

Judson Independent School District
Park Village Elementary School
2016-2017 Campus Improvement Plan



Mission Statement

ALL JUDSON ISD STUDENTS WILL RECEIVE A QUALITY EDUCATION ENABLING THEM TO BECOME SUCCESSFUL IN A GLOBAL SOCIETY.

Park Village Elementary teachers and students will Start Strong, Stay Strong, Finish Strong!

Vision

JUDSON IS PRODUCING EXCELLENCE

Core Beliefs

STUDENTS FIRST

TEAM WORK

ACCOUNTABILITY

RESULTS ORIENTED

LOYALTY

INTEGRITY AND MUTUAL RESPECT

SAFE AND SECURE ENVIRONMENT

TWO-WAY COMMUNICATION

Comprehensive Needs Assessment

Demographics

Demographics Summary

Campus Demographics

Our current enrollment is 609 students. 58.7% of our students are male and 41.3% are female. 29.5% are African American, 62.8% are Hispanic, 4.0% are White, 2.0% are Biracial, and 1.3% are Asian. Our population is 91.2% Economically Disadvantaged and 10.3% of our population is serviced by Special Education.

Demographics Strengths

Campus Demographics

Our current enrollment is 609 students. 58.7% of our students are male and 41.3% are female. 29.5% are African American, 62.8% are Hispanic, 4.0% are White, 2.0% are Biracial, and 1.3% are Asian. Our population is 91.2% Economically Disadvantaged and 10.3% of our population is serviced by Special Education.

Demographics Needs

- Maintain high level of expectations to ensure students get high quality education.
- Increase attendance totals especially in grades PK-1st.
- Address the needs of the SE students in 5th grade due to a large number of identified students (approx. 17%)

Student Achievement

Student Achievement Strengths

1. Fifth Grade 10-day plan included SPED, Dyslexia, and RTI special program teachers
2. Increase of 5th grade students passing STAAR on first admin compared to 2014- 2015 school year
3. Increased number of students being accepted into JSTEM

Student Achievement Needs

Student Achievement Needs

- Address attendance issues
- Nomination of students in TAG program
- Address low performance of SPED students on local, district and state assessments
- Transportation for AT-Risk students for Extended Day/Saturday Academy programs
- Begin extended day earlier in year-target STAAR failures in Grades 4 & 5

- Implement Co-Teach model in 5th grade
- Design Master schedule in way that allows for optimal time for Co-Teach and/or Resource support

School Culture and Climate

School Culture and Climate Summary

Campus Theme: One Team, One Goal, No Limits!

School Culture and Climate Strengths

Campus Strengths

1. Discipline data shows that just a few students received the majority of discipline referrals
2. Parent Survey results show overwhelming positive view of Park Village Elementary
3. Staff survey is positive this school year.
4. Student survey is positive.
5. Coffee with the Counselor (Parents)
6. Counselor/ Social Worker groups with classes as well as individual and small groups of students
7. Active Parent-Teacher Committee (PTC)
8. There is only one teacher not returning next year, due to retirement.

School Culture and Climate Needs

Summary of needs

- Create a more positive atmosphere by organizing campus ISS to focus on academics as well as address behavioral issues through the use of a point system
- Create/review school-wide expectations in regards to behavior, communication with peers, and conflict resolution
- Implement and monitor classroom organization and teacher behavior practices to increase time on task and decrease student disruption of class
- Utilize book studies(McLeod)/PBIS World to effectively implement practices that manifest change in school wide behaviors.
- Provide various opportunities for staff to take leadership roles throughout the school year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Collaboration at District Level/ Campus Meetings

Extended Planning Time

Teacher Resource Center in Library

TEKS Resource System

District Instructional Specialists' Professional Development

Title I Teaching Materials and Supplies for specific content areas

Staff Quality, Recruitment, and Retention Needs

Implement Campus New Teacher Academy Mentor Program in conjunction with JISD New Teacher Academy to ensure retention of highly-qualified staff

Provide quality resources/ materials to mentor/ mentee teachers to implement the Three Systems (Vertical Alignment, Collaborative Planning, & RPM) with fidelity

Positive Promotions motivational incentives (i.e. certificates, posters, pens, pencils, desk items, etc) to provide tokens of appreciation to highly-qualified staff

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Strengths

- Early Childhood District Specialist, Missy Balderas, inservices on Daily 5 with K - 2 teachers
- Reflective Practice Model (RPMs) meetings
- Fall Writing Benchmark-Personal narrative
- CBAs #1 and #2
- Extended Day Benchmark
- Campus STAAR Benchmark Grades 3 - 5
- Extended Day Grades 3-5
- Saturday Academy Grades 3- 5

Curriculum, Instruction, and Assessment Needs

- • Continue inservices on Daily 5 with teachers new to grade levels and/or updates
- • Continue RPMs in order to continue to desegregate data
- • Meet with department chairs at progress report and report card periods to desegregate data with more fidelity
- • Begin extended day earlier in year-target STAAR failures in Grades 4 & 5
- • Utilize All-in-Learning and scanner for paperless assessments
- Seek possible funding for the Lexia Reading -Core 5 computer-based program
- Introduce the Flynt-Cooter Informal Reading Inventory for Tier 2 and Tier 3 struggling readers
- Campus Handbook to address RTI flowchart- more uniform and organized
- Implement a co-teach model for our special education students in 5th grade, targeting math, reading,

and science.

- Implementation and utilization of the All-in-Learning program
- Provide professional development on the creation of common assessments

Family and Community Involvement

Family and Community Involvement Strengths

Coffee with the Counselor

Meet the Teacher

Open House

Family Literacy Nights

Family Math Nights

Family and Community Involvement Needs

Implement Camelot Dental to attend Meet the Teacher, Open House, and other community outreach school events

Implement PTO officers and additional parent volunteers

School Context and Organization

School Context and Organization Strengths

- Based on student and parent surveys, students find school to be enjoyable and parent feel that their students are safe.
- Based on teacher surveys, teachers enjoyed RPMs and felt as though it was an opportunity to share and reflect on concerns, progress, and make suggestions.

School Context and Organization Needs

- It was mentioned in the survey that teachers would like the opportunity to develop and/or present topic during RPM.
- Protocols, procedures, and clear expectations for instruction, collaboration and following campus procedures are shared, reinforced and understood by staff.
- Set up and platform in which teachers feel comfortable with sharing knowledge and expertise regarding curriculum, instruction, and classroom management.
- Create, implement and monitor a master schedule that ensures maximum instructional time for each content area and the 5th grade co-teach model.
- Create, implement and monitor a duty/responsibility schedule to ensure student supervision and safety at all times.

Technology

Technology Strengths

- All-In-Learning technology purchased for nearly all of the staff
- New scanner for campus-based assessments
- Increased the number Chromebooks available for student use.

Technology Needs

- Utilize All-In-Learning and scanner for paperless assessments
- Increase implementation of technology in the classroom
- Provide additional training for All-In-Learning if needed for new hires as well as updates
- Provide professional development on the creation of common assessments
- Provide teacher training for new technology available on campus.

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
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- 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
- 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
- Migrant 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
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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
- 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

- Budgets/entitlements and expenditures data
- Study of best practices

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: By May 2017, 75% of 3rd, 4th, and 5th grade students will pass the reading portion of the STAAR, with each student group showing at least a 5% growth over last year as measured by the campus index analysis, particularly our Hispanic, African American, and SE.

Evaluation Data Source(s) 1: STAAR, STAAR A, STAAR Alt

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy 1) Using data, provide extended day tutoring 3:00-4:00, for all students who are at-risk of failing the reading portion of the STAAR test. Student groups are comprised using data from previous STAAR, CBA scores, RTI data, and Istation data. Specific learning objectives are determined using the lead4ward Leadership Report card.	2, 9	classroom teacher, administration	STAAR results, Unit Assessment Data, CBA data, RTI data, All in Learning, and the lead4ward Student Learning Report				
	Funding Sources: 211-7 - Title I - 9680.00						
2) Analyze CBA, STAAR, and universal screen data to identify strengths and weaknesses to determine professional development needs and student needs.	4	teachers, admin	STAAR results, Unit Assessment Data, CBA data, RTI data, All in Learning, and the lead4ward Student Learning Report				
	Funding Sources: 211-7 - Title I - 1200.00						
3) Use SCE, as well as other funds, to purchase instructional materials(Mentoring Minds, STAAR Masters, Lead4ward Field Guides, Culturally Responsive Texts/Capstone) to enhance the learning for all students.	10	Administrators	Budget reports, purchase orders, CBA and STAAR scores				
	Funding Sources: 211-7 - Title I - 10800.00						
4) Attend professional development and/or conferences over researched based instructional strategies in both Math and Reading.		Admin					
	Funding Sources:						
5) Provide student incentives for academic achievement and attending extended day tutoring.		Admin, counselor, RTI facilitator	STAAR results, CBA results, six weeks grades, student sign-in sheets from extended day tutoring.				
	Funding Sources:						
6) Implementation of PLCs to analyze data, track student progress, make decisions regarding professional development needs, and address specif needs of SPED, Hispanic, and AA students.		Classroom Teacher and Admin	STAAR results, Unit Assessment Data, CBA data, RTI data, All in Learning, and the lead4ward Student Learning Report				
	Funding Sources:						







7) Provided campus-based Reader's and Writer's Workshop training. Modeling, Co-teaching, and resources will be provided to support teachers as the year progresses.	2	Classroom Teacher, RTI Teacher, Admin	STAAR results, Unit Assessment Data, CBA data, RTI data, and the lead4ward Student Learning Report				
Funding Sources: 211-7 - Title I - 5400.00							
8) Master schedule was created that allows teachers to meet horizontally on even weeks of the month and meet with admin to analyze data on odd weeks of the month. The Extended Planning time also allows students to receive an extra 60 minutes of instruction in the areas of math, writing, and science.		Classroom teachers, administration, librarian	STAAR results, Unit Assessment Data, CBA data, RTI data, and the lead4ward Student Learning Report				
9) 1) Utilizing assessment data to target at-risk students (to include McKinney- Vento and Migrant students) in each of the core content areas to provide supplemental instruction.	3, 9	Administrators, RTI Facilitator, All teachers, SPED, Dyslexia	Walkthroughs, Observations, Assessment Data, RTI Tiers and movement, extended day tutoring attendance, overall attendance and STAAR scores in reading, math, writing and science.				
 = 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: Increase the average daily attendance to 97%.

Evaluation Data Source(s) 2: Implementation of a campus Attendance Committee. Student/parent recognition for improved/exemplary attendance

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students and parents will be recognized for improved and exemplary attendance.		Campus Attendance Committee, Admin	Improved daily attendance rate				
 = 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: By May 2017, 75% of all students and each student group will pass all sections of the Writing STAAR. The following student groups will show specific growth as indicated; ED will show 25% increase from previous year, AA will show 48% growth from previous year, Hispanic will show 11% growth from previous year, and SPED will show 5% growth from previous year.

Evaluation Data Source(s) 3: STAAR, STAAR A, STAAR Alt

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provided campus-based Reader's and Writer's Workshop training. Modeling, Co-teaching, and resources will be provided to support teachers as the year progresses.	2	Classroom Teacher, RTI Teacher, Admin	STAAR results, Unit Assessment Data, CBA data, RTI data, and the lead4ward Student Learning Report				
Funding Sources: 211-7 - Title I - 5400.00							
2) Analyze CBA, STAAR, and universal screen data to identify strengths and weaknesses to determine professional development needs and student needs.	4	teachers, admin	STAAR results, Unit Assessment Data, CBA data, RTI data, All in Learning, and the lead4ward Student Learning Report				
Funding Sources: 211-7 - Title I - 1200.00							
3) Use SCE, as well as other funds, to purchase instructional materials(Mentoring Minds and Lead4ward Field Guides) to enhance the learning for all students.	10	Administrators	Budget reports, purchase orders, CBA and STAAR scores				
Funding Sources: 171-7 State Compensatory Education - 10800.00							
4) Implementation of PLCs to analyze data, track student progress, make decisions regarding professional development needs, and address specific needs of SPED, Hispanic, and AA students.		Classroom Teacher and Admin	STAAR results, Unit Assessment Data, CBA data, RTI data, All in Learning, and the lead4ward Student Learning Report				
5) Master schedule was created that allows teachers to meet horizontally on even weeks of the month and meet with admin to analyze data on odd weeks of the month. The Extended Planning time also allows students to receive an extra 60 minutes of instruction in the areas of math, writing, and science.		Classroom teachers, administration, librarian	STAAR results, Unit Assessment Data, CBA data, RTI data, and the lead4ward Student Learning Report				
6) 1) Utilizing assessment data to target at-risk students (to include McKinney- Vento and Migrant students) in each of the core content areas to provide supplemental instruction.		Administrators, RTI Facilitator, All teachers, SPED, Dyslexia	Walkthroughs, Observations, Assessment Data, RTI Tiers and movement, extended day tutoring attendance, overall attendance and STAAR scores in reading, math, writing and science.				
State System Safeguard Strategy		Administrators, RTI Facilitator, All teachers, SPED, Dyslexia	Walkthroughs, Observations, Assessment Data, RTI Tiers and movement, extended day tutoring attendance, overall attendance and STAAR scores in reading, math, writing and science.				
7) 1) Utilizing assessment data to target students and provide interventions for students at-risk of failing the Writing STAAR test; focusing on our African American, Economically Disadvantaged, Hispanic, and Special Education students.		Administrators, RTI Facilitator, All teachers, SPED, Dyslexia	Walkthroughs, Observations, Assessment Data, RTI Tiers and movement, extended day tutoring attendance, overall attendance and STAAR scores in reading, math, writing and science.				

8) 1) Utilizing assessment data to target at-risk students (to include McKinney- Vento and Migrant students) in each of the core content areas to provide supplemental instruction.	Administrators, RTI Facilitator, All teachers, SPED, Dyslexia	Walkthroughs, Observations, Assessment Data, RTI Tiers and movement, extended day tutoring attendance, overall attendance and STAAR scores in reading, math, writing and science.				
 = 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: By May 2017, 80% of all students and each student group will pass all sections of the Math STAAR. The following student groups will show specific growth as indicated; ED will show 20% increase from previous year, AA will show 15% growth from previous year, Hispanic will show 8% growth from previous year, and SPED will show 23% growth from previous year.

Evaluation Data Source(s) 4: STAAR, STAAR A, STAAR Alt

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implementation of the Math FRAMES curriculum in grades 3-5	2	Admin, classroom teacher	STAAR results, Unit Assessment Data, CBA data, RTI data, All in Learning, and the lead4ward Student Learning Report				
<p>State System Safeguard Strategy</p> 2) Using data, provide extended day tutoring 3:00-4:00, for all students who are at-risk of failing the math portion of the STAAR test. Student groups are comprised of African American, Economically Disadvantaged, Hispanic, and Special Education students.	2, 9	classroom teacher, administration	STAAR results, Unit Assessment Data, CBA data, RTI data, All in Learning, and the lead4ward Student Learning Report				
Funding Sources: 211-7 - Title I - 9680.00							
3) Analyze CBA, STAAR, and universal screen data to identify strengths and weaknesses to determine professional development needs and student needs.	4	teachers, admin	STAAR results, Unit Assessment Data, CBA data, RTI data, All in Learning, and the lead4ward Student Learning Report				
Funding Sources: 211-7 - Title I - 1200.00							
4) Use SCE, as well as other funds, to purchase instructional materials(Mentoring Minds, STAAR Masters, Lead4ward Field Guides) to enhance the learning for all students.	10	Administrators	Budget reports, purchase orders, CBA and STAAR scores				
Funding Sources: 171-7 State Compensatory Education - 10800.00							
5) Attend professional development and/or conferences over researched based instructional strategies in both Math and Reading.		Admin					
6) Provide student incentives for academic achievement and attending extended day tutoring.		Admin, counselor, RTI facilitator	STAAR results, CBA results, six weeks grades, student sign-in sheets from extended day tutoring.				
Funding Sources:							
7) 1) Utilizing assessment data to target at-risk students (to include McKinney- Vento and Migrant students) in each of the core content areas to provide supplemental instruction.		Administrators, RTI Facilitator, All teachers, SPED, Dyslexia	Walkthroughs, Observations, Assessment Data, RTI Tiers and movement, extended day tutoring attendance, overall attendance and STAAR scores in reading, math, writing and science.				

8) Implementation of PLCs to analyze data, track student progress, make decisions regarding professional development needs, and address specific needs of SPED, Hispanic, and AA students.	Classroom Teacher and Admin	STAAR results, Unit Assessment Data, CBA data, RTI data, All in Learning, and the lead4ward Student Learning Report				
9) 1) Utilizing assessment data to target at-risk students (to include McKinney- Vento and Migrant students) in each of the core content areas to provide supplemental instruction.	Administrators, RTI Facilitator, All teachers, SPED, Dyslexia	Walkthroughs, Observations, Assessment Data, RTI Tiers and movement, extended day tutoring attendance, overall attendance and STAAR scores in reading, math, writing and science.				
10) Master schedule was created that allows teachers to meet horizontally on even weeks of the month and meet with admin to analyze data on odd weeks of the month. The Extended Planning time also allows students to receive an extra 60 minutes of instruction in the areas of math, writing, and science.	Classroom teachers, administration, librarian	STAAR results, Unit Assessment Data, CBA data, RTI data, and the lead4ward Student Learning Report				
11) 1) Utilizing assessment data to target at-risk students (to include McKinney- Vento and Migrant students) in each of the core content areas to provide supplemental instruction.	Administrators, RTI Facilitator, All teachers, SPED, Dyslexia	Walkthroughs, Observations, Assessment Data, RTI Tiers and movement, extended day tutoring attendance, overall attendance and STAAR scores in reading, math, writing and science.				
 = 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 5: By May 2017, 80% of all students and each student group will pass all sections of the Science STAAR. The following student groups will show specific growth as indicated; ED will show 6% increase from previous year, AA will show 9% growth from previous year, Hispanic will show 4% growth from previous year, and SPED will show 11% growth from previous year.

Evaluation Data Source(s) 5: STAAR, STAAR A, STAAR Alt.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>1) Creation and utilization of a Science Lab to provide more hands-on learning opportunities and implement science lessons developed using STEMcopes on-line program.</p>	2, 9	classroom teachers, Admin	Teacher sign-in/reservation sheets, STAAR results				
Funding Sources:							
<p>State System Safeguard Strategy</p> <p>2) Using data, provide extended day tutoring 3:00-4:00, for all students who are at-risk of failing the math portion of the STAAR test. Student groups are comprised our African American, Economically Disadvantaged, Hispanic, and Special Education students.</p>	2, 9	classroom teacher, administration	STAAR results, Unit Assessment Data, CBA data, RTI data, All in Learning, and the lead4ward Student Learning Report				
Funding Sources: 211-7 - Title I - 9680.00							
<p>3) Analyze CBA, STAAR, and universal screen data to identify strengths and weaknesses to determine professional development needs and student needs.</p>	4	teachers, admin	STAAR results, Unit Assessment Data, CBA data, RTI data, All in Learning, and the lead4ward Student Learning Report				
Funding Sources: 211-7 - Title I - 1200.00							
<p>4) Use SCE, as well as other funds, to purchase instructional materials to enhance the learning for all students.</p>	10	Administrators	Budget reports, purchase orders, CBA and STAAR scores				
Funding Sources: 171-6 State Compensatory Education - 10800.00							
<p>5) Attend professional development and/or conferences over researched based instructional strategies in both Math and Reading.</p>		Admin					
<p>6) Provide student incentives for academic achievement and attending extended day tutoring.</p>		Admin, counselor, RTI facilitator	STAAR results, CBA results, six weeks grades, student sign-in sheets from extended day tutoring.				
Funding Sources:							
<p>7) 1) Utilizing assessment data to target at-risk students (to include McKinney- Vento and Migrant students) in each of the core content areas to provide supplemental instruction.</p>		Administrators, RTI Facilitator, All teachers, SPED, Dyslexia	Walkthroughs, Observations, Assessment Data, RTI Tiers and movement, extended day tutoring attendance, overall attendance and STAAR scores in reading, math, writing and science.				











8) Implementation of PLCs to analyze data, track student progress, make decisions regarding professional development needs, and address specific needs of SPED, Hispanic, and AA students.	Classroom Teacher and Admin	STAAR results, Unit Assessment Data, CBA data, RTI data, All in Learning, and the lead4ward Student Learning Report				
9) Master schedule was created that allows teachers to meet horizontally on even weeks of the month and meet with admin to analyze data on odd weeks of the month. The Extended Planning time also allows students to receive an extra 60 minutes of instruction in the areas of math, writing, and science.	Classroom teachers, administration, librarian	STAAR results, Unit Assessment Data, CBA data, RTI data, and the lead4ward Student Learning Report				
10) 1) Utilizing assessment data to target at-risk students (to include McKinney- Vento and Migrant students) in each of the core content areas to provide supplemental instruction.	Administrators, RTI Facilitator, All teachers, SPED, Dyslexia	Walkthroughs, Observations, Assessment Data, RTI Tiers and movement, extended day tutoring attendance, overall attendance and STAAR scores in reading, math, writing and science.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: To improve communication with all stakeholders by creating additional information pathways with increasing participation

Performance Objective 1: Increase parental and community involvement in the school.

Evaluation Data Source(s) 1: Bright Arrow connect usage report, event sign-in sheets, agenda, survey

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Use Bright Arrow to maintain and improve upon communication with parents and the community.	6	admin	Blackboard Connect Report of Calls Made				
2) Maintain and monitor Park Village Elementary's website.	6	classroom teachers, web master, Admin	Increase the number of hits to campus website.				
3) Create a parent involvement partnership, like the Parent Teacher Committee, to support all students, their families, and the community.	6	Admin, classroom teacher	Stakeholder meeting, review of partnership, by-laws				
4) Each grade level will host a parent night that focuses on providing parents information on how they can academically support their child.	6	classroom teacher, admin	Parent sign in sheets, presentations, and instructional handouts/resources				
Funding Sources: 211-7 - Title I - 120.00							
5) Creation of teacher lead committee to develop and implement strategies to increase parental involvement.		teachers, Admin	Parent sign in sheets, presentations, and instructional handouts/resources				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: To increase employee satisfaction and retention of highly effective teachers and instructional aides

Performance Objective 1: To increase employee retention and satisfaction through the implementation of a Campus Leadership Team and PLCs.

Evaluation Data Source(s) 1: End-of-year employee retention rate

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Creation of teacher mentor program for first year teachers	3, 5	Academic Dean, mentor teachers, first year teachers	end of the year retention rate, meeting sign-in sheets				
2) Using data to strategically place teachers where they will be most effective	3	admin	STAAR results, failure rate, employee return rate				
3) Effective allocation of human resources to keep the student to teacher ratio within acceptable level as stated in board policy.	5	Admin, PEIMS clerk	master schedule, teacher rosters				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: To spend money wisely, efficiently, and equitably by coordinating and integrating federal, state, and local funds to improve the overall learning environment

Performance Objective 1: Campus principal will meet with campus secretary each month to review purchases and ensure fiscal responsibility based on suggestions made from Site Based Team, stakeholders, and teacher team leaders.

Evaluation Data Source(s) 1: The Budget

Summative Evaluation 1:







Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1)) A variety of teams (site-based, team teacher leaders, vertical teams, etc.) will collaborate on expenditures to support campus goals.		Administration, Campus Site-Based team	Team leader/site-based team meeting minutes, campus budget report				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: To spend money wisely, efficiently, and equitably by coordinating and integrating federal, state, and local funds to improve the overall learning environment

Performance Objective 2: Use SCE, as well as other funds, to purchase instructional materials(Mentoring Minds, STAAR Masters, Lead4ward Field Guides, Culturally Responsive Texts/Capstone) to enhance the learning for all students.

Evaluation Data Source(s) 2: Campus budget, State Comp budget, Title I budget

Summative Evaluation 2:













Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1) Create budget, including Federal Programs budgets, with input and review from CSBC.		Principal, Assistant Principal, CSBC members	Budget Approved				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: All students will be taught in an environment that is safe, drug-free, and conducive to learning

Performance Objective 1: Develop and implement a systematic/school-wide approach to student discipline that results in a decrease in discipline referrals, in turn more time in classrooms for both students and administrators.

Evaluation Data Source(s) 1: Eschool-discipline, suspension rates, ISS rates, STAAR results

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The counselor will run counseling groups with various students.	10	counselor	decreased discipline referral, suspension rates, ISS rates				
2) The students will receive district provided guidance lessons from the counselor.	6, 10	counselor, classroom teachers	decreased discipline referral, suspension rates, ISS rates				
3) The counselor will organize various parental involvement opportunities, ex. coffee with the counselor	6	counselor	sign-in sheet from the different events.				
4) 5. The counselor will utilize play therapy to help develop students social emotional learning	2	Counselor	Decreased referrals, teacher pre/post data				
5) 6. Counselor will utilize sandplay in the therapeutic process with students in individual and group counseling	2	Counselor	Decreased referrals				
6) Counselor will attend professional development in the areas of play therapy, sandplay therapy, and EMDR	4	Counselor	Decreased number of referrals.				
7) Pre K teachers will implement a plan for all of their students to help them successfully transition to kindergarten.	7	classroom teachers	lesson plans, class room observations				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: All students will be taught in an environment that is safe, drug-free, and conducive to learning

Performance Objective 2: Develop, and implement Pk-5th grades counseling and guidance program that meet state guidelines and results in creating a positive learning environment that is physically and emotionally safe. Counseling and guidance is delivered on a revolving schedule including additional sessions during our campus Extended Planning schedule. Counseling and guidance is also on-demand, as need for students, primary interventions to be used are Play Therapy and Sand Play Therapy.

Evaluation Data Source(s) 2: E school discipline reports, Analysis of campus bullying reports, End-of-Year Parent, Student, and Employee Survey

Summative Evaluation 2:

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Using data, provide extended day tutoring 3:00-4:00, for all students who are at-risk of failing the reading portion of the STAAR test. Student groups are comprised using data from previous STAAR, CBA scores, RTI data, and Istation data. Specific learning objectives are determined using the lead4ward Leadership Report card.
1	3	7	1) Utilizing assessment data to target students and provide interventions for students at-risk of failing the Writing STAAR test; focusing on our African American, Economically Disadvantaged, Hispanic, and Special Education students.
1	4	2	Using data, provide extended day tutoring 3:00-4:00, for all students who are at-risk of failing the math portion of the STAAR test. Student groups are comprised of African American, Economically Disadvantaged, Hispanic, and Special Education students.
1	5	1	Creation and utilization of a Science Lab to provide more hands-on learning opportunities and implement science lessons developed using STEMscopes on-line program.
1	5	2	Using data, provide extended day tutoring 3:00-4:00, for all students who are at-risk of failing the math portion of the STAAR test. Student groups are comprised our African American, Economically Disadvantaged, Hispanic, and Special Education students.

State Compensatory

Personnel for Park Village Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bertha Martinez	RTI Teacher	SCE	1.0
Charlar Green	At-Risk Social Worker	SCE	1.0
Michael Blackmon	RTI Teacher	SCE	1.0

Title I

Schoolwide Program Plan

Goal #1: Meet or exceed state and federal standards in all tested grade levels.

Goal #2: To increase student attendance by 1%.

Ten Schoolwide Components

6: Strategies to increase parental involvement

Communication through grade level parental involvement compacts of ideas parents can do at home to supplement learning and reinforce TEKS.

RTI GIST meetings and/or parent conferences to discuss student progress reports and report cards.

Notes home and parent phone calls from classroom teachers, RTI teachers, counselor, social worker, and administrators.

Spring STAAR Math/ Literacy Night

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

Coffee with the Counselor and social worker

Newsletters/ Fliers/ Campus website

Conferences and/or home visits

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

RTI Tier I , II, or III process for students struggling in reading, math, and/or behavior

RTI Facillatator will conduct GIST meetings with RTI Committee (includes classroom teacher, parent(s), nurse, counselor, social worker, and administrator)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Judy Morales	RTI Teacher	RTI	1.0
Kelley Holdman	RTI Facilitator	RTI	1.0
Sarah Donald	Instructional Facilitator	RTI	1.0

Campus Funding Summary

171-7 State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$10,800.00
1	4	4			\$10,800.00
Sub-Total					\$21,600.00
211-7 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$9,680.00
1	1	2			\$1,200.00
1	1	3			\$10,800.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	7	Benchmark Learning, Mentoring Minds		\$5,400.00
1	3	1	Benchmark Learning, Mentoring Minds		\$5,400.00
1	3	2			\$1,200.00
1	4	2			\$9,680.00
1	4	3			\$1,200.00
1	4	6			\$0.00
1	5	1			\$0.00
1	5	2			\$9,680.00
1	5	3			\$1,200.00
1	5	6			\$0.00
2	1	4			\$120.00
Sub-Total					\$55,560.00
171-6 State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	5	4			\$10,800.00
Sub-Total					\$10,800.00
Grand Total					\$87,960.00