

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



Copperfield Elementary School
Home of the Bobcats

Mission Statement

At Copperfield Elementary, authentic relationships and high expectations foster a love of learning amongst students, staff and community.

Vision

Establishing foundational footprints to success.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment as of May 2016: 647

Our demographics are as follows:

Economically Disadvantaged: 53%

Asian: 2 %

African American: 30%

Hispanic: 47%

White: 15%

LEP: 2%

The TEA 2015 Accountability (STAAR Performance Indicator Index) report indicated that Copperfield Elementary met standards on all four performance indicators for the inaugural year. Further data desegregation has defined some specific areas for consideration. The demographics indicate that Copperfield Elementary has 53% economically disadvantaged, 2% Asian, 30% African American, 47% Hispanic, 15% White, and 2% LEP.

Demographics Strengths

Diverse student population

Staff is representative of student population.

Families are responsive when needed for their student/s.

Demographics Needs

Culturally Responsive Teaching

Due to the number of new staff coming together from different campuses/places in the city/state/country, there is a need for understanding the broad cultures we will be serving in our student population.

Culturally Responsive Teaching

Provide teachers with professional development on Culturally Responsive Teaching, a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning.

Increase parental involvement.

Student Achievement

Student Achievement Summary

STAAR Data:

3rd Grade Math: 73%

3rd Grade Reading: 77%

4th Grade Math: 67%

4th Grade Reading: 70%

4th Grade Writing: 64%

5th Grade Math: 73%

5th Grade Reading: 70%

5th Grade Science: 69%

Campus performed above performance index target scores in the area of Student Progress

Campus met 91% of System Safeguards or 17 out of 20.

I-Station: (MOY...EOY tbd)

Kinder: Tier I: 63%

Tier II: 26%

Tier III: 11%

1st: Tier I: 55%

Tier II: 26%

Tier III: 20%

2nd: Tier I: 71%

Tier II: 17%

Tier III: 13%

Student Achievement Strengths

STAAR data demonstrates a relative strength in 5th grade reading and math

5 th Grade Reading	State	Campus	Goal
All	75	70	90%
AA	64	56	90%
Hisp	70	74	90%
White	86	82	90%
Eco Dis	68	67	90%
Sped	40	17	
LEP	54	67	

5 th Grade Math	State	Campus	
All	79	73	
AA	64	68	
Hisp	76	79	
White	87	83	
Eco Dis	72	83	
Sped	47	17	
LEP	70	67	

Student Achievement Needs

Did not meet system safeguards in 3 out of 20 areas: Special Education population in reading and math. Economically Disadvantaged population in writing.

Writing, science, increase in advanced performance

ScienceNeeds by Subpopulation

5 th Grade	State	Campus
All	75	68
AA	59	67
Hisp	71	63
Eco Dis	67	67
Sped	43	21
LEP		33

Writing Needs by Subpopulation

4 th Grade Writing	State	Campus	Goal
All	69	65	80%
AA	60	71	80%
Hisp	64	63	80%
White	79	62	80%
Eco Dis	61	55%	80%
Sped	32	14%	80%
LEP	54	0	

Math Needs by Subpopulation

4 th Grade Math	State	Campus	Goal
All	74	67	
AA	58	66	
Hisp	71	60	
White	84	88	
Eco Dis	67	not available	
Sped	44	10	
LEP	68	0	

3 rd Grade Math	State	Campus	Goal
All	76	73	
AA	60	66	
Hisp	73	71	
White	85	81	
Eco Dis	69	not availalbe now	
Sped	49	71	
LEP	73	100	

Reading Needs by Grade and Subpopulations

3 rd Grade Reading	State	Campus	Goal

All	74	77	80%
AA	61	67	80%
Hisp	69	78	80%
White	85	81	80%
Eco Dis	65		80%
Sped	46	57	80%
LEP	63	0	

4 th Grade Reading	State	Campus	Goal
All	77	70	80%
AA	66	66	80%
Hisp	73	86	80%
White	86	88	80%
Eco Dis	69		80%
Sped	44	11	80%
LEP	64	33	

