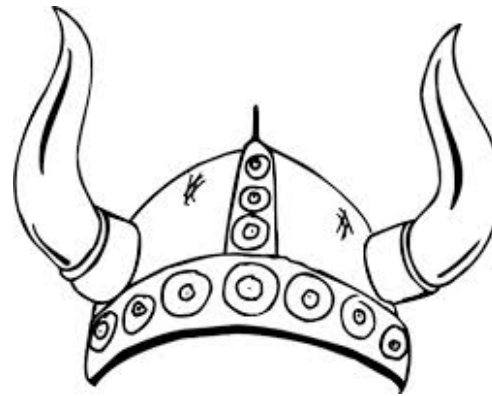


Judson Independent School District
Woodlake Elementary School
2016-2017 Campus Improvement Plan



Mission Statement

JISD Is Producing Excellence!

Woodlake Elementary: Creating a Culture of Success!

Vision

At Woodlake Elementary All students will:

- Develop the social-emotional and academic skills necessary to reach their optimum potential and work to be positive contributing members of the community at large
- Read and comprehend on grade level
- Students at Woodlake Elementary will use the writing process integrating the Six Traits of Writing to effectively communicate thoughts and ideas.
- They will produce quality writing in all content areas.
- Master automaticity of mathematical operations, utilize problem solving strategies, process thinking and use of precise mathematical vocabulary
- Master the use of scientific Inquiry methods, interpretation of charts, graphs and diagrams and models.
- Master academic and Content Vocabulary and current grade level TEKS in all subject areas
- Receive a 55 minute TEKS based music class per week, and the required 135 minutes per week of physical education.
- Both Physical Education and music curriculum integrate and support the math, reading and social studies curriculum.

Comprehensive Needs Assessment

Needs Assessment Overview

Judson ISD is “Producing Excellence!”

Woodlake Elementary

Executive Summary

2016-2017

Woodlake met the State Standard for accountability in indices II, III and IV, and experienced gains in the following content areas: 5th Grade Math (78%), 5th Grade Science 61%, 3rd Grade Reading (59%). Woodlake did not meet standard in Index I (59%). Of concern are our African Am, ELL and SPED student groups who did not meet system safeguards in any content areas. Our greatest need is in 4th Grade Writing (37%). There is a critical need in 3rd (54%) and 4th grade reading (49%) and Math (49%). K-5 Assessment results (I- Station and STAAR), suggest the need for intensive intervention in 4th grade Writing, schoolwide improvement in the rigor of Tier I instruction, fidelity of implementation, and student engagement.

Goals

- 1 By May 2017 students grades 3-5 will demonstrate a 20% increase in performance in STAAR Writing, Reading, Math and Science.
- 2 By May 2017, through K-5 implementation of the PLC Model students will demonstrate a 20% increase in performance in I-Station, STAAR Writing, Reading, Math and Science.

Focus for Woodlake Elementary School

- **Student Support** – Each student who did not meet standard or system safeguards have Accelerated Instruction Plans. Tutoring/ Remediation opportunities will include: *Homework Center* 6:45-7:30 AM daily. *Power UP* 7:05-7:45 AM. *Extended Day*- Beginning October 3rd, Students (2-5) Tutoring on Wednesdays from 3:00-4:00 PM.
- **Professional Learning Communities.** *Vertical Alignment Meetings* 1st, and 3rd Mondays from 3:15-4:30PM. Each grade level will present data analysis of student progress on identified TEKS. Meetings include: *Professional Development* in T-TESS Dimensions 2.4, 2.5, 3.1, 3.2 and 3.3; *Collaborative Planning*- Weekly grade level meetings to collaboratively plan using TEKS analysis, essential questions, planning/evaluating common assessments and creating data driven lesson plans; *Quarterly RPM*- (K-5) Data analysis, review of student work and discussions of best applicable instructional practices to improve student performance.
- **Writing Instruction** – *Kellie Harmon Writing Consultant*, Monthly Sept-December (Grades 2,3, and 4). *District Writing is Worth It Initiative*
- **Math Instruction** – Implement District *Math Frames* initiative. Focus on Mathematical processing through *Exemplars/Writing Bug*, as evidenced in *reflective/analytical journaling*.
- **Science Instruction:** Science Vertical Team meets quarterly with district science specialist Two science labs are in place to address state requirements. *Focus on Organisms and the Environment* is addressed through projects in our *Woodlake garden*.
- **PBIS-Positive Behavior Intervention and Support** is entering year four at Woodlake. We are reviewing and restructuring behavior interventions, teacher strategies for intervention and documentation for success. There is a focus on the *Six Pillars of Character* and *Restorative Discipline Practices* (AM and PM Circle Time).

Demographics

Demographics Summary

- Woodlake Elementary is a 35-year-old neighborhood school located in a suburb of a large city. In the past 10 years the school has transitioned from an upper middle class environment of homeowners to a lower middle/poverty environment. Over 75% of our students are at risk and 75% are on free and reduced lunch. Students live in the surrounding low- middle-income neighborhood. Homes are primarily single-family dwellings. Families for the most part rent their homes. Original owners have moved to other communities.
- As of 8/31/16, Woodlake Elementary has 620 students, a decline from 711 at this time last year. 476 are classified Economically Disadvantaged. 388 of our students have been identified as At Risk. Most at risk are identified as failing an assessment. 13% - (90) of our students are Identified as SPED 74 are 504 and 26 are classified ELL.
- The student group breakdown is as follows: African American 33%, Asian 2%, Hispanic 46%, White 14%, Other 4%. Since last year, there has been no significant change in the student groups outlined above. Our student teacher ratio is 20:1
- Our teacher demographics are as follows:
- For the 2016-16 School year, 6% of our faculty are beginning teachers. 30% have 1 to 5 years of experience, 17% have 6-10 years of experience
- From 2011 there has been an increase from 19% to 35% in faculty with 11-20 years' experience, and 23% have Over 20 years. For 2016, The average years of experience are 11. 47% of our total staff is minority. 31% of our teacher staff is minority. 25% of our teachers have masters degrees.
 - There is a significant increase in new teachers for 2% to 6% and an 8% decrease in the number of faculty with 11-20 years of experience

Demographics Strengths

- Attendance has increase by .5% but at 95%, continues to be an area of concern.
- 2016-17 will bring continued development of community partnerships with local businesses, social organizations, churches and district high schools and middle schools to support, mentor and serve as role models for our students.: They include Parenting classes, offered by Woodlake Baptist Church, Sponsorship and donations by HEB, Christian World Church, School Supplies donations by the Young Republican Women, and a partnership with Wagner High School to incorporate their Education Interns as volunteers on our campus. A Chapter of WATCHDOGS and Big Brother and Sisters will also be implementaed on the campus to serve the social and emotional needs of our students.
- Counselor continues to implement appropriate group and social skill counseling to address the social-emotional needs of our students.
- Tenents of PBIS and Retorative Discipline are implemented with fidelity to serve and address the social and emotional needs of our students

Demographics Needs

- - There has been a significant increase in our SPED population from last year (7% to 13%)
 - There is a significant increase in new teachers for 2% to 6% and an 8% decrease in the number of faculty with 11-20 years of experience.
 - Attendance has increase by .5% but at 95%, continues to be an area of concern.
 - The Mobility rate 25% remains the same since 2010 but also continues to be an area of concern.
 - Create an attendance plan to address attendance concerns
 - Budget for Before and AfterSchool Tutorting to assist our at risk students

Student Achievement

Student Achievement Summary

Woodlake Elementary Met Standard for the 2015-2016 School Year.

- Index I - Student Achievement - WE students performed at 59% mastery this year and did not meet the State cutoff of 60% mastery,
- Our students experienced gains in 5th grade math, 5th grade Science and 3rd grade reading achievement. Declines in 5th grade reading, and overall 4th grade performance were of concern. This year STARR A results did not count toward Accountability.
- Index II - Progress Measure - Woodlake Elementary met Progress Measure for the 2016-2017 School Year. 3rd, 5th and SPED students experienced significant gains in meeting or exceeding progress.
- Index III- Closing the Achievement Gap - Woodlake Elementary met Index III at 28.
- Index IV - Post Secondary and College Readiness - Woodlake Elementary met Index 4 at 16.

Student Achievement Strengths

- **Index I** - Woodlake Elementary did not meet Index I Expectations Overall.
- **Strengths** include Gains in 5th grade Math Science and 3rd grade Reading
- **All Subjects** 58%. **Overall** Math 64% , Advanced 8% . Science 60% Advanced 2%
- **5th Grade - Math-** 77 % Met Standard (Year 1 of Standard Progression) a 20% increase from final performance 2015, Advanced 9%. *Science-* 60% Met Standard, a 5% increase from 2015, Advanced 2%
- **4th Grade** - Fourth Grade scores in all subject areas were below the set standard of 60%. **3rd Grade** - Math- 61% Met Standard (Year 1 of Standard Progression) the same as math performance in 2015. Advanced 8%
- **3rd Grade - Reading-** 59% Met Standard (Year 1 of Standard Progression) a 12% increase from final performance 2015. Advanced- 12%
- **Index 2** - Our Index 2 score is 43. Overall 64% of our students testing met progress measure a gain of 6% from 2015. *ELA-*61% of our students met progress. 20% of our students exceeded progress. *Math-* 68% of our students met progress. 23% exceeded progress. *5th-Grade Reading* - 66% Met Progress Measure, a gain of 7% from 2015. 22% Exceeded Progress measure, a gain of 6% from 2015. *5th grade Math* – 85% Met Progress Measure, 27% Exceeded Progress Measure.
- **Index 3** - Woodlake Elementary Met the requirements for Index III Closing the Achievement Gap. Cut Score was 28. WE met at 28.
- **Index 4-** College Readiness. All Students 16%. African American 6%, Hispanic 18%, White 2%

Student Achievement Needs

- **Index 1** - Weaknesses include significant declines in 4th grade performance in Reading, Math and Writing. Writing presents the most critical need.
- 5th grade Reading also experience and decline in performance. 3rd grade math and reading are also in need of immediate intervention.
- **All Subjects** 58%. **Overall ELA** 58%
- **5th Grade Reading** – 64%% Met Standard (Year 1 of Standard Progression) a 20% decline from final performance 2015
- **4th Grade Math**-50% Met Standard (Year 1 of Standard Progression) a 4% decline from final performance 2015. Advanced 7%. *Reading*- 49% Met Standard (Year 1 of Standard Progression) a 12% decline from final performance 2015. *Writing* 37% (Year 1 of Standard Progression) a 22% decline from final performance 2015. Advanced 2%
- **Index 2 - 4th Grade** - There were declines in progress measure in 4th grade. *Reading* - 52% Met or Exceeded Progress, a 6% decline from 2015. 16% exceeded progress measure, a 2% decline from 2015. *Math*- 34% met progress measure and 6% exceeded progress measure.
- **Index 3** - The state requirement for index III was 28. Woodlake met the requirement qt 28.
- **Index 4**- College Readiness All Students 16%. African American 6%, Hispanic 18%, White 24%
- **Reading** 5th Grade 33%. 4th Grade-13%. 3rd Grade-21%. **Math** -5th 32%. 4th 8%. 3rd -24%. **Science** - 5th - 16%. **Writing** - 4th -8%
- **Our decline in performance suggest the following needs:**
 - Identificaton of students who were not successful on STAAR Grades 3 through 5 and I Station Grades K through 2.
 - Development of an AIP for each student who failed to meet expectations on EOY Assessments Grades 2-5.
 - Face to Face Parent Information Meeting with Administrators for students who were not successful on STAAR or I-Station
 - A Review of Special Education students IEP must be made for SPED students who did not meet expectation on EOY Assessments grades 2-5.
 - Targeted instructional strategies must be identified to assist teachers in closing the gaps.
 - Student progress must be systematically monitored to assess the effectiveness of instructional practices.(Monitor List Created by Specialists)
 - Targeted Professional Development including K. Harmon, Writing Consultant to address Writing Needs and Teach Like a Champion, Strategies for successful Tier I instruction, must be implemented to increase teacher capacity to better address the needs of the student
 - Morning Homework Center, AfterSchool Tutoring, RTI Pull out and Push In for Tier @ and 3 instruction.

School Culture and Climate

School Culture and Climate Summary

School culture and climate have been in transformation since 2008. This year, our spring parent climate/satisfaction survey indicates 95-95% of our responders think that Woodlake offers a welcoming and caring environment. We are continuing to support our staff in accessing culturally responsive strategies which will best support success in our students. This year our focus is on student social-emotional as well as academic growth. The Administration, leadership team and staff will continue open door policy to listen to and address parent concerns. We will continue to encourage input and support from our surrounding community at large.

School Culture and Climate Strengths

- The Initiative to foster student ownership of learning is becoming a part of the school culture. Student -Led conferences are successful.
- There is a shift from reprimanding inappropriate behaviors to praising and rewarding desired behaviors
- PBIS school wide expectations and incentives are a part of the school culture
- Duration of lunch has been reduced by 30 minutes to protect time for instruction
- Referrals/DEAP placements are reduced at all grade levels except 2nd grade.
- Low discipline referral rate for students involved in Step Team, Track and Field, Viking Squad, Drum line, Spring Musical and Robotics team
Implementation of Scheduled PLC's, RPM's with fidelity to increase structured planning time school wideFront Office
- Administrator open door policy is an effective means of listening to parent concerns and establishing a positive rapport between our parents and the school. • Survey results suggest administration is easy to talk to, parents report office staff is helpful
- Teacher/Parent Survey suggests parents and staff feel that school climate is welcoming
- A sense of classroom and school pride continues to evolve. Students self -monitor and encourage others to behave appropriately
- Students placed value on working toward success; work very hard to get caught being good.
- There are scheduled recognitions of academic achievement school-wide. There is a focus on celebrations of success
- Teachers/Students are enjoying the positive results of the Viking notes Hallway behavior was improved and safe.
- 2015-2016 Community based activities Festivals, Dances, Book Fairs, encourage the positive involvement of the school-community. •
- Fall 2015 Title I -Open House 150 families and their students represented suggest success •
- Thanksgiving and Christmas Dinner Baskets for Needy Families •
- Clothing and School supply vouchers for families in need
- Validation of the students and community culture by use of their music as support for instruction.

School Culture and Climate Needs

- Continuous training in the adoption and incorporation of a growth mindset toward student –teacher relationships and achievement
- Ongoing development in PBIS (Year 3) Strategies and interventions to ensure a safe positive school environment
- Continuous development of consistent parent –teacher communication school-wide
- Increase quality of use of technology and social media to increase parent involvement.
- Continued need to form collaborative relationships among grade level teams. Continued need for planning support by administrators and specialists school-wide
- Ongoing developments in classroom engagement/management and working with challenging students
- Continue to increase our afterschool involvement by maintaining existing groups and adding seasonal sports and art club after school.
- Priorities:
 - Implement Faculty/Student training in Growth Mindsets
 - Implement Staff Book Study: Mindsets for the Classroom. Restorative Discipline. Teach Like A Champion
 - Faculty Training in use of Live feeds and Websites to increase positive communication and parent Involvement
 - Implement Year 4 of PBIS training and review the exsisting plan to further solidify campus expectations, incentives and consequences
 - Visit/study similar campus with positive collaborative planning that results in positive student outcomes
 - Engage community members in support of afterschool activities: Volunteers, facilities, uniform donations

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Woodlake Elementary, only Highly Qualified Staff are interviewed for employment. Staff is hired with committee interview and input. In order support our team members for success in T-TESS Domains I through IV, our teachers are encouraged to assume leadership roles to build capacity. They are provided opportunities to share with colleagues their areas of expertise during PLC's and quarterly RPM's. New Teachers are mentored at both the campus and district levels. Teacher strengths are identified and they are encouraged to model instructional strategies for colleagues and are resources for clinical observation. Ongoing classroom support (coaching, modeling) as well as targeted professional weekly developments which focus on teaching strategies and the implementation of the TTESS Rubric. Developments using local and outside resources are available based on teacher need/request.

Staff Quality, Recruitment, and Retention Strengths

- Research Based Professional Development is provided based on campus need and teacher request.
- Peer Observation and reflection are encouraged among colleagues.
- Teachers struggling in the classroom are provided support from administration and campus/ teacher leaders/mentors.
- Learning Walks- The leadership team and Grade level teams are encouraged to walk the campus to look for rigor of instruction
- Educators new (2 years or less) to the campus are supported through the new teacher Mentoring Program and Monthly Mentor Meetings
- Resources are available to support Instructional Practices and Classroom Management.
- Assistance with RTI Implementation strategies if needed and completion of RTI paperwork is provided by the RTI specialists.
- Woodlake Elementary celebrates our victories and builds success from our failures.
- Celebrations include JISD Teacher of the year, Spirit of Judson Awards, STAAR Awards for achievement on the state assessment, 9wk Goody Days, Holiday Meals, Fiesta Fridays, Monthly Birthday recognitions, and recognition of successes on Fridays and at weekly faculty meetings

Staff Quality, Recruitment, and Retention Needs

- Woodlake Elementary seeks to support our staff in addressing their professional development needs to better enable them to create a culture of student success.
- There is a need to attend Data Based Workshops (Lead4Ward, Kilgo) to better train teachers in Data Analysis and implementation
 - Topics include Cultural Responsiveness to increase staff awareness of cultural differences when working with our diverse population.
 - Resources are needed to purchase reading and video materials for professional development.

- We are developing a professional library complete with materials that encourage professional learning
- Books: Understanding by Design, The Essential Question for curriculum Teach Like A Champion, Principles to Action, Checking for Understanding, to reinforce planning and Tier I instruction.
- The need for development in strategies for student engagement and hands on instruction will be addressed through EBIES Training and Training with the district math initiative (Math Frames)
- There is a need to subscribe to Web Based Professional Development including: Choice Literacy website, the Teacher channel, Edviation, Lead4Ward and ASCD websites and web site to access videos and other materials that will assist teachers in planning and the delivery of instruction.
- There is a need to reduce teacher workload associated with differentiation for each student by using for assessment software, (All in Learning) which desegregates student data and highlights student's areas of need for intervention. Eduphoria and All In Learning.
- There is a need for our RTI teachers to further explore and train in peer and instructional coaching to become more adept at modeling lessons and maintaining positive interactions with colleagues.
- Writing Support will be available through Kellie Harmon Consultants (5 times throughout the school year), and Writing Training for Principals and Facilitators
- Professional Development for the Leadership Team: Crucial Conversations, The Heart of Coaching, 17,000 Classrooms Can't be Wrong
- We will continue to increase the number of staff members with TAG, ESL and CPI certification.
- There is an ongoing need to explore systems to encourage positive behavior i.e.: Restorative Discipline and PBIS.
- There is a continued need to research and provide staff development in the exploration of differentiation strategies needed to successfully engage students with varied learning styles and cultural belief systems.
 - Differentiation for Mixed Ability Classrooms

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Woodlake Elementary met State Expectations in part to its focus on and success with student progress (Index II), at the 5th and 3rd grade levels. Woodlake also met the requirements for Indices III and IV on the state assessment. Analysis of data indicates that interventions at Tier II and III were performed with fidelity. SPED and Tier 3 students experienced the greatest growth. There is a need to increase the rigor and effectiveness of Tier I instruction re-teaching, and in addressing the needs of our high achievers and TAG students.

- Index I - Student Achievement - WE students performed at 59% mastery this year and did not meet the State requirement of 60% mastery for Index I,
- Our students experienced gains in 5th grade math, 5th grade Science and 3rd grade reading achievement. Declines in 5th grade reading, and overall 4th grade performance were of concern. This year STARR A results did not count toward Accountability.
- Index II - Progress Measure - Woodlake Elementary met Progress Measure for the 2016-2017 School Year. 3rd, 5th and SPED students experienced significant gains in meeting or exceeding progress.
- Index III- Closing the Achievement Gap - Woodlake Elementary met Index III at 28.
- Index IV - Post Secondary and College Readiness - Woodlake Elementary met Index 4 at 16.

Curriculum, Instruction, and Assessment Strengths

- AIP's were developed for 5th Grade Students Identified as 504; Failing STAAR, SPED and ESL were all placed on monitor list and given intensive daily-targeted interventions. Most (5th grade students) met or exceeded progress measure on the first round of STAAR.
- Scheduled grade level collaborative plannings with RTI teacher and administrative guidance are empowering teachers to better understand the process of TEK deconstruction to better interpret the rigor of the TEKS to ensure student success.
- Teachers use district Scope and Sequence, TEKS Resource System and Lead 4 for planning
- Implementation and teacher development in Balanced Literacy, Guided Reading, Math Frames, Science strategies and I Station all proved effective in positively impacting student progress on local and State Assessments.
- All in Learning proved an effective tool in providing targeted assessment feedback on the effectiveness of TEKS based instruction and student achievement
- Student data folders were provided evidence of student self-monitoring/ownership of their progress.

Curriculum, Instruction, and Assessment Needs

Schoolwide Strategies for Success:

- **Implement Power Hour:** 7:10-7:50 daily Math Fact , Writing Strataegy , Math Problem Solving Process, Analytical Writing/Academic Vocabulary Review and Poetry Friday
- **Implement Homework Help:** 6:45-7:30 daily. Support and Assistance by RTI specialists for students in compleing homework. Open to all students and by teacher recommendation
- **Targeted Interventions (Closing the GAP)Identify students** who did not meet standard (7/2016 Grades 2 through 5). **Develop AIP's** for students who did not meet standard Grades 3-5
- **Pullout Tier 3-students** with specialists 2x weekly to fill the gaps as identified by the AIP
- **Continue to differentiate for students with daily small group instruction Daily Classroom RTI Time with fidelity :** Small Group intervention Time. Based on Grade Level Clasroom Instruction. **RTI Teachers push in** to assist Tier 2 students with on-level instruction. **Classroom Teacher works** with Tier I students needing assistance in on level instruction. **TAG and High Achievers work independently** on more challenging projects, material or extensions
- - Increase focus and implementation on the “you do” portion of the gradual release model. Students must be able to demonstrate evidence of authentic learning in their journal reflections, collaborative discussions and assessments
 - Continue to work on Alignment of instruction with the rigor of the TEKS.
 - Activities and strategies for instruction must continue to be aligned with student needs and expected outcomes for instruction.
 - Common assessments must be evaluated for alignment with TEKS based instruction in order to best measure the effect of curriculum and instructional strategies presented with student achievement.
 - **Continue to implement student data folders with fidelity for ELA, Math and Science to promote student ownership of academic performanceImplement Before School Intervention Groups.** Teachers pull small groups during Power Hour
- **Implement After School Tutoring.** Students who did not meet standard receive assistance on targeted SE's as identified by STAAR, STRIDE, I-Station, and Weekly Common Assessment Data
- **Implement Summer and Saturday Camps.** Writing and Science Instruction for at risk students.
- **Implement Science-Specific Interventions.** Implementation of Labs with fidelity. K-1 90%, 2-3 60% 4-5 50% of Instruction. Outdoor Instruction weekly. (Woodlake/HEB Garden)
- **Targeted Professional Developments (Teacher/Administrator Preparation)**
 - **Implement Balanced Literacy, Daily 5 and Guided Reading Trainings** (2x/year) – Balderas and RTI Facilitator, Specialist and Administrators
 - **Implement Math Frames and Guided Math Trainings** (4x/year). Grady, Padilla Ferrier, RTI Facilitator, Math Specialists and Administrators
 - **Implement Vertical Team Science Training** (monthly) and on-demand assistance for 5th grade Science Teacher – Pope, RTI specialists
 - **Implement training using Teach Like A Champion. Mindsets in the Classroom** (weekly), **True Colors** (monthly) to improve working relationships among teachers, students, parents and the community, thus creating a climate of trust and inquiry conducive to student success.
- **There is a need to acquire math reading writing and science materials to address learning needs in these areas in classroom, tutoring and extended day settings (Tutoring before and After school and Saturday Camps)**
 - There was a 1-week Viking camp for reading writing and math for those who did not meet expectations on the STAAR.
 - Woodlake participated in the Superintendent's summer literacy program. Students will receive books of their choice and a reading log to complete at home to encourage summer reading.

Family and Community Involvement

Family and Community Involvement Summary

Woodlake Elementary places great importance on our connection with our parents and community. Research suggests that consistent parent involvement and Community connections not only foster communication and trust between parent and school but also make all involved stakeholders in our student's education

Family and Community Involvement Strengths

- At Woodlake there are many opportunities for parents to volunteer and become active members of the school community. We are partners with several local businesses and community organizations that contribute to our school
- We are building our college and career readiness program to include this year: JECA Day, Career Week, Monthly visits from Community members, and partnerships with the Wagner student teacher training program.
- Parents and community representatives are an intricate part of our site-based committee.
- All communications including electronic announcements are sent home in English and Spanish.
- The Title 1 Parental Involvement Team (parents, teachers and community members) review and revise School Parent Compact, Parent Involvement Plan and Parent Involvement Policy. They also identify topics for parent workshops and make decisions regarding Woodlake Elementary Title 1 program. Meetings are held in September and in May at various times. Any parent can volunteer to be a part of the committee.
- Forms of regular communication include: Daily Behavior Folders and Student Agenda Books, parent / teacher conferences, Viking Newsletter, grade level newsletters, Remind 101, Notes/Flyers, Marquee, Electronic Messages, campus and district websites.

According to our Spring 2016 parent survey, 98% percent of our parents find the school welcoming,

- %feel that the school is effective and that their child is receiving a good education
- %were satisfied with the school.
- %felt their child's teacher was encouraging
- %felt that the school was clean and neat.
- %feel that their children are motivated to do their best work and that they have the appropriate amount of homework
- %felt the principal was accessible.

- Our School website is updated and teacher sites are updated weekly.
- Parent Compact and Principal Newsletter which will be sent home and place on the Website will contain all parent/community events
- All events will be listed on campus website and advertised by marquee and blackboard connect weekly messages.
- Community Activities Include: Coffee With the Counselor, Meet the Teacher, STAAR Night, Title I Night/Open House, Kinder and Pre K

Family Nights;

- Fall Festival, school musical, Quarterly school dances sponsored by various grade levels provide connectivity to the community
- August: Meet the Teacher, September: Annual Title Meeting, Parent Involvement Committee Meeting, October: Site Based Committee Meeting, Family Literacy Night, Book Fair, Fall Festival, Academic Celebration, Nov. Coffee With the Counselor, Math and Science Night. December: Academic Celebration, PTO Santa Shop, Kinder Christmas Program. Jan: Academic Celebration, Kinder Update, Feb: STAAR Information Night, Step Team Performance, Student Led Conferences, Robotics Demonstration. March: Coffee With the Counselor. April: Literacy and Math Night, Spring Dance. May: Transition Meetings to 6th grade and Pre-Kinder to Kinder.

Family and Community Involvement Needs

- Faculty/Parent Training in use of Live feeds and Websites to increase positive communication and parent Involvement
- Co-curricular Performance groups scheduled 3 times per year to perform at parent events
- Continue community partnerships with HEB and the Woodlake Baptist Church
- Implement Partnership with SAGE Family Counseling to provide informational trainings and parenting classes for the Woodlake Community
- Organize a strong, inclusive parent involvement committee and organization
- We need to assure Families with special needs consistent access to our school counselor and nurse
- There is a need to make better use of school websites, live feeds, social media and electronic communication apps to facilitate communication with parents
- and to encourage parent involvement.
- Teacher and Campus websites must be updated weekly
- Data reveals many of the same parents supporting all events. There is a need to organize a strong, inclusive parent organization
- Parents have requested training in how to help their students academically as well as behaviorally and emotionally.
- Families with special needs are offered access to our school counselor and nurse We are presently re-organizing our PTO to strengthen the efficacy of this organization and to create a more collaborative bond between parents and teachers to best serve the need of the students
- We will need to fund our college and career readiness initiative.
- We are in need of translators for our Vietnamese, Arabic, and Somalian parents.

School Context and Organization

School Context and Organization Summary

Woodlake Elementary is a 34-year-old neighborhood school located in a suburb of a large city. There is a significant military population. In the past 10 years the school has transitioned from an upper middle class environment of homeowners to a lower middle/poverty environment. Over 80% of our students are at risk and 75% are on free and reduced lunch. Students live in the surrounding low- middle-income neighborhood. Woodlake Elementary was in the midst of transition when I assumed my position as principal in 2012. After a difficult 4 years characterized by the implementation of a new State Assessment instrument, shifting of mindsets, building of cultural understanding and teacher turnover, Woodlake Elementary is now organized to promote a positive environment and climate in which to foster student and teacher success.

School Context and Organization Strengths

Working Conditions

- Class Size is 22/23:1 K through 4 and 5th 25-1
- Weekly Professional Development and Support is provided for teachers to assist with planning, support for transitioning into the new state teacher assessment, classroom management and student engagement, '
- Each classroom is equipped with a white board, Overhead projector and pull down screen.
- Cafeteria was upgraded in 2014-2015
- All In Learning Schoolwide Data Disaggregation Program is used to facilitate monitoring and analysis of student instruction/progress

Organizational Structures

- Organizational Structures are in place at Woodlake Elementary to promote a positive environment and climate in which to learn.
- Organization is as Follows:
- Vertical Alignment Research & Vision • Data Disaggregation/Analysis of Student Work • Establish Vertical Teams • Identify Standards
- Collaborative Planning Includes: • Deconstructing the Standards • Creating Common Assessments • Writing Essential Questions • Determining Learning Activities or Strategies
- Reflective Practice Model includes the Continuous Improvement Cycle using Data & Student Work Every 6 weeks • Instructional Sweeps • Collaborative Observation • Mini-Teaches
- School Culture : Cultural Responsiveness-Teacher understanding of student identified cultures. Growth Mindsets toward building a culture of success.
- Behavior Plan to Support Academic Success
- Woodlake Elementary has incorporated tenants of PBIS since 2012 to establish school wide behavior expectations school-wide. The system has been restructured to better serve the social and emotional needs of our students with fidelity. This year we are incorporating the 6 pillars of Character

and the Classroom Circles (Restorative Discipline). Posters with expectations are posted in each grade-level hallway, school-wide rules are posted in each classroom. Incentives include: TRRIFIC Tickets, Tokens, Viking Vouchers, Viking Venue(the school store). Weekly shout out's for excellence in student character and teacher professionalism, leadership and achievement.

- We are in compliance with the district's focus on College readiness. This promotes a new perspective of planning for instruction. Teaching with the end in mind

School Context and Organization Needs

- The Student Demographic manifests problems and behaviors associated with students of low-socio-economic status.
 - Data reflects the difficulty in consistent productive collaboration at certain grade levels.
 - Need for continued training in the effective use of organizational structures including: Collaborative planning, alignment, RPM, PLC, Behavior Interventions and positive school culture.
 - Continue development using Mindsets for the Classroom to create classrooms that foster an atmosphere of inquiry and build community
 - School-wide master schedule has been designed with focus on maximum use of instruction time and implemented with fidelity to insure teaching bell to bell
 - Built in Tutoring (before and after school) and Scheduled RTI implemented with fidelity
 - Use of Mindsets for the classroom to assist teachers in the creation of a culture of inquiry in their classrooms and an environment in which students are not afraid to ask a question, make an error, or seek out answers. We have implemented circle time (Restorative Discipline) to
 - address a culture of reflection and trust.
 - Renew subscriptions to ASCD, The teaching channel to provide teacher access to research based online professional development to support understanding of campus organizational structures, and instructional practice.
 - Implement Bi-Weekly Team Building Activities to promote collegiality
 - Weekly PLC: Support and Monitor collaborative, data driven, grade level planning and lesson design with administrators, and RTI teachers.
 - Implement visits to successful campuses to study organizational strengths.
 - Continue Weekly classroom walk-throughs to insure implementation of organizational structures and curriculum/instructional strategies in each classroom
 - Continue College and Career Readiness initiatives: Career investigations, Career Week.
 - Allocate for substitutes to assist with class coverage for quarterly RPM's.

Technology

Technology Summary

Instructional technology allows for differentiation of instruction for each student. It assists in individualizing teaching strategies needed to address each student's needs. Technology provides students endless possibilities in modes of instructional presentation to further insure understanding.

Technology Strengths

Three Google Chrome carts (28 chrome books each) are available for classroom check out. Cart use will allow more student access to state mandated intervention programs in Math, Reading and Science.

- Each classroom is equipped with 4-6 nooks. Each nook was loaded with several books and educational apps. Individual teachers have earned nooks for attending professional developments sessions and through Donors.org.
- There are 2 computer labs with 28 units each. They are used for whole classroom use of I -station, First in Math and Stride Academy.
- Each classroom is equipped with a projector/screen and an ELMO document camera.
- All In Learning has been purchased as a data collection tool and check for understanding.classroom(2-5) has a set of clickers to use with the data collection/disaggregation tool /All in Learning
- TAG is equipped with 12 stand-alone units and Chrome Books for student use The Library has 12 stand-alone units and is also used for classroom instruction.
- I-Pads have been given to each Administrator and RTI specialist to facilitate data collection
- The cafeteria is also equipped with a large Screen TV that can be used used as an instructional tool to reinforce Math, social studies and reading skills during lunch and breakfast.
- The district has purchased a e-book library which can be accessed from mobile devices. www.tumblebooks.com This will encourage students to read at home.

Technology Needs

- We need to incorporate training for teachers for the use of student devices, cell phones, tablets, to facilitate learning.
- Future plans include the upgrading of our classroom whiteboards for use as smart boards and the encouragement of parents to invest in computers or tablets for the home.
- The largest barrier to technology implementations is the lack of adequate training on new technology or initiatives adopted by the district Our students are tech savvy, we must decide that it is critical that we "catch -up" with them.

- One addition Chrome Book Cart on Wheels will be purchased to facilitate differentiation of Tier III instruction.
- There is a need to facilitate student experiences with STEM activities.
- Establish a competitive Robotics team
 - Implement staff training in the effective academic integration of chrome books, nooks and All In Learning.
 - Integrate Chrome books into classroom instruction rather than just for I-Station, Games or First in Math
 - Purchase/Continue to Implement All In Learning as a primary means of checking for understanding.
 - Implement Use of Live feeds (JISD TV), websites and Social Media as a means of fostering parent/community involvement.

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
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- Progress of prior year STAAR failures
- 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
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress 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
- Career and Technical Education (CTE) data, including academic achievement, program growth, 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
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- 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: By May 2017, 75% of all students and each student group, including Special Education and English language learners, will pass all sections of the MATH, READING, WRITING and SCIENCE state assessments. Each student group will increase performance by at least 20 (percentage) points growth over last year as measured by the campus index 1 and 2 analysis, especially in the African-American, Economically Disadvantaged and Special Education student groups. Woodlake Elementary students will increase MATH , READING/WRITING and Science Quartile ratings by at least 1 Quartile. Student progress will be measured by 3 scheduled benchmarks (spot-checks) in October, November and January.

Evaluation Data Source(s) 1: STAAR, STAAR ALT , CBA's Reading, Writing, Math and Science, Grades 3 through 5. Stride Academy, I Station (Grades K through 5)

Summative Evaluation 1: Met Performance Objective






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) Review prior year CBA, STAAR, Stride Academy, BOY to determine General Education students in need of intervention. Accelerated Instruction Plans unique to each student who did not meet expectations were developed to identify specific areas of weakness. Those plans will serve as the basis for interventions for Tier 2 and Tier 3 instruction.</p>	2, 8, 9	Administrators, Academic and RTI Facilitator, Campus Interventionist (RTI teachers), Special Education Teachers	Number of students on each RTI or Tier, Grade Level GIST tracking, Movement of students between RTI tiers, RTI Folders, Eduphoria				
<p>State System Safeguard Strategy</p> <p>2) Review and Implement Developed Accelerated instruction Plan based(AIP) for each student who did not meet standard on State Assessment STAAR Reading, Math, Writing (Gr 3-5), with Facilitators, RTI Teachers (Interventionists) and classroom teachers . Discuss Areas of Weakness. Plans will be used as a reference for Tier 2, and 3 RTI Interventions</p>	2, 8, 9	Administrators, Academic Facilitator, RTI facilitator, (RTI Interventionist/ Teacher) (Each create a student monitoring list/responsible for tracking progress)	Weekly Common Assessments CBA's, Unit Assessments, I-Station, (Stride Academy) STAAR BenchMarks State Assessments(STAAR)				
<p>State System Safeguard Strategy</p> <p>3) Review prior year CBA, STAAR, Stride Academy, I-Station, BOY to determine Special Education students in need of intervention. Individual IEP's will be reviewed to determine goals needing support in Writing, Reading, Math,and Science. Modifications and Accommodations needed for success will also be reviewed. Those plans will serve as the basis for student inclusion in Morning Tutoring, Homework Help, Extended day Science and Writing Camps.</p>	2, 8, 9	Academic Facilitator, RTI Facilitator Administrators Grade Level Teachers Special Education Teachers Campus RTI/Teachers /Interventionists	Weekly Common Assessments CBA's, Unit Assessments (Stride Academy), I Station, STAAR BenchMarks State Assessments(STAAR)				

<p align="center">State System Safeguard Strategy</p> <p>4) Implement RTI instructional blocks with fidelity. In-Class RTI: Scheduled small group intervention time based on grade level classroom instruction. Differentiation of Instruction **Specialists push-in to assist Tier 3 students i with on level instruction. **Special Education teachers or paras will also push in at this time**Classroom Teacher works with Tier I students needing assistance with on level instruction**. TAG and High Achievers work independently on more challenging projects, materials or extensions</p>	2, 9	Administrators, Academic and RTI Facilitator, Teachers/Interventionists, Grade Level Teachers, Special Education Teachers,	Master Schedule, RTI Teacher Logs Special Education Logs Lesson Plans, Walkthroughs,T-TESS Observations Student Data Binders STAAR 2016				
<p align="center">State System Safeguard Strategy</p> <p>5) Implement Power Hour: Before School in Class Re-Teach, Tutoring, Instruction and Extension 7:05-7:45 AM</p>	2, 9	Academic and RTI Facilitator Administrators Grade Level Teachers Special Education Teachers Campus RTI/Teachers/Interventionist	Attendance Reports Walkthroughs Assessment Data				
<p align="center">State System Safeguard Strategy</p> <p>6) Implement Extended Day Tutoring for identified students (Grades 2 through 5), Beginning 10/15/16. Tuesday and Wednesday. 3:00--4:00 PM. Participating students Identified by STARR, Stride and I station Data</p>	2, 9	Extended Day Facilitator Administrators Grade Level Teachers Special Education Teachers Campus Interventionist	Attendance Reports Walkthroughs Assessment Data				
Funding Sources:							
<p align="center">State System Safeguard Strategy</p> <p>7) Implement Sustained Silent Reading (Reading Logs) in the Cafeteria; 6:30 -7:05 AM</p>	2, 9	Administrators, Academic Facilitator Cafeteria Monitors (Para-professionals)	Classroom/Morning Reading Logs				
<p align="center">State System Safeguard Strategy</p> <p>8) Implement three phases of Science Camp. Phase 1: School Wide Community Gardening Project. Each grade level has a raised garden. Students research veggie to grow appropriate to climate and time of year. They will mathematically determine how many plants to sow, Determine a watering schedule Phase 2(November) - Science in the Park. All grade level science day with outdoor experiments.</p>	2, 9	5th grade Science Teacher. Science Vertical Team. Administrators Grade Level Teachers Special Education Teachers Campus RTI Teachers/ Interventionist	Attendance Reports Walkthroughs Assessment Data				
<p align="center">State System Safeguard Strategy</p> <p>9) READING**Targeted Interventions for student groups (AA, SPED, ELL, Eco Dis) who did not meet system safeguards in Reading include** Homework Center Begins Tuesday Through Thursday from 6:45-7:30 AM**Power Hour: Before School in Class Tutoring 7:05-7:50**Extended Day: Begin 10/15/16. Tuesday and Wednesday. 2:30-3:30 PM.**AM Sustained Silent Reading in the Cafeteria; 6:30 -7:05 AM ***** School Wide Strategies for Reading: Implementation of Guided Reading, **Running Records, **Daily 5 (K-2), **Readers-Writers Workshop (3-5), **Administrative Review of Running Records (K-3) Bi-Weekly.**RTI**IStation</p>	2, 9, 10	Administrators RTI Facilitator Campus Interventionists to include Dyslexia Classroom Teachers Special Education Teachers	Reduction in number of students on each Tier* Movement of students between RTI Tiers* Comparison of baseline data from I-Station to monthly progress as evidenced in Lesson Plans* Walkthroughs* Attendance* Weekly Common Assessment Data* STAAR Data* Assessment Tool: All In Learning				
Funding Sources: 171-7 State Compensatory Education - \$12,000.00							

<p align="center">State System Safeguard Strategy</p> <p>10) WRITING**Targeted Interventions for student groups (All, AA, Eco Dis, SPED) who did not meet system safeguards in Writing include: Writing Interventions Homework Center Begin 9/5/16 Tuesday Through Thursday from 6:45-7:30 AM** Power Hour: Before School in Class Tutoring 7:05-7:50** Extended Day: Begin 12/8/15. Tuesday and Wednesday. 2:30-3:30 PM** Saturday Writing Camps ***** School wide Strategies for Writing Power Writing**Daily 5**Readers/Writers Workshop**RTI** 9) Implement Kellie Harmon Writing Professional Development for 2nd, 3rd and 4th grades to address the critical need in Writing at Woodlake Elementary. 4 sequential sessions September through March. ** Principal led Writing Training *****</p>	2, 9	Administrators Academic and RTI Facilitator Campus Interventionists to include Dyslexia Classroom Teachers Special Education Teachers	Lesson Plans, Writing Portfolios, Walkthroughs* Attendance* Weekly Common Assessment Data* STAAR Data* Assessment Tool: All In Learning				
Funding Sources:							
<p align="center">State System Safeguard Strategy</p> <p>11) Math**Targeted Interventions for student groups (All Students) who did not meet system safeguards in Math include: Math Interventions Math:Homework Center Begin 9/5/16 Tuesday Through Thursday from 6:45-7:30 AM** Power Hour: Before School in Class Tutoring 7:05-7:50** Extended Day: Begin 12/8/15. Tuesday and Wednesday. 2:30-3:30 PM** ***** School -wide Classroom Strategies for Math **Use of the TEKS Clarification Document/IFD to implement New Math TEKS at the appropriate rigor** WE Math Fact Challenge **Guided Math/Math Stations**First In Math**24 Games/Tournament participation**Implementation of District MATH FRAMES Initiative with fidelity**The Development of Math Processes (Exemplars and Writing Bug)using reflective , analytical Journaling** SELFIE Stride Academy**RTI. Teach Through Math, and STEM</p>	2, 9	Administrators RTI Facilitator Campus Interventionists to include Dyslexia Classroom Teachers Special Education Teachers	Reduction in number of students on each Tier* Movement of students between RTI Tiers* Comparison of baseline data from Stride to monthly progress as evidenced in Lesson Plans* Walkthroughs* Attendance* Weekly Common Assessment Data* STAAR Data* Assessment Tool: All In Learning				
Funding Sources:							
<p align="center">State System Safeguard Strategy</p> <p>12) Implement the WE Math Fact Challenge. (All Student Groups) Students master math facts through 12 by end of first semester K-2 Addition/Subtraction 3-5 Multiplication/Division Funding for display charts and Incentives</p>	2, 9	Administrators Academic and RTI Facilitator Math Interventionists	Grade Level Math Data Display Charts Assessment Data				
Funding Sources: 199-7 -General Operating - \$300.00							

<p align="center">State System Safeguard Strategy</p> <p>13) SCIENCE** Targeted Interventions for student groups (All, AA, H, EcoDis, SPED) who did not meet system safeguards in Science include: Science Interventions Homework Center Begin 9/5/16, Tuesday Through Friday, from 6:45-7:30 AM** Power Hour: Before School in Class Tutoring 7:05-7:50** Extended Day: Begin 10/15/16. Tuesday and Wednesday. 2:30-3:30 PM. *****School-Wide (Vertical) Strategies for Science: Updating of K-2 and 3-5 Science Labs. Implementation of State Guideline for Lab Work with Fidelity**K-1 Labs 80% of Instruction**2-3 Labs 60% of Instruction**, 4-5 Labs 50% of Instruction**Outdoor learning will primarily be in the Garden.</p>	2, 9	Administrators Academic and RTI Facilitator, Grade Level Science teachers, STEM Facilitator	Community Garden. Science Fair Projects. Science Lab Logs. Weekly Common Assessment Data* STAAR Data* Assessment Tool: All In Learning				
Funding Sources:							
<p align="center">State System Safeguard Strategy</p> <p>14) PLC** Continue to implement the Components of the PLC Model ** Vertical Planning/Professional Development**Vertical Alignment/Development Meetings/ are the 1st Mondays of the month* Topics are selected based on student needs.</p>	4, 8	Administrators, Academic and RTI Facilitator, Campus Interventionists	Agendas, Sign-In Sheets, Lesson Plans, Collaborative Planning Template, Artifacts (photos, anchor charts, video) Assessment data				
Funding Sources:							
<p>15) PLC**Continue to implement the Components of the PLC Model ** Collaborative Planning**Collaborative planning for each grade level will take place in the data room with administrator and/or specialist support at least 90 minutes per week</p>	2, 4, 8	Administrators, RTI Facilitator, Campus Interventionists	Agendas, Sign-In Sheets, Lesson Plans, Collaborative Planning Template, Artifacts (photos, anchor charts, video) Assessment data				
Funding Sources:							
<p>16) PLC** Continue to implement the Components of the PLC Model ** RPM- Teachers participate in PLC/Extended planning (Full Day) Every 9 weeks to engage in student data analysis, selection/discussion of best teaching practices and to set goals for learning</p>	2, 4, 8	Administrators, Academic and RTI Facilitator, Campus Interventionists	Agendas, Sign-In Sheets, Lesson Plans, Collaborative Planning Template, Artifacts (photos, anchor charts, video data room displays of assessment data)				
Funding Sources:							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 7</p> <p>17) Provide targeted professional development for faculty in the areas listed below: ***** Math: Stride Academy, The Writing BUG (Grades 3 through 5), First in Math(24 Game),Math Workstations, The Writing Bug. ***** Reading/Writing:Close Reading, Guided Reading/Running Records (K-5), Balanced Literacy (K-1) Readers Writers Workshop (2-5) **I-Station including goal setting, teacher guided lessons, and reports.), Model Writing Instruction through Writers's Workshop guided lessons and self guided lessons as a station when teacher is pulling guided reading groups. ***** ***** Writing - Kellie Harmon, Writing Consultant Services, Admin Writing Development</p>	2, 4, 9	Administrators, RTI Facilitator, Math Interventionists, Classroom and Special Education Teachers District Interventionists	Agendas Sign In Sheets Weekly Common Assessments, Monthly Assessment Data (Stride Academy) 24 Game Tournaments Data, (First In Math), District Assessments (CBA's), State Assessments(STAAR), Walkthroughs				
<p>Funding Sources: 211-7 - Title I - \$5,200.00</p>							
<p>18) Purchase Reading/Writing, Math Science,Materials for Classroom Intervention for At Risk Students, Tutoring, Extended Day and Saturday Writing and Science Camps.Materials Include: Scholastic Weekly Reader and Time for Kids. Focus on Expository Reading and Writing, Mentoring Minds. Purchase small group manipulativesto remediate alphabetic decoding and phonemic awareness including word building tile sets, magnetic letter kits, CBC word work centers, and rhyming sounds and story boards. Purchase Teacher Created Materials Focused Reading Intervention Kits for Grades 1 through Five for Tier 3 Instruction. Hand to Mind Math Manipulatives to address Targeted TEKS (Fractions, Decimals and Base 10 Concepts. Moving Minds to address motivation and engagement for At Risk Students</p>	2, 9, 10	Campus Administrators, RTI Facilitator and Campus Secretary	Walthroughs, Observations, Assessment Data,I-Station Data Report Cards				
<p>Funding Sources: 211-7 - Title I - \$2,762.00</p>							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>19) Identify students who are homeless by collecting the Student Residency Questionnaires during registration or when a student is referred by a staff member. Immediate enrollment for students identified as homeless.</p>	9	Counselor, PIEMS Clerck and School Secretary	PIEMS Homeless reports and SRQ				

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>20) Provide appropriate services including supplies, uniforms, meals, transportation. Communicate with parents when barriers to learning or attendance concerns impact student success</p>		Principal, Assistant Principal, Counselor	Academic Records of homeless students, attendance records, Spot Check and CIP performance, State Assessment Results				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

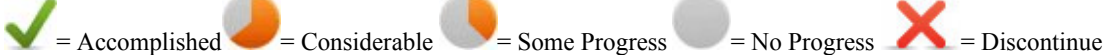
Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 2: By June 2017, Achieve Distinction in Top 25% in Student Progress - to better prepare students to graduate from high school.

Evaluation Data Source(s) 2: STAAR, STAAR ALT Mathematics, Reading, Writing, Science for grades 3-5.
Index 2. I-Station and Stride Academy for grades K-2.

Summative Evaluation 2: Met Performance Objective

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) Monitor student progress on targeted TEKS School wide using Data disaggregation Programs All in Learning. and Eduphoria Purchase All In Learning Accessories.</p>	2, 8, 9	Administrators, Academic Facilitator, RTI Facilitator, Campus Interventionists, Grade Level Leaders, Classroom Teachers, Special Education Teachers	T-TESS Observation and Walkthrough Form. Increase in Student Achievement as evidenced by Index 1. Increase in student progress as evidence by Index 2. Closing the Gap as evidenced by Index 3. Increase in Students reaching the Final Recommended Level as evidenced by Index 4				
Funding Sources:							
<p>State System Safeguard Strategy</p> <p>2) Monitor instructional rigor/alignment as presented in by the teacher and performed by the student using Walkthroughs,T-Tess Observations and All in Learning</p>	2, 8, 9	Administrators, RTI Facilitator, Campus Interventionists, Grade Level Leaders, Classroom Teachers, Special Education Teachers	T-TESS Observation and Walkthrough Forms. Increase in Student Achievement as evidenced by Index 1. Increase in student progress as evidence by Index 2. Closing the Gap as evidenced by Index 3. Increase in Students reaching the Final Recommended Level as evidenced by Index 4				


3) Consistent review of student work and effectiveness of instructional strategies in Weekly PLC's and Quarterly RPM's.	2, 8, 9	Administrators, RTI Facilitator, Campus Interventionists, Grade Level Leaders, Classroom Teachers, Special Education Teachers	T-TESS Observation and Walkthrough Forms. Increase in Student Achievement as evidenced by Index 1. Increase in student progress as evidence by Index 2. Closing the Gap as evidenced by Index 3. Increase in Students reaching the Final Recommended Level as evidenced by Index 4.				
							

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, ELL students will increase one level of English Proficiency by domain campus wide

Evaluation Data Source(s) 3: TELPAS, Index 2 Growth Measure

Summative Evaluation 3: Met Performance Objective


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Math and Reading Interventionists will provided weekly push in support for ESL students at each grade level.	2, 9	Administrators, Academic and RTI Facilitator, Campus Interventionists, Grade Level Leaders,	Increase in student progress as evidence by TELPAS and STAAR Index 2.				
2) Using Euphoria and All in Learning, create monitor group for ESL students to monitor performance throughout the year. Use data to create and implement interventions to address targeted SE's identified in AIP created for students who did not meet expectations	9	Administrators, Academic and RTI Facilitator, Campus Interventionists, Grade Level Leaders,	Increase in student progress as evidence by TELPAS and STAAR Index 2.				
							

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, Campus will increase attendance by 1 percentage point and attain at least 98% student attendance in all student groups..

Evaluation Data Source(s) 4: 2016 Texas Academic Performance Report (TAPR)

Summative Evaluation 4: Met Performance Objective






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>Critical Success Factors CSF 6</p> <p>1) Develop and implement co curricular programs designed to support instruction and involve and engage students in robotics, athletics, music, art, step team, and technology</p>	2, 6	Administrators, Academic and RTI Facilitators Group sponsors	Participation rates in activities Attendance rates of participants Academic Achievement and Behavioral Data of participants				
Funding Sources:							
<p>Critical Success Factors CSF 4 CSF 6</p> <p>2) Attendance Committee meets weekly to review attendance percentages for students who have fallen below 95%.</p> <p>Action Plan Includes: Purchase Incentives</p>	2, 9	Administrators, Attendance Committee, PIEMS	Agenda Sign-In Sheets Attendance				
Funding Sources:							
3) Students who have fallen below 96% attendance are followed on a monitor list in Euphoria. Targeted intervention with parents will be a priority	6	Administrators, Attendance Committee, PIEMS	Student Attendance Reports				
							

Goal 2: To increase employee retention and satisfaction making Judson a premier employer

Performance Objective 1: To maintain teacher retention (less than 10% turnover), by providing support to new and veteran teachers to the district through our Woodlake Elementary Mentoring program

Evaluation Data Source(s) 1: Staff roster reflects less than 10% teacher turnover

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) Implement and sustain New Teacher Mentoring program for teachers new to the campus and teacher with 2 years or less teaching experience.</p>	3, 5	Administrators, District Mentor Program, CampusLead Mentor, Principal Weekly Temperature Check	Meeting Agendas, Less than 10% annual teacher turnover				
<p>Critical Success Factors CSF 3</p> <p>2) Growth and Improvement of Instructional Leadership Participation in JISD Principal Cohort, Monthly Principal RPM and Superintendent's leaders meeting. Administrative Attendance at Math, Reading and Writing professional developments and Conventions. Attendance at NCTM convention to support Math Initiative. Collaboration with other Principals, JISD and TEPSA. Weekly interaction with Principal Mentor</p>	4	Principal and Executive Director of Elementary Education	T-PESS Evaluation, T-PESS Goal Setting, Campus Walkthroughs, Implementation of instructional programs with fidelity				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 2: To increase employee retention and satisfaction making Judson a premier employer

Performance Objective 2: To maintain teacher retention rate (Less than 10% turnover) by providing veteran and returning teachers opportunity for staff development, assistance with program implementations, clinical coaching/observations and access to research based resources

Evaluation Data Source(s) 2: Euphoria, T-TESS, Teacher Sharing at Staff developments and grade level meetings, Improvement in effective teacher practice as evidenced by increased student achievement. WE Staff roster reflects less than 10% teacher turnover

Summative Evaluation 2: Met Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) Teacher Mentoring program implemented at the campus level and supported by district trainings</p>	4	Administrators, Campus Lead Mentor	Agendas, Less than 10% annual teacher turnover				
<p>Critical Success Factors CSF 7</p> <p>2) Instructional coaching and opportunities for peer observation (both on and off campus), and coaching available for all faculty members</p>	4, 5	Administrators, Administrative and RTI Facilitators and Instructional Interventionists	Collegial Relationships built on trust are formed. Collaboration increases. Successful Collaborative planning sessions, student assessment data				
<p>Critical Success Factors CSF 7</p> <p>3) PD and Materials provided in Mindsets for the classroom: Restorative Discipline and Teach Like A Champion. Implementation school-wide to promote student psycho-social skills needed to promote a culture of success.</p>	3, 5	Administrators Cultural Responsiveness Committee	Agendas Sign in Sheets Increase in staff retention Increase in positive teacher/student/community relationships				
Funding Sources: 211-7 - Title I - \$1,200.00							
<p>Critical Success Factors CSF 7</p> <p>4) School-wide subscriptions/access to Teaching Channel, Choice Literacy and PBS and PBIS, to provide modeling and insight into classroom practices and collaboration</p>	3, 4, 5	Administrator, Lead Mentor, Instructional Specialists, Grade Level Leaders	Grade Level collaborations Collegial relationships Assessment Data				
Funding Sources:							
<p>Critical Success Factors CSF 7</p> <p>5) Implement Professional Development to familiarize teacher will the following tools for Data Analysis and student performance. Euphoria, Kilgo, Lead 4Ward, Content area training (by district specialists) STAAR Analysis, and All in Learning/</p>	3, 4	Administrators, RTI and Academic Facilitators, Interventionists Grade Level Chairs	Effective Analysis of CBA, STAAR, Weekly Common Assessment Data. Effectiveness of Data driven Instructional Planning				
Funding Sources:							

State System Safeguard Strategy 6) All In Learning purchased to facilitate data desegregation to target instructional needs	8	Administrator, Instructional Specialists, Grade Level Leaders Classroom Teachers	Student Engagement, Assessment Data				
Critical Success Factors CSF 7 7) Implement Professional Development in Balanced Literacy(Daily 5, Guided Reading and Maintenance of Running Records)	2, 4	Administrators, Academic and RTI Facilitator, District Primary Literacy Specialist, Campus RTI Reading Interventionists	I-Station, CBA's, Student Work, Assessment Data				
Critical Success Factors CSF 7 8) Implement Professional Development in Readers' Writers' Workshop 4 times per year.	2, 4	Administrators, Academic and RTI Facilitator, District Reading Literacy Specialist, Campus Reading Interventionists.	STAAR, I Station, Student Journals, Writing Portfolios, and Benchmarks				
Critical Success Factors CSF 7 9) Implement Professional Development in Science Strategies for Success including Gardening, Kilgo strategies and outdoor school, 4 times per year	2, 4	Administrators,RTI Facilitator, District Science Specialist , Campus RTI Teachers, Campus STEM Facilitator	STAAR,and CBA performance. Student Journals, Science Fair, Student Data Journals/Folders. Performance in STEM Competitions and Student Assessments				
10) Implement Professional Development in Math FRAMES Initiative Monthly. Supplement professional development FRAMES initiative with select attendance at NCTM Conventions	2, 4	Administrators,Academic and RTI Facilitator, District Math Specialist, Math RTI Interventionits	STAAR, CBA's Student Journals, Benchmarks				
11) Implement EBIES Professional Development** Engagement** Close Reading** Interactive Journaling	4, 5	Administrators, Academic Facilitator, RTI Facilitator, Math and reading Interventionists.	Walkthroughs, T-TESS Observations, Increased student achievement on STAAR, CBA's and Benchmarks.				
Funding Sources:							
Critical Success Factors CSF 6 12) To Create a sense of Community, collegiality and oneness in vision by staff participation in 2 committees for the school year. Meetings will be monthly A calendar will be provided. Implementation of Secret Pal for the year to promote collegiality and positive morale	5	Administrators, Facilitators, Interventionist Committee Chairs and Staff	Student outcomes: Academic Performance, Social and emotional growth through competition and success.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							






Goal 3: To improve communication with all stakeholders by creating additional information pathways with increasing participation

Performance Objective 1: Increase parent involvement by 10% by implementing strategies that will engage and facilitate communication and participation with stake holders

Evaluation Data Source(s) 1: Event agendas; Sign-in Sheets; Title I Parent Satisfaction Survey, Parent/Community Surveys and Evaluations

Summative Evaluation 1: Met Performance Objective

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>Critical Success Factors CSF 5 CSF 6</p> <p>1) Analyze 2015-2016 Title I Parent Survey to identify areas of need</p>	6	Administrators/RTI/Parent Involvement Facilitator	Parent Satisfaction Survey				
<p>Critical Success Factors CSF 6</p> <p>2) Continue to make Parent/Community Connections through: Title I Parent Information Night, Fall Festivals, Student Dances, Coffee with the Counselor, Student Led Conferences (Fall and Spring), WBC, Parenting Classes, Wagner High School Student Teachers, Two Family Literacy Nights and Math/Science Nights per Year.</p>	6	Administrators, Academic and RTI Facilitator, RTI teachers, Grade Level Leaders, Classroom Teachers, Special Education Teachers	Agendas Sign In Sheets				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Increase Parent Education through: Parent Compact, Student Led Conferences (2 per Year), Kinder and Pre-K Nights, and Supporting Your Child in School Packets (What to expect of your ___ grader) Parenting Classes and quarterly Coffee with the Counselor meetings.</p>	6, 7	Administrators, Academic and RTI facilitator, Specialists, Counselor	Agendas Sign In Sheets. Title I Parent Satisfaction Surveys				

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>4) Diversify Modes of communication to insure that all parents are connected to school activities including: School Marquis, Remind 101, Class Dojo, Bright Arrow Electronic Calls, Principal's Newsletter, Classroom newsletters, Updated Teacher Websites, Parent Center, Volunteer Sign Up, and Reminder cards. Computers are available in the PIEMS Office so that Parents may sign up for parent center</p>	6	Administrators, School Secretary	Agendas Parent satisfaction surveys Attendance rosters at parent activities.				
Funding Sources: 211-7 - Title I - \$500.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 4: To increase student achievement by developing and implementing programs for college and career readiness and social and emotional learning.

Performance Objective 1: To decrease discipline referrals by 20%

Evaluation Data Source(s) 1: Counseling Logs, Discipline data reflecting a decline in incidents of class disruption, bullying and harassment. Parent student satisfaction surveys. Title I EOY survey.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) The school counselor will implement bi-weekly classes in guidance grades K through 5. Weekly group counseling for identified students including but not limited to Social Skills and Anger Management 9 week groups for but not limited to Bereavement and Divorce,</p>		Administrators, Academic and RTI Facilitator Counselor, Grade Level Chairs	Decrease in Behavior referrals. Increase in Pro-social behaviors, Student and Parent Surveys				
<p>2) School wide college and career readiness focus demonstrated through use of the strategies listed below:</p>		Administrators, Counselor Career Committee	State Assessment, Career Surveys				
Funding Sources:							
<p>Critical Success Factors CSF 6</p> <p>3) *Schoolwide College commitment focus: Each teacher posts their certifications and colleges outside of their classrooms.</p>		Administrators	State Assessment, Career Surveys, College Bound paraphernalia in hallways and classrooms .State Assessment, Career Surveys				
<p>4) *Weekly College t-Shirt day (Fridays) School wide wearing of college colors</p>		Administrators, RTI Facilitator, RTI teachers, Grade Level Leaders, Classroom Teachers, Special Education Teachers	State Assessment, Career Surveys, College Bound paraphernalia in hallways and State Assessment, Career Surveys				






5) Bi- Monthly Career Day: Bi- Monthly visits from successful members of the WE community		Administrators, Parents	State Assessment, Career Surveys, College Bound paraphernalia in hallways and State Assessment, Career Surveys				
Funding Sources:							
<p align="center">Critical Success Factors CSF 6</p> <p>6) 4) by supporting the implementation of pro-social behaviors grades K-5, we will purchase Materials and supplies for Anti-Bullying Week 10/3/16 through 10/7/16 Materials and Supplies Red Ribbon Week 10/24/16 - 10/28/16.</p>		Administrators and Counselor	Decline in incidents of bullying and harassment. Anti-Bullying , Red Ribbon Activities. and Posters				
Funding Sources:							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: To increase student achievement by developing and implementing programs for college and career readiness and social and emotional learning.

Performance Objective 2: Decrease discipline incidents and referrals by 20%

Evaluation Data Source(s) 2: Decline in discipline referrals for unacceptable/antisocial behaviors.

Summative Evaluation 2: Met Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) By implementing the principles of PBIS, Six Pillars of Character and Restorative Circles to ensure school-wide to meet student social emotional needs and insure implementations of behavior expectations. Continued use of incentives as outlined in the Positive Behavior Intervention and Support Plan: Including (TRIFFIC)Green Tickets (Classroom), Viking Vouchers (Common Areas), Friday Drawings, Teacher Shout-Outs.</p>	1	Administrators, RTI Facilitator and RTI Teachers/Interventionists, Grade Level Chairs and Classroom Teachers.	Decrease in Behavior referral. Behavior Data will be entered weekly. Increase in Pro-social behaviors, Student and Parent Surveys				
	Funding Sources:						
<p>2) Monthly Meetings of the PBIS Team to evaluate the effectiveness of Positive behavior strategies.</p>	2	Administrators, RTI Facilitator and RTI Teachers/Interventionists, Grade Level Chairs and Classroom Teachers.	Decrease in Behavior referral. Increase in Pro-social behaviors, Student and Parent Surveys				
	Funding Sources:						
<p>3) Students will make bi-weekly visits to the Viking Venue (School store) to make purchases with incentive tickets. Activity reinforces principles of a token economy</p>	2	Administrators, RTI Facilitator and RTI Teachers/Interventionists, Grade Level Chairs and Classroom Teachers.	Decrease in Behavior referral. Increase in Pro-social behaviors, Student and Parent Surveys				
	Funding Sources:						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Review prior year CBA, STAAR, Stride Academy, BOY to determine General Education students in need of intervention. Accelerated Instruction Plans unique to each student who did not meet expectations were developed to identify specific areas of weakness. Those plans will serve as the basis for interventions for Tier 2 and Tier 3 instruction.
1	1	2	Review and Implement Developed Accelerated instruction Plan based(AIP) for each student who did not meet standard on State Assessment STAAR Reading, Math, Writing (Gr 3-5), with Facilitators, RTI Teachers (Interventionists) and classroom teachers . Discuss Areas of Weakness. Plans will be used as a reference for Tier 2, and 3 RTI Interventions
1	1	3	Review prior year CBA, STAAR, Stride Academy, I-Station, BOY to determine Special Education students in need of intervention. Individual IEP's will be reviewed to determine goals needing support in Writing, Reading, Math,and Science. Modifications and Accommodations needed for success will also be reviewed. Those plans will serve as the basis for student inclusion in Morning Tutoring, Homework Help, Extended day Science and Writing Camps.
1	1	4	Implement RTI instructional blocks with fidelity. In-Class RTI: Scheduled small group intervention time based on grade level classroom instruction. Differentiation of Instruction **Specialists push-in to assist Tier 3 students i with on level instruction. **Special Education teachers or paras will also push in at this time**Classroom Teacher works with Tier I students needing assistance with on level instruction**. TAG and High Achievers work independently on more challenging projects, materials or extensions
1	1	5	Implement Power Hour: Before School in Class Re-Teach, Tutoring, Instruction and Extension 7:05-7:45 AM
1	1	6	Implement Extended Day Tutoring for identified students (Grades 2 through 5), Beginning 10/15/16. Tuesday and Wednesday. 3:00--4:00 PM. Participating students Identified by STARR, Stride and I station Data
1	1	7	Implement Sustained Silent Reading (Reading Logs) in the Cafeteria; 6:30 -7:05 AM
1	1	8	Implement three phases of Science Camp. Phase 1: School Wide Community Gardening Project. Each grade level has a raised garden. Students research veggie to grow appropriate to climate and time of year. They will mathematically determine how many plants to sow, Determine a watering schedule Phase 2(November) - Science in the Park. All grade level science day with outdoor experiments.
1	1	9	READING**Targeted Interventions for student groups (AA, SPED, ELL, Eco DIs) who did not meet system safeguards in Reading include** Homework Center Begins Tuesday Through Thursday from 6:45-7:30 AM**Power Hour: Before School in Class Tutoring 7:05-7:50**Extended Day: Begin 10/15/16. Tuesday and Wednesday. 2:30-3:30 PM.**AM Sustained Silent Reading in the Cafeteria; 6:30 -7:05 AM ***** School Wide Strategies for Reading: Implementation of Guided Reading, **Running Records, **Daily 5 (K-2), **Readers-Writers Workshop (3-5), **Administrative Review of Running Records (K-3) Bi-Weekly.**RTI**IStation

Goal	Objective	Strategy	Description
1	1	10	WRITING**Targeted Interventions for student groups (All, AA, Eco Dis, SPED) who did not meet system safeguards in Writing include: Writing Interventions Homework Center Begin 9/5/16 Tuesday Through Thursday from 6:45-7:30 AM** Power Hour: Before School in Class Tutoring 7:05-7:50** Extended Day: Begin 12/8/15. Tuesday and Wednesday. 2:30-3:30 PM** Saturday Writing Camps ***** School wide Strategies for Writing Power Writing**Daily 5**Readers/Writers Workshop**RTI** 9) Implement Kellie Harmon Writing Professional Development for 2nd, 3rd and 4th grades to address the critical need in Writing at Woodlake Elementary. 4 sequential sessions September through March. ** Principal led Writing Training *****
1	1	11	Math**Targeted Interventions for student groups (All Students) who did not meet system safeguards in Math include: Math Interventions Math:Homework Center Begin 9/5/16 Tuesday Through Thursday from 6:45-7:30 AM** Power Hour: Before School in Class Tutoring 7:05-7:50** Extended Day: Begin 12/8/15. Tuesday and Wednesday. 2:30-3:30 PM** ***** School -wide Classroom Strategies for Math **Use of the TEKS Clarification Document/IFD to implement New Math TEKS at the appropriate rigor** WE Math Fact Challenge **Guided Math/Math Stations**First In Math**24 Games/Tournament participation**Implementation of District MATH FRAMES Initiative with fidelity**The Development of Math Processes (Exemplars and Writing Bug)using reflective , analytical Journaling** SELFIE Stride Academy**RTI. Teach Through Math, and STEM
1	1	12	Implement the WE Math Fact Challenge. (All Student Groups) Students master math facts through 12 by end of first semester K-2 Addition/Subtraction 3-5 Multiplication/Division Funding for display charts and Incentives
1	1	13	SCIENCE** Targeted Interventions for student groups (All, AA, H, EcoDis, SPED) who did not meet system safeguards in Science include: Science Interventions Homework Center Begin 9/5/16, Tuesday Through Friday, from 6:45-7:30 AM** Power Hour: Before School in Class Tutoring 7:05-7:50** Extended Day: Begin 10/15/16. Tuesday and Wednesday. 2:30-3:30 PM. *****School-Wide (Vertical) Strategies for Science: Updating of K-2 and 3-5 Science Labs. Implementation of State Guideline for Lab Work with Fidelity**K-1 Labs 80% of Instruction**2-3 Labs 60% of Instruction**, 4-5 Labs 50% of Instruction**Outdoor learning will primarily be in the Garden.
1	1	14	PLC** Continue to implement the Components of the PLC Model ** Vertical Planning/Professional Development**Vertical Alignment/Development Meetings/ are the 1st Mondays of the month* Topics are selected based on student needs.
1	1	17	Provide targeted professional development for faculty in the areas listed below: ***** Math: Stride Academy, The Writing BUG (Grades 3 through 5), First in Math(24 Game),Math Workstations, The Writing Bug. ***** Reading/Writing:Close Reading, Guided Reading/Running Records (K-5), Balanced Literacy (K-1) Readers Writers Workshop (2-5) **I-Station including goal setting, teacher guided lessons, and reports.), Model Writing Instruction through Writers's Workshop guided lessons and self guided lessons as a station when teacher is pulling guided reading groups. ***** Writing - Kellie Harmon, Writing Consultant Services, Admin Writing Development
1	1	19	Identify students who are homeless by collecting the Student Residency Questionnaires during registration or when a student is referred by a staff member. Immediate enrollment for students identified as homeless.

Goal	Objective	Strategy	Description
1	1	20	Provide appropriate services including supplies, uniforms, meals, transportation. Communicate with parents when barriers to learning or attendance concerns impact student success
1	2	1	Monitor student progress on targeted TEKS School wide using Data dis-aggregation Programs All in Learning. and Eduphoria Purchase All In Learning Accessories.
1	2	2	Monitor instructional rigor/alignment as presented in by the teacher and performed by the student using Walkthroughs, T-Tess Observations and All in Learning
1	4	1	Develop and implement co curricular programs designed to support instruction and involve and engage students in robotics, athletics, music, art, step team, and technology
2	2	6	All In Learning purchased to facilitate data desegregation to target instructional needs
3	1	1	Analyze 2015-2016 Title I Parent Survey to identify areas of need
3	1	3	Increase Parent Education through: Parent Compact, Student Led Conferences (2 per Year), Kinder and Pre-K Nights, and Supporting Your Child in School Packets (What to expect of your ___ grader) Parenting Classes and quarterly Coffee with the Counselor meetings.

Campus Funding Summary

199-7 -General Operating					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	Journals		\$0.00
1	1	11	Journals, Grid Whiteboards, Dry Erase Markers, Erasers		\$0.00
1	1	12	Flash Cards, First in Math Gyms, Data Charts		\$300.00
1	1	13			\$0.00
1	1	15	Charts, Post-It Notes, Highlighters, Copies of the IFD		\$0.00
1	1	16	Substitutes		\$0.00
2	2	4	Edivation Program		\$0.00
2	2	5	All In Learning Program and trainers, Lead 4 War resources and Kilgo Training		\$0.00
2	2	11			\$0.00
4	1	2			\$0.00
4	1	5	Communication		\$0.00
4	1	6	Incentives, Materials		\$0.00
4	2	1			\$0.00
4	2	2	Incentives, Reading Materials for development		\$0.00
Sub-Total					\$300.00
171-7 State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Teachers		\$0.00
1	1	9	Extended Day Tutors (3-5 Turor, Afterschool, Saturday School)Coordinator for Tutoring, Intervention Materials		\$12,000.00
1	2	1	Clickers, Document Cameras for 1st Grade		\$0.00
Sub-Total					\$12,000.00
211-7 - Title I					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	Consultant Fees		\$0.00
1	1	14	Materials for Development: Teach Like A Champion, T-TESS Materials		\$0.00
1	1	17	Admin Writing Development		\$5,200.00
1	1	18	Scholastic Weekly Reader and Time for Kids. Focus on Expository Reading and Writing, Mentoring Minds		\$2,762.00
2	2	3			\$1,200.00
3	1	4			\$500.00
Sub-Total					\$9,662.00
Campus Activity Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Materials and Registration Fees for Robotics, Recorder Choir. and Step Team		\$0.00
1	4	2	Materials, Incentives		\$0.00
4	2	3			\$0.00
Sub-Total					\$0.00
Grand Total					\$21,962.00