facility updates, would encourage a more positive climate.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Elolf Elementary staff population includes two administrators, one counselor, one librarian/media specialist, one RTI Facilitator, 42 teachers, and 17 support staff/paraprofessionals. All instructional staff members are Highly Qualified and/or NCLB Certified. In order to ensure staff quality, the following efforts are implemented:

Continue professional learning communities that focus on the following:

1. Math TEKS and problem solving (Math Exemplars)/Math FRAMES
2. Reading Comprehension, meta-cognitive strategies and genre study through the use of the Reader's Workshop model.
3. Reading (targeted skills) through implementation of Guided Reading and Daily 5.
3. Narrative and expository writing; as well as, concepts within editing and revising through the use of Writer's Workshop model.
4. Science TEKS and increased lab rotations with journal entries/reflections
5. RTI/GIST meetings that are driven by student data.

Promote teacher collaboration for lesson-planning in all subject areas, to include Special Education, RTI team members, and Administration in weekly PLC meetings. Promote teacher attendance and retention by offering incentives and recognizing staff at awards ceremonies held each 9 weeks.

Staff Quality, Recruitment, and Retention Strengths

Elolf Elementary employs the following: 100% of the Professional Staff is highly qualified, 100% of the Para Professional Staff are NCLB Certified; 100% of teachers who serve students in special programs are certified to teach these programs/cluster classes, teachers are provided mentoring services with experienced teachers and a Mentoring Program that is led by an experienced Mentor Teacher.

Staff Quality, Recruitment, and Retention Needs

Staff attendance (high absences) continues to be a concern and will be monitored weekly with attendance data presented to faculty members individually and at PLC meetings. Eloff staff members occasionally express feelings of frustration due to ongoing challenges/safety concerns presented by the students and community (which may lead to teacher/staff turnover). The teachers and staff need continued professional development in classroom management, behavior management, Response to Intervention, and positive community engagement.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

RPM/Professional Learning Communities was implemented last year and will continue to be so this year, but will be held on a weekly basis. During PLC meetings, teachers will review assessment data, plan for lessons after deconstructing TEKS (TTESS Model), plan for reteach, develop weekly assessments, evaluate RTI schedules/groups, and plan lessons for tutoring, small group instruction, and to increase student performance. Horizontal Grade Level Planning will include the use of the collaborative planning tool during extended planning time. Vertical Planning opportunities will permit vertically aligned collaboration between grade levels to insure the seamless flow of instruction from one grade level to the next.

Curriculum, Instruction, and Assessment Strengths

Elof Elementary has created a master schedule that permits a common planning time for all grade levels, offers weekly PLC time for all teachers, ensures that grade levels participate in Professional Learning Communities/Reflective Practice Models to deconstruct TEKS, evaluate curriculum alignment, determine effective instructional strategies, design appropriate assessment based on student expectations/TEKS, and review ongoing student data. Content specific professional development is provided as well as ongoing RTI lesson planning and group evaluations/GIST meetings. Schedule of services provides Response to Intervention support to students during the school day schedule and also offers students the opportunity to receive RTI Tier services before school (7:00 - 7:25) in the computer lab, using support instructional programs such as iStation and Stride for math.

Curriculum, Instruction, and Assessment Needs

Based on State performance data of students requiring special program support/special services being provided, the following systems require ongoing program evaluation: Continuation of Special Program Reviews / Needs Assessment of BAC and Life Skills Units, RTI Facilitators, RTI teachers, and Special Education teachers must continue to be part of grade level planning, ongoing Guided Reading Training and Daily 5 Training for teachers in grades K - 2; ongoing Reader's Workshop Training for teachers in grades 2 – 5; ongoing Writer's Workshop Training for teachers in grade 4 and special education teachers; continue to develop understanding readiness and supporting standards in reading, math, writing and science; and continue to evaluate curriculum alignment in all content areas and all grade levels.

Family and Community Involvement

Family and Community Involvement Summary

Elolf Elementary encourages all members of the educational community to work together to enhance student learning. The campus hosts events such as "Meet the Teacher/Administrator Night", Open House/STAAR Parent Information Sessions, Kinder Report Card Evening Information Session, Pre-K Parent Transition Night, Coffee with the Counselor, Fall/Spring Fests, Father Daughter Dance, Grandparents Day Luncheon , TAG Open House, content specific parent information events (Literacy Night, Math/Science Night, etc.), hosts volunteers (Parent & Community) for Bike Rodeo and Special Events/Heritage Days, routinely updated campus communication (website, newsletters, all-calls, etc.), and weekly news updates "Thunderbolt Times"/"Monday Matters" to all staff. Parents and community members will also be included in presentations and trainings of "Positive Behavior Intervention Strategies" and "The 8 Keys of Excellence" to assist with family/student relationships and social skills.

Family and Community Involvement Strengths

Elolf Elementary has a committed and highly involved Parent Teacher Organization that works with faculty and administration to ensure that family and student needs are met. The community actively shows student support by attending scheduled programs and campus events.

Family and Community Involvement Needs

Elolf Elementary must continue to provide information and training to parents on how to use web-based parent information systems such as Parent Center to monitor student's grades, attendance, etc.; to increase PTO membership/volunteering so that current members are not called upon to organize events, volunteer repeatedly, and become discouraged; and to build relationships/partnerships with local business/professional entities and colleges/universities.

Parents, foster parents, and community members seek support in meeting the needs of the students. Elolf is committed to providing "Positive Behavior Intervention Strategies" and "The 8 Keys of Excellence" to assist with family/student relationships and social skills.

School Context and Organization

School Context and Organization Summary

Elolf Elementary is a campus that provides opportunities for all students to receive a quality education, enabling them to become successful in a global society. The teachers and staff focus on meeting the needs of all children by providing support through scientifically-based instructional strategies, encouraging student leadership opportunities (Robotics Club, Acorn Club, 5th Grade Student Leadership team, National Honor Society, Safety Patrol, Student Counsel, etc.) and by participating in ongoing professional development/planning to address campus and community changes/needs (3 Instructional Systems, Campus Site Based Committee, Leadership Team/Grade Level Leaders, The 8 Keys of Excellence, Positive Behavior Intervention Strategies, etc). To provide extended, after school support for students in grades 2-5, Homework Center is supervised after school from 2:45 - 3:15, by RTI instructional leaders.

School Context and Organization Strengths

Elolf Elementary has successfully incorporated the following: all areas (Pre-K -Grade 5, specials teachers, TAG, etc.) create a newsletter addressing content, assessments, extracurricular offerings, special parent programs, etc.; parents and the community utilize campus and teacher websites as a form of communication; specials schedules are created around instructional schedules; implemented structured PLC time (RPM) and weekly planning time that focuses on the ideals behind professional learning communities utilizing protocols that will lead to effective collaboration amongst grade level teachers (horizontally and vertically) and increase student achievement; all staff engage in beginning of the year planning so that all specials programs collaborate with grade levels regarding student expectations, student needs/information, review of IEP/BIP's with teams (dyslexia, RTI, etc.); and participation by all professional staff members on campus special committees.

School Context and Organization Needs

To continue enhancing a quality education for all students, the instructional leaders and staff at Elolf will do the following: meet regularly to address vertical alignment and move towards the contextual phase; continue Instructional Planning (deconstructing the TEKS); to engage in effective planning using the Reflective Practice Model (RPM) and Professional Learning Communities; to provide age appropriate Social Skills lessons and activities ("The 8 Keys of

Excellence"), and to optimize active instructional time throughout all grade levels (bell to bell instruction as well as appropriate times of instruction for specific content areas).

Technology

Technology Summary

Elolf Elementary ensures that teachers and staff participate in technology driven district initiatives, attend professional development on current applications/programs, and implement instructional concepts in day to day instruction . Application of current instructional technology encourages students to be successful participants in an ever changing world of technology. Elolf incorporates the use of Apple iPads (RTI Tier 2 use in the classroom); two computer labs with desktop computers; programs such as IStation, STRIDE and Aware; hardware in classrooms (Elmos, 1 teacher computer, 3 student computers, projector, etc.) and provides a library media center for student and parent support.

Technology Strengths

Elolf provides Apple iPads for RTI Tier 2 use in the classroom, two computer labs with 22+ desktop computers; programs such as IStation, STRIDE and Aware to assist in monitor students instructional performance strengths and weaknesses; classroom technology to include: Elmos, a teacher computer, student computers (3), projectors, calculator, etc. The library technology center is open before and after school to parents and guardians who wish to learn how to access Parent Center.

Technology Needs

Elolf Elementary must evaluate current technology and budget for purchasing and replacing older/unusable technology equipment; provide on-going professional development for instructional technology tools, applications, and programs for students, staff, and parents; and ensure up to date technology is invested and installed for campus safety and security purposes.

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
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or 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
- Other additional data

Goals













Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 1: Math: Increase passing rate (Met Standard) from 75% to 80% or better in grade 3; increase passing rate from 58% to 70% in grade 4; increase passing rate from 89% to 90% in grade 5; increase special education passing rate to be equal to above the state average performance rate. Increase the Level 3 (Advance) rate to 25% or better: NCLB Performance Goals 1, 2, and 5

Evaluation Data Source(s) 1: STAAR math results

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Nov	Jan	Mar	June
1) Support comprehensive math block (grades 1-5) that include the following components: spiral review of learned skills, daily lesson (with identified TEKS and SEs), problem solving strategy (SELFIE model), targeted interventions, and district initiatives as they are presented to the campus.	2, 9	Administrators, RTI Facilitator, Grade Level Lead Teachers, teachers, instructional support staff	Class schedules, lesson plans, weekly common assessments, unit tests, CBAs, Benchmark tests (STAAR release for grades 3-5), STAAR (state exams)				
Funding Sources: 171-7 State Compensatory Education - 2000.00							
2) Instructional collaborative planning with possible utilization of substitute teaching staff to allow for: deconstruction of TEKS to align daily lessons, activities, projects, common assessments and resources to the TEKS; planning embed/targeted skills that students continue to struggle with.	2, 3, 5, 8	Administrators, RTI Facilitator, Grade Level Lead Teachers, Lead Special Education teacher, Teachers	Weekly lesson plans, deconstruction of TEKS document, common assessments, walk-throughs in the classroom				
3) Implementation and possible utilization of substitute teaching staff to support PLCs & Reflective Practice Model (RPMs) to analyze student work, student journals, assessment data, instructional alignment, etc.	2, 3, 4, 8	Administrators, RTI Facilitator, Grade Level Lead Teachers	Student work samples aligned with instructional plans, weekly common assessment data, classroom observations, State exam data				
4) Professional Development: planning/teacher Math TEKS in conjunction with process standards, EBIES, etc.	3, 4	Administrators, RTI Facilitator, Grade Level Lead Teachers, Lead Special Education Teacher	Improved student performance on weekly common assessments, Unit tests, CBAs, Universal Screen (grade 2), Benchmark (STAAR release for grades 3-5), STAAR results				

5) RTI Facilitator: plan w/ classroom teachers, provide RTI support through a push in model, coach classroom teachers on strengthening implementation of Tier I and Tier II math interventions; RTI Facilitator oversee all students receiving services through RTI	2, 3, 9	Administrators, RTI Facilitator, RTI Teachers	Student improvement on Unit tests, CBAs, Universal Screen (grade 2), Benchmark (STAAR release for grades 3-5), STAAR results; decreased number of students advancing from to Tier III				
6) RtI Teachers to provide math classroom instructional support to Tier II students; provide direct teach of instructional intervention support in math to Tier III students	3, 9	Administrators, RTI Facilitator and RTI Teachers	Student improvement on Unit tests, CBAs, Universal Screening, Benchmark (STAAR release for grades 3-5), State tests (STAAR) results				
7) Math materials, instructional resources, staff development for student tutorial support.	4, 9	Administrators, teachers	CBAs, Weekly Common Assessments, Benchmark (STAAR released tests for grades 3-5), State tests (STAAR) results				
State System Safeguard Strategy Federal System Safeguard Strategy 8) Tutoring: identified Economically Disadvantaged, ELL/ESL, and or SPED students struggling in math; provide math instruction beyond the school day (instructional resources, consumables, snacks, and attendance incentives)	8, 9, 10	Administrators, RTI Facilitator, RTI Teachers, teachers (General, ESL, and SPED)	CBAs, Weekly Common Assessments, IEP Progress Reports, Benchmark (STAAR released tests for grades 3-5), State tests (STAAR) results				
Funding Sources: 171-7 State Compensatory Education - 5167.00, 211-7 - Title I - 4350.00							
9) SSI Math intervention support for 5th graders (following first administration of State assessment)	3, 9	Administrators and Teachers	State STAAR assessment results, second administration.				
Funding Sources:							
10) Instructional technology and software support for RTI Intervention instructional support (iPads, Apps Cards, laptop, iPad Mobile Storage/charging unit).	2, 9	Administrators, RTI Facilitator, Librarian/Media Specialist	CBAs, STAAR results, Think thru Math, Stride Academy				
Funding Sources:							
11) Homework Center is available to students in grades 2-5, Monday - Thursday 2:30 - 3:10 pm. HC will ensure support and supervision for completion of assigned math assignments.	2, 9	RTI Facilitator, RTI Teachers, Teachers, Administrators	Improved student performance on weekly assessments and unit tests; increase in students' daily homework grades, progress reports, and report card grades.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							













Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 2: Reading: Increase overall passing rate (Met Standard) from 68% to 75% or better in grade 3, from 75% to 80% or better in grade 4, and increase from 73% to 75% or better in grade 5; increase special education passing rate to be equal to above the state average performance rate. Increase the Level 3 (Advance) rate to 25% or better: NCLB Performance Goals 2, and 5
Increase overall reading performance in grades K-3 based on iStation data to equal 17% or less requiring TIER III support by End of Year assessments.

Evaluation Data Source(s) 2: STAAR Reading Results (including second administration for 5th grade)
iStation Reading Assessment Results for students in grades K-3.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implementation of Readers Workshop with ongoing professional development requirements (grades 3-5 & introduced to grade 2 classes at beginning of spring semester.)	2, 3, 4	Administrators, RTI staff, Grade Level Lead Teachers, Lead Special Education Teacher	iStation progress monitoring, CBAs, Weekly Common Assessments, Benchmark (STAAR released tests for grades 3-5), State tests (STAAR) results				
2) Implementation of Guided Reading program and Daily 5 with ongoing professional development (Grades K-2).	2, 3, 4	Administrators, RTI staff, Grade Level Lead Teachers, Lead Special Education Teacher	iStation progress monitoring, CBAs, Weekly Common Assessments, Benchmark/Universal Screening				
3) Instructional collaborative planning: Deconstruction of the TEKS to ensure instructional alignment (activities, projects, common assessments and resources to the TEKS) and provide instructional planning to embed skills that students continue to struggle with.	2, 8, 9	Administrators, RTI staff, Grade Level Lead Teachers, Lead Special Education Teacher	Weekly lesson plans, deconstruction of TEKS document, common assessment; walk-throughs in the classroom; weekly common assessment results				
4) RTI Facilitator: plan w/ classroom teachers, provide RTI support through a push in model, coach classroom teachers on strengthening implementation of Tier I and Tier II reading interventions; RTI Facilitator oversees scheduling and assigned interventions of all RTI students	4, 9	Administrators, RTI Facilitator, RTI Teachers	Student improvement on Unit tests, CBAs, Universal Screens, Benchmark (STAAR release for grades 3-5), STAAR results; decreased number of students advancing from to Tier III				
5) RTI Teachers to provide reading classroom instructional support to Tier II students; provide direct instructional intervention support/supplies in reading to Tier III students	2, 9	Administrators, RTI Facilitator, RTI Teachers	Student improvement on Unit tests, CBAs, Universal Screens, Benchmark (STAAR release for grades 3-5), STAAR results; decreased number of students advancing from to Tier III				

State System Safeguard Strategy Federal System Safeguard Strategy 6) Identify all students, economically disadvantaged, ESL/ELL, and SPED students who are struggling in reading; provide reading tutoring beyond the school day (instructional resources, consumables, snacks, and attendance incentives).	9	Administrators, RTI Facilitators, Teachers (General Ed, ESL, SPED)	CBAs, Weekly Common Assessments, IEP Progress Reports, Benchmark (STAAR released tests for grades 3-5), State tests (STAAR) results, Universal Screens, TELPAS results				
	Funding Sources: 171-7 State Compensatory Education - 4100.00, 211-7 - Title I - 3450.00						
7) Reading materials, instructional resources, staff development for student tutorial and intervention support.	3, 4, 9	Administrators, teachers	CBAs, Weekly Common Assessments, Universal Screens (iStation results targeting grades k-2), Benchmark (STAAR released tests for grades 3-5), State tests (STAAR grades 3-5)				
	Funding Sources: 211-7 - Title I - 250.00, 171-7 State Compensatory Education - 1500.00						
8) SSI Reading intervention support for 5th graders (following first administration of State assessment)	3, 9	Administrators and Teachers	State STAAR assessment results, second administration.				
	Funding Sources:						
9) Instructional technology and software support for RTI Intervention instructional support (iPads, headsets, Apps Cards, laptop, iPad Mobile Storage/charging unit).	2, 9, 10	Administrators, RTI Facilitator, Librarian/Media Specialist	CBAs, STAAR results, student demonstrated progress as measured by iStation				
	Funding Sources: 171-7 State Compensatory Education - 1600.00						
10) Homework Center - available to students in grades 2-5, Monday - Thursday 2:45 - 3:15 pm. HC will ensure support and supervision for completion of assigned reading assignments.	2, 9	RTI Facilitator, RTI Teachers, Teachers, Administrators	Improved student performance on weekly assessments and unit tests; increase in students' daily homework grades, progress reports, and report card grades.				
	Funding Sources:						
11) Parent Winter/Summer Reading Program: providing reading materials and professional development for parents (to support student literacy over the winter and summer breaks).	6	Administrators, RTI Facilitator, RTI Teachers	parent participation via sign-in sheets				
	Funding Sources: 211-7 - Title I - 300.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 12) Reading Lab - computer lab will be available to students to participate in iStation reading intervention lessons from 2:45 - 3:30, Tuesday-Thursday. The computer lab assistant, a paraprofessional, will provide instructional support and monitor the students.	2, 9	RTI Facilitator, Technology Lab Assistant, Teachers, Administration	iStation data reports (monitored through monthly iStation assessment) will indicate student participation and improvement in reading. Individual student participation records/sign in sheets will be monitored by the RTI Facilitator.				
	Funding Sources: 211-7 - Title I - 500.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							








Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 3: Writing: Increase grade 4 passing rate from 68% to 70% or better; increase special education passing rate to be equal to above the state average performance rate. Increase the Level 3 (Advance) rate to 25% or better: NCLB Performance Goals 2 and 5

Evaluation Data Source(s) 3: STAAR Writing Results

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy Federal System Safeguard Strategy 1) Implementation of Writer's Workshop with ongoing professional development resources, books, and materials (grade 4) -incorporates the writing process for narrative and expository prompts; to include resources and materials (composition books, tabs, paper, etc.)	2, 4, 9	Administration, RTI staff, Grade Level Lead Teacher, Lead Special Education Teacher	Increased student performance on STAAR writing grade 4; student writing samples K-5; Writing Journal samples				
	Funding Sources: 211-7 - Title I - 300.00						
2) Instructional collaborative planning with possible utilization of substitute teaching staff to allow for: deconstruction of the TEKS to ensure instructional alignment (activities, projects, common assessments and resources to the TEKS) and provide instructional planning to embed skills that students continue to struggle with.	5, 8	Administration, RTI staff, Grade Level Lead Teachers, Lead Special Education Teacher	Weekly lesson plans; deconstruction of TEKS document; classroom observations; increased student performance on common assessments, STAAR writing grade 4; student writing samples K-5; Writing Journal samples				
3) Implementation and possible utilization of substitute teaching staff to support PLCs & Reflective Practice Model (RPMs) to evaluate and analyze student work, student journals, assessment data, instructional alignment, create common assessments, etc.	4, 8, 9	Administrators, RTI Facilitator, Grade Level Lead Teachers, Special Education Lead Teacher	Student work samples (journals) aligned with instructional plans and weekly common assessments; STAAR writing results in Grade 4.				
4) Professional development & support of comprehensive writing framework; identify specific writing skills	3, 4	Administrators and RTI Facilitator	Increased student performance on STAAR writing; student writing samples K-5				
State System Safeguard Strategy Federal System Safeguard Strategy 5) Tutoring/Writing Camp: identify economically disadvantaged, ESL/ELL, and SPED students who are struggling in writing and provide additional instruction beyond the school day (to include PD activities and resources to provide writing support to students and parents of students).	2, 9, 10	Administrators, RTI Facilitator, 4 Grade RTI Teachers, 4 Grade Teachers, Special Education Teachers	Increased student performance on STAAR writing; student writing samples in 4th grade				
	Funding Sources: 171-7 State Compensatory Education - 2800.00						

6) Writing materials necessary to carry out writing initiatives (e.g. composition notebooks, lined paper, etc.)	2	RTI Facilitator, Grade Level Lead Teachers	CBAs, Weekly Common Assessments, Universal Screens, Journals, Benchmark (STAAR released tests for grade 4), State tests (STAAR) results, Universal Screens, TELPAS results.				
Funding Sources: 171-7 State Compensatory Education - 500.00							
7) Homework Center - available to students in grades 2-5, Monday - Thursday 2:45 - 3:15 pm. HC will ensure support and supervision for completion of assigned research and ELA/Writing assignments.	2, 9	RTI Facilitator, RTI Teachers, Teachers, Administrators	Improved student performance on weekly assessments and unit tests; increase in students' daily homework grades, progress reports, and report card grades.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							











Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 4: Science: Increase passing rate from 53% to 70% or better; increase special education passing rate to be equal to above the state average performance rate. Increase the Level 3 (Advance) rate to 25% or better

Evaluation Data Source(s) 4: STAAR Science results

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Support science instructional program/labs for all grade levels; to include the following components: spiral review of learned skills, daily lessons with identified TEKS and SE's targeted interventions, hands-on activities/labs, and district initiatives as they are presented to the campus.	2, 4, 9	Administrators, RTI staff, Grade Level Lead Teachers, Lead Special Education Teacher, Instructional support staff	All Grades: Student work samples (journals) aligned with instructional plans/labs; weekly common assessments; CBA's, Release STAAR Results; STAAR science results (grade 5)				
2) Instructional collaborative planning/PD: Deconstruction of TEKS to align daily lessons, activities, projects, common assessments and resources to the TEKS; planning to embedded skills that students continue to struggle with science	2, 8, 9	Administrators, RTI staff, Grade Level Lead Teachers, Lead Special Education Teacher	Weekly lesson plans; deconstruction of TEKS document; classroom observations; increased student performance on common assessments, STAAR test grade 5; student journal samples K-5				
3) Implementation and possible utilization of substitute teaching staff to support PLCs & Reflective Practice Model (RPMs) to evaluate and analyze student work, student journals, assessment data, instructional alignment, create common assessments, etc.	4, 8	Administrators, RTI Facilitator, Grade Level Lead Teachers, Special Education Lead Teacher	Student work samples (journals) aligned with instructional plans and weekly common assessments; CBA's; Released STAAR Science results (grade 5); State assessment (STAAR) results for grade 5.				
4) Lab materials, consumables, technology support (instructional applications/software, hardware, printed needs, etc.) for science instruction.		Administrators, RTI staff, Grade Level Lead Teachers, Lead Special Education Teacher	Increased student performance in science common assessments, CBA's, 5th STAAR Science				
Funding Sources: 211-7 - Title I - 1150.00							

State System Safeguard Strategy Federal System Safeguard Strategy 5) Identify At Risk, economically disadvantaged, ESL/ELL, and SPED students who are struggling in science and provide tutoring beyond the school day (to include instructional resources, consumables, Mentoring Minds, etc.)	2, 9	Administrators, RTI Facilitator, 5th Grade RTI Teachers, Teachers	CBA's, Weekly Common Assessments, Benchmark (STAAR released tests for grade 5), State tests (STAAR) results.				
	Funding Sources: 171-6 State Compensatory Education - 7483.00						
6) 5th Grade local Science Camp to provide hands on/real world experiences to students	2	Administrators, RTI Teachers, general education teachers	Increased student performance in science common assessments, CBA's, and State Assessment (STAAR) for Grade 5.				
7) Friday Science Sessions for all 5th grade students (begin in Spring Semester).	2	Administration, 5th Teachers	Increased student performance in science common assessments and 5th STAAR Science				
8) Homework Center - available to students in grades 2-5, Monday - Thursday 2:45 - 3:15 pm. HC will ensure support and supervision for completion of assigned science assignments.	2, 9	RTI Facilitator, RTI Teachers, Teachers, Administrators	Improved student performance on weekly assessments and unit tests; increase in students' daily homework grades, progress reports, and report card grades.				
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 9) Monitor the attendance and grades of students who are identified as homeless or migrant and communicate immediately when barriers or concerns exists for students/families.	9	Administrator, Teacher, Counselor	9 week attendance reports and report cards of students who are identified homeless or migrant.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							









Goal 2: To increase student achievement by developing and implementing programs for social and emotional learning as well as improved communication with all stakeholders.

Performance Objective 1: Parental Involvement: increase participation of parents and community members at school events by 5% points over previous year.

Evaluation Data Source(s) 1: Community/Parent event documentation to include agendas, minutes from meetings, and sign-in sheets.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) On going communication outreach via alert calls, campus web page, marquee and newsletter to inform parents and community members of upcoming events	6	Administrators, Grade Level Lead Teachers, Teachers, Librarian/Media Specialist, Campus Secretary	Increased parent participation; sign in sheets				
2) Individual Parent Conferences in the fall and the spring	6	Administrators, RTI Facilitator, Teachers	Increased parent participation; sign in sheets				
3) Scheduled SBDM Committee meetings	6	Administrators	SBDM Agenda, minutes and sign-in sheets				
4) Materials and resources necessary to carry out parent involvement initiatives (e.g. books for summer reading program for parents and their children)	6	Admin, Teachers	Sign in sheets; SBDM participation				
Funding Sources:							
5) Incentives / snacks for parent involvement events	6	Administrators, Teachers, RTI Facilitator	Increased parent participation; sign in sheets				
Funding Sources: 211-6 Title I - 350.00							
6) Resources to support ongoing campus/community events/programs to include the following: Campus Safety Presentations, Coffee with the Counselor, Math & Science Night, Literacy Night, Meet the Teacher Night, Open House, Fall Festival, Spring Festival, Grandparents' Day, Bike Rodeo, Parent Conferences, GIST Meetings, Parent Information Night for State Assessments (grades 3-5).	6, 7, 10	Administrators, Grade Level Lead Teachers, RTI Support Staff, Librarian/Media Specialist, Nurse, Counselor					
Funding Sources: 211-6 Title I - 150.00, 199-7 -General Operating - 200.00							








7) Resources to support ongoing campus/community events/programs to include Parent Information Night for students transitioning from Pre K to Kindergarten.	6, 7, 10	Administrators, Grade Level Lead Teachers, RTI Support Staff, Librarian/Media Specialist, Nurse, Counselor	Posted Agendas, Meeting Minutes, Parent participation via sign-in sheets, Parent/Community survey				
Funding Sources: 211-6 Title I - 150.00, 199-7 -General Operating - 50.00							
8) Resources to support ongoing campus/community events/programs to include Parent Information Night for students transitioning from Grade 5 to Middle School, Grade 6.	6, 7, 10	Administrators, Grade Level Lead Teachers, RTI Support Staff, Librarian/Media Specialist, Nurse, Counselor	Posted Agendas, Meeting Minutes, Parent participation via sign-in sheets, Parent/Community survey				
Funding Sources: 211-6 Title I - 100.00, 199-7 -General Operating - 50.00							
9) Provide VIA bus passes to parents and students (who are identified as homeless) to increase parent participation in campus activities including academic nights, conferences, and other campus meetings.	6	Homeless liaison, counselor, Title I Coordinator	Sign-in sheets for academic nights, conferences, and other campus meetings.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: To increase student achievement by developing and implementing programs for social and emotional learning as well as improved communication with all stakeholders.

Performance Objective 2: Increase student daily attendance rate to 97%.

Evaluation Data Source(s) 2: Campus and district attendance reports by grading period

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide attendance incentives for students each 9 weeks at assemblies and weekly/biweekly recognition based on classroom attendance goals met.	10	Administrators, Teachers, Attendance Committee	Increased student attendance each grading period; reports from PEIMS Clerk				
Funding Sources: 211-6 Title I - 300.00							
2) Inform parents of attendance initiatives and incentives per grading period via Blackboard email notices, campus and teacher web pages, teachers newsletters, parent phone calls, home visits, etc.	6	Administrators, Counselor, Nurse, Teachers, Attendance Committee Members	Increased student attendance each six weeks grading period; reports from PEIMS Clerk				
Funding Sources:							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: To increase student achievement by developing and implementing programs for social and emotional learning as well as improved communication with all stakeholders.

Performance Objective 3: Decrease the number of student office referrals and student suspensions by 10% points.

Evaluation Data Source(s) 3: Monthly discipline/referrals submitted by teacher.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Nov	Jan	Mar	June
1) Provide positive behavior intervention strategies/resources to staff, parents, community members . Provide 8 Keys of Excellence awards, incentives for students and staff.	2, 4, 6, 10	Administrators, Counselor, Teachers	Decreased number of office referrals by teacher (monthly); Decrease Bully Reports made (monthly); Improve student and staff attendance data.				
Funding Sources: 211-7 - Title I - 1000.00							
2) Provide professional development for all campus staff (and parents/community) on serving students from culturally diverse backgrounds, low socio-economic status, special populations (special education, ELL, etc.). Professional Development targets by Dan St. Romain: "The 8 Keys of Excellence" Positive Behaviors Interventions and Supports" "Brain Based Learning" "Positive Behavior Principles" and Visible Learning	4	Administrators, Counselor, Teachers of Special Programs	Decreased number of office referrals a by teacher (monthly); Decrease number of student suspensions; Increase the number of students demonstrating on level academic proficiency; increase staff morale				
Funding Sources: 211-7 - Title I - 3000.00							
3) Provide Guidance Counseling and small group/individual counseling support to address conflict resolution, violence prevention, and bullying.	2	Administrator, Counselor	Decreased number of office referrals by teacher (monthly); "Decrease bully reports filed; Increase the number of students demonstrating on level academic proficiency.				
Funding Sources:							
4) Provide professional development and training for staff to learn effective strategies for teaching and intervening with students. Focus: understanding how to handle mental health issues in the classroom and campus wide.	2, 4	Administration, Counselor, RTI Team	Increase common intervention strategies to be utilized on campus. RTI team, special education teachers, and discipline committee will meet to review and monitor RTI behavior profess measures on students identified through GIST process. Decrease office referrals and special education referrals.				
Funding Sources: 199-7 -General Operating - 700.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: To increase student achievement by developing and implementing programs for social and emotional learning as well as improved communication with all stakeholders.

Performance Objective 4: Campus will host two events targeting "College and Career Readiness" to promote knowledge of career pathways, college/university awareness, and military recruitment benefits.

Evaluation Data Source(s) 4: Campus student interest inventory and sign in sheets from hosted event activities.

Summative Evaluation 4:







Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Campus will host College and Career Day for all grades levels to provide students the opportunity to meet with employers, military personnel, college and university representatives, etc.	10	Administrators, Counselor, Nurse Librarian/Media Specialist	Campus Event Agenda, Participation Sign-in Sheets, Student Interest Inventory Sheets				
Funding Sources:							
2) Students in grades 4 & 5, identified as TAG/GT, will be provided an opportunity to visit local college (Northeast Lakeview College) and the Judson Early College Academy.		Administrators, Lead TAG/GT Teacher	Student reflection/response activity and sign-in sheet from event.				
Funding Sources: 199-7 -General Operating - 150.00							
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> 3) Provide appropriate services to students who are identified as migrant or homeless- including meals, supplies, transportation, one to one tutoring services (at campus, home, shelter) to improve academic progress.	9, 10	Homeless liaison, counselor, administrator, teacher/tutor	Academic records of homeless and migrant students to include attendance data, report cards, state assessments, and benchmarks.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: To increase student achievement by developing and implementing programs for social and emotional learning as well as improved communication with all stakeholders.

Performance Objective 5: Campus will host campus professional development and parent event to support and provide training on Social and Emotional Student Success: Positive Behavior Intervention and Strategies, Brain Based Learning, and "The 8 Keys of Excellence" by Dan St. Romain

Evaluation Data Source(s) 5: Agenda, Sign In Sheet, Parent Survey

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Host parent event to support academic and positive behavior strategies for student success. Positive Behavior Intervention and Strategies, Brain Based Learning, and "The 8 Keys of Excellence" by Dan St. Romain. Academic and Behavior strategies for student success.	2, 4, 6	Administration, Counselor	Increased student academic reports, decreased discipline referrals (monitored each 9 weeks) , decreased suspensions (monitored each week).				
Funding Sources: 211-7 - Title I - 750.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							





Goal 3: To increase employee retention and satisfaction making Judson a premier employer

Performance Objective 1: Support teacher professional growth and increase employee satisfaction to minimize the number of teachers resigning at the end of the school year by 5% points.: NCLB Performance Goal 3

Evaluation Data Source(s) 1: Campus teacher retention report.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Send school representative(s) to job fairs and permit teachers and staff to participate in the interview process to recruit and select highly qualified teachers	5	Administrators, Campus Lead Teachers from all Grade Levels	Decreased teacher turn over rate				
2) Support collaborative instructional planning system (RPMs, PLC's) in each grade level and for special areas (SPED) to support teacher instruction and enhance student learning	2, 4, 5, 9	Administrators, Campus Lead Teachers from all Grade Levels, Lead Mentor Teacher.	Decrease teacher turn over rate; Increase teacher effectiveness as measured by student academic performance and growth				
3) Continued support of the vertical alignment system to instructional practices, and other challenges school wide	4, 5, 9	Administrators, Campus Lead Teachers from all Grade Levels, RTI Facilitator	Decrease teacher turn over rate; Increase teacher effectiveness as measured by student academic performance and growth				
4) Provide teacher and staff praise/recognition throughout the year to increase employee satisfaction and foster a positive work environment (climate)	5	Administrators, Campus Lead Teachers from all Grade Levels	Decrease teacher turn over rate; Increase teacher effectiveness as measured by student academic performance and growth				
5) Administrators will participate as active members of TEPSA and will attend TEPSA Conference and supporting TEPSA professional development opportunities to address employee retention, instructional professional development requirements, House Bill updates, etc.	4, 5	Administrators	Decrease teacher turn over rate; Increase teacher effectiveness as measured by student academic performance and growth				
Funding Sources: 199-7 -General Operating - 1000.00							
6) New Teacher Mentor Program to include materials, supplies, and resources.	3, 4, 5	Lead Mentor Teacher, Administrators	Decrease Teacher Turnover Rate				
Funding Sources:							

7) New teachers are provided a grade level or special program mentor to assist them in planning and teaching campus curriculum and district initiatives.	3, 4, 5	Lead Mentor Teacher, Mentor Teachers, and Administrators	Decrease Teacher Turnover Rate				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	8	Tutoring: identified Economically Disadvantaged, ELL/ESL, and or SPED students struggling in math; provide math instruction beyond the school day (instructional resources, consumables, snacks, and attendance incentives)
1	2	6	Identify all students, economically disadvantaged, ESL/ELL, and SPED students who are struggling in reading; provide reading tutoring beyond the school day (instructional resources, consumables, snacks, and attendance incentives).
1	2	12	Reading Lab - computer lab will be available to students to participate in iStation reading intervention lessons from 2:45 - 3:30, Tuesday-Thursday. The computer lab assistant, a paraprofessional, will provide instructional support and monitor the students.
1	3	1	Implementation of Writer's Workshop with ongoing professional development resources, books, and materials (grade 4) - incorporates the writing process for narrative and expository prompts; to include resources and materials (composition books, tabs, paper, etc.)
1	3	5	Tutoring/Writing Camp: identify economically disadvantaged, ESL/ELL, and SPED students who are struggling in writing and provide additional instruction beyond the school day (to include PD activities and resources to provide writing support to students and parents of students).
1	4	5	Identify At Risk, economically disadvantaged, ESL/ELL, and SPED students who are struggling in science and provide tutoring beyond the school day (to include instructional resources, consumables, Mentoring Minds, etc.)
1	4	9	Monitor the attendance and grades of students who are identified as homeless or migrant and communicate immediately when barriers or concerns exists for students/families.
2	4	3	Provide appropriate services to students who are identified as migrant or homeless- including meals, supplies, transportation, one to one tutoring services (at campus, home, shelter) to improve academic progress.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	8	Tutoring: identified Economically Disadvantaged, ELL/ESL, and or SPED students struggling in math; provide math instruction beyond the school day (instructional resources, consumables, snacks, and attendance incentives)
1	2	6	Identify all students, economically disadvantaged, ESL/ELL, and SPED students who are struggling in reading; provide reading tutoring beyond the school day (instructional resources, consumables, snacks, and attendance incentives).
1	2	12	Reading Lab - computer lab will be available to students to participate in iStation reading intervention lessons from 2:45 - 3:30, Tuesday-Thursday. The computer lab assistant, a paraprofessional, will provide instructional support and monitor the students.
1	3	1	Implementation of Writer's Workshop with ongoing professional development resources, books, and materials (grade 4) - incorporates the writing process for narrative and expository prompts; to include resources and materials (composition books, tabs, paper, etc.)
1	3	5	Tutoring/Writing Camp: identify economically disadvantaged, ESL/ELL, and SPED students who are struggling in writing and provide additional instruction beyond the school day (to include PD activities and resources to provide writing support to students and parents of students).
1	4	5	Identify At Risk, economically disadvantaged, ESL/ELL, and SPED students who are struggling in science and provide tutoring beyond the school day (to include instructional resources, consumables, Mentoring Minds, etc.)
1	4	9	Monitor the attendance and grades of students who are identified as homeless or migrant and communicate immediately when barriers or concerns exists for students/families.
2	4	3	Provide appropriate services to students who are identified as migrant or homeless- including meals, supplies, transportation, one to one tutoring services (at campus, home, shelter) to improve academic progress.

State Compensatory

Personnel for Eloff Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cassandra Jennings	SCE RTI Teacher	SCE RTI	1.0
Jorge Gallegos	SCE RTI Teacher	SCE RTI	1.0

Title I

Schoolwide Program Plan

ESEA Section 1114 (b) (1) requires a Title I schoolwide program plan to contain each of the following ten components as well as related measurable goals and strategies for implementation:

1. A comprehensive needs assessment of the entire school (including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to the state academic content standards as described in Section 1111(b)(1).
2. Schoolwide reform strategies that:
 - a. Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).
 - b. Use effective methods and instructional strategies based on scientific research that:
 - Strengthen the core academic program in the school.
 - Increase the amount and quality of learning time, by providing an extended school year, before- and after-school and summer programs and opportunities, and an enriched and accelerated curriculum.
 - Include strategies for meeting the educational needs of historically under-served populations.
 - c. Address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the schoolwide program. The services of such a program include:
 - Counseling, pupil services, and mentoring services.
 - College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies.
 - The integration of vocational and technical education programs.
 - d. Address how the school will determine if such needs have been met.
 - e. Are consistent with the state plan and any local improvement plans.
3. Instruction by highly qualified teachers.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards in accord with Section 1119 and subsection 1114 (a)(4).
5. Strategies to attract highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services in accord with Section 1118.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
8. Measures to include teachers in decisions regarding the use of academic assessments (described in Section 1111[b][3]) to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standards as required by Section 1111(b)(1). Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance.
10. Coordination and integration of federal, state, and local services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

1. Identify and provide support services to struggling students from all grade levels, sub populations, and special programs to increase academic performance, increase campus attendance, and decrease negative behavioral/discipline reports/consequences.

2: Schoolwide Reform Strategies

1. Student Awards for conduct/attendance achievements.
2. Guidance counseling for classes, social services and counseling for individuals, small groups, and parents/guardians.
3. Staff recognition for improved attendance, instructional support to the campus, presentations, etc.
4. Ensure all campus members are provided a safe environment to work and or learn.
5. Ensure that students from special populations and programs (ELL, SPED, 504, etc.) receive appropriate instruction to ensure academic success.

3: Instruction by highly qualified professional teachers

1. Ensure all campus teachers are qualified to instruct the grade level/special programs assigned.
2. New teachers to the district and campus (as teachers new to their position) will participate in the Campus District Mentor program along with Mentor teachers.
3. Ensure all paraprofessionals meet the qualifications of NCLB.
4. Conduct routine classroom observations and provide immediate feedback and conferences to teachers.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

1. Staff will participate in team-building activities as they broaden curriculum knowledge in content areas at staff development activities throughout the year.
2. Staff members will participate in district and campus professional development activities to enhance personal growth.
3. Region 20 Education Service Center will provide instructional support/behavioral support for teachers in all content areas.
4. Professional staff book studies
5. Staff will complete surveys/feedback requests following professional development activities.
6. Administrators will attend leadership conferences such as TEPSA.

5: Strategies to attract highly qualified teachers

1. Ensure all campus teachers are identified as highly qualified to instruct the grade level/special program assigned.
2. Ensure all paraprofessionals meet the qualifications of NCLB certification.
3. Improve Staff attendance to a minimum of 97%.
4. Provide instructional & behavioral staff development opportunities throughout the year (based on student/teacher data and district initiatives).
5. Provide bi-weekly extended planning time for instructional team support.
6. Provide teacher/staff mentoring PD and team building activities.
7. Include teachers in interview process for instructional positions.

6: Strategies to increase parental involvement

1. Create and post "Calendar of Events" at the beginning of the year to recruit parents/volunteers in advance.
2. Provide opportunities for parents to attend curriculum activities where strategies and materials are shared with parents.
3. Increase teacher/staff participation and enrollment in PTO.
4. Actively encourage and seek new parents to participate in PTO.

5. Have student recognition for attendance during six-week assemblies.
6. Provide grade level/classroom newsletters to parents/guardians.
7. Provide Parent Volunteer Training.
8. Host community events such as Meet-The-Teacher, Open House, STAAR Information Night, Grandparents' Day, Literacy Night, Math/Science Night, etc.
9. Provide parents with Campus Student Performance Data for State Assessments.
10. Post CIP on school website for parent access.
11. Develop a School/Parent Compact & notify parents that Eloff Elementary is a Title I school.
12. Require all classroom teachers to create and maintain individual web pages and have current parent links updated on the website.
13. Post information for parents and community on the school marquee.
14. Provide informational brochures/newsletters for parents on bullying and a Parent Guidebook for children to be successful in middle school.
15. Celebrate diversity with multicultural events with parents as participants.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

1. Provide programs and events which encourage pre-school families to learn about literacy and other Pre-kindergarten skills. Parents can take home materials for summer activities that will help prepare students for kindergarten.
2. Host Pre-K Parent Night to permit parents to visit with a kindergarten teacher and classroom to discuss academic requirements (TEKS), daily activities, etc.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

1.

Campus master schedule is designed to permit common planning time for grade levels.

Provide training on the Judson ISD Instructional Planning Process.

Provide grade level planning, vertical team meetings, RPM's, PLC meetings, and bi-weekly extended planning time (utilizing the Judson ISD Instructional Planning Process).

Meet with Administrative/RTI team to evaluate data and determine strategies aimed at improving instruction.

Ongoing analysis of student work and/or data to monitor and adjust lesson plans.

Provide instructional feedback from classroom walk-throughs.

Document ELL, Special Education and GT accommodations/modifications in weekly lesson plans.

Provide Instructional support to teachers of students in Special Education (opportunities to meet with grade level teachers to plan).

Provide teachers of ELL students with Sheltered Instructional Support (opportunities to meet with grade level teachers to plan).

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

1.

Provide training on RTI, including using data to determine appropriate tiers and interventions to use within each tier.

Collect and utilize student data to determine appropriate tiers and interventions.

Develop and implement parent involvement activities that support the campus goal of increasing student performance.

Conduct data team meetings where RTI data, intervention effectiveness and future implications, and solutions are discussed.

Conduct monthly GIST meetings to address student concerns, needs, regression, progress, etc.

Provide Tutoring before and after school

Provide Homework Center to students in grades 2-5, Monday - Thursday.

Facilitate home visits, parent conferences, etc.

10: Coordination and integration of federal, state and local services and programs

1. Guidance Curriculum –Bullying, Drug Education (Drug Free/Weapon Free Environment), Study Skills, relationships, self-esteem and anger management.
2. Provide social services and counseling intervention to assist students and parents, and guardians.
3. Train staff who are in high risk positions in Crisis Prevention Intervention CPI.
4. Conduct monthly evacuation drills.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Claudia Walker	RTI Facilitator	RTI	
Lisa De la Cruz	RTI Teacher	RTI	1.0

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Renee Royal	Principal
Classroom Teacher	S. Bacak	4th Grade Teacher
Classroom Teacher	V. Coleman	1st Grade Teacher
Classroom Teacher	C. Jennings	RTI Teacher
Classroom Teacher	K Martin	3rd Grade Teacher
District-level Professional	R. Lafreniere	Director of CTE
Non-classroom Professional	K. Scharff	Counselor
Paraprofessional	S. Gonzalez	Campus Secretary
Paraprofessional	T. Green	Paraprofessional
Parent	Lisa Morales	Parent
Parent	M. Zeppenfeldt	Parent

Campus Funding Summary

199-7 -General Operating					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6	Paper, Print,		\$200.00
2	1	7	Paper,Print		\$50.00
2	1	8			\$50.00
2	2	2			\$0.00
2	3	3			\$0.00
2	3	4	Resource 20 Professional Development		\$700.00
2	4	1			\$0.00
2	4	2	transportation		\$150.00
3	1	5	TEPSA Membership Dues / Conference Fees		\$1,000.00
3	1	6			\$0.00
Sub-Total					\$2,150.00
171-7 State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Lone Star Math Online Spiral Review	17171111330639900	\$2,000.00
1	1	8	Extra Duty Pay for Extended Day Tutoring Staff		\$2,600.00
1	1	8	Tier 2 and 3 RTI Supplies and Instructional Materials for RTI Personnel		\$1,567.00
1	1	8	Extra Duty Pay for Extended Day Coordinator for At-Risk Students		\$1,000.00
1	2	6	Extra Duty Pay for Extended Day Tutoring		\$2,600.00
1	2	6	General Supplies for Instructional Materials for At-Risk Students		\$1,500.00
1	2	7	Instructional Reading Materials -Sing a Song of Poetry	17171111330632900	\$500.00
1	2	7	Instructional Reading Materials - Poetry Friday Anthology - Connections to TEKS	17171111330632900	\$1,000.00
1	2	9	Computer Headsets for online testing (to include istation)	17171111330639900	\$1,600.00

1	3	5	Extra Duty Pay for Extended Day Tutoring		\$2,800.00
1	3	6	General Supplies		\$500.00
Sub-Total					\$17,667.00
211-7 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Extra Duty Pay for Extended Day Tutoring Staff		\$4,250.00
1	1	8	Msc Incentives	6499	\$100.00
1	2	6	Extra Duty Pay for Extended Day Tutoring		\$2,850.00
1	2	6	Misc. Incentives		\$100.00
1	2	6	Other Professional/Tutoring Coordinator for Extended Day		\$500.00
1	2	7	General Supplies Professional Development	6399	\$250.00
1	2	8			\$0.00
1	2	11			\$300.00
1	2	12	Paraprofessional to monitor iStation Lab		\$500.00
1	3	1	Professional Development		\$300.00
1	4	4	5th Grade Science Mega Bundle by Science Penguin		\$1,150.00
2	3	1	8 Keys of Excellence Materials and Incentives/Awards		\$1,000.00
2	3	2	Dan St. Romain, Contract	PD	\$3,000.00
2	5	1	Dan St. Romain to Provide training on Social/Emotional/Academic Student Success:		\$750.00
Sub-Total					\$15,050.00
171-6 State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			\$0.00
1	1	10			\$0.00
1	4	5	Extra Duty Pay for Extended Day Tutoring		\$3,000.00
1	4	5	General Supplies for Instructional Materials for At-Risk Students		\$4,483.00
Sub-Total					\$7,483.00

211-6 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$0.00
2	1	5			\$350.00
2	1	6	General Supplies / Misc. Incentives (food)		\$150.00
2	1	7	General Supplies / Misc. Incentives (food)		\$150.00
2	1	8			\$100.00
2	2	1	Keys of Excellence for Attendance Awards; trophies		\$300.00
Sub-Total					\$1,050.00
Grand Total					\$43,400.00