School Culture and Climate

School Culture and Climate Summary

1. Guidance Counselor will Increase the amount of regularly scheduled counseling classes that focus on character education and positive behavior.
2. Anti-bullying campaign that will educate teachers, staff and students on how to handle bullying situations.
3. Within the classroom setting, build the teacher/student and student/student relationships by having class meetings and team building activities.
4. Continue to teachers on Restorative Practices, our Campus Discipline Plan, and provide professional development on stimulating positive behaviors; as well as Interventions that can be utilized to promote acceptable classroom and school behavior to decrease referrals with specifically the special education population.

School Culture and Climate Strengths

According to survey results:

1. The staff feels that there is collaboration amongst teachers and our students are successful due to the commitment of our staff.
2. According to student survey results:
 1. 81.1% said they like their school
 2. 93% said they feel safe at school.
 3. 89% said that if they report unsafe or dangerous behavior, they are sure that it will be taken care of.
 4. 95% said that their teachers believe that all students will do well in school.
 5. 91% said their teachers treat them fairly.

4. Parents survey (256 paper surveys) yielded the following strengths:

1. Parents trust the information they receive from the campus 94%
2. Administrators are willing to listen. 98%
3. Teachers keep parents informed. 95%
4. Parents feel welcomed at the school. 98%
5. Parents feel like it's a safe school. 97%

Students are getting a good education. 98%

School Culture and Climate Needs

According to survey results:

1. Students are concerned with bullying on the campus 12 out of 108 students responded.
1. Continue to build on the collaboration, communication and mutual support between staff and administration.
1. Parent survey results noted the need for school rules to be enforced consistently and commented on how behaviors are handled in the classroom-- including recognition of positive behaviors and reporting to parents of "victims" of incidents.
2. Parent survey results noted that communication needs to be more timely and varied (internet vs. paper)

Teachers would like to see a campus wide discipline plan put into place--with more training.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Continue professional learning communities (RPM) that focus on the following:

1. The math TEKS and problem solving (Math Exemplars) and Guided Math
2. Reading Comprehension, metacognitive strategies and genre study through the use of the reader's workshop model.
3. RTI GISTS driven by student data

Promote teacher collaboration for lesson-planning in all subject areas – reading, writing, math, science, and social studies to include Special Education, Comp. Ed. Teachers and administrators.

Continue professional learning communities (RPM) that focus on writing regarding narrative and expository writing; as well as, concepts within editing and revising through the use of writer's workshop model.

Staff Quality, Recruitment, and Retention Strengths

Previous year Walk-through data:

- Instructional standard (TEK) (OBJECTIVE) includes ABC format
- Lessons aligned with District Curriculum Map, IFD and TEKS Resources
- Word Wall with visuals
- EBIES
- Anchor Charts – teacher and/or student generated anchor charts.

Low teacher turnover rate

Staff Quality, Recruitment, and Retention Needs

Continuous support to retain quality staff members.

All teachers GT and ESL certified

Professional Development in science and writing.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Campus wide professional development on reader's and writer's workshop and guided math.

Media Center teacher to collaborate with general education teachers on research projects and providing lessons on metacognitive strategies and genre studies that align with our Reader's Workshop curriculum.

In order to promote vertical alignment, professional learning communities will be established through the content committees who will meet monthly to review, collaborate and discuss the TEKS (Readiness/Supporting) for each content area.

Utilize I-Station, the online intervention for reading, to provide a supplementary intervention curriculum for reading.

Utilize the newly adopted Stride Academy intervention to provide a supplementary online intervention curriculum for math.

Curriculum, Instruction, and Assessment Strengths

With the district's adoption of the TEKS Resources curriculum, our instruction is now vertically aligned in math, science and social studies.

Our campus is in year 2 of guided math to accompany guided reading as a way to meet students individual needs both RTI and enrichment.

Curriculum, Instruction, and Assessment Needs

More detailed and aligned curriculum for reading and writing.

Need for vertically aligned writing k-5.

Continue to develop understanding of TEKS, including the student expectation and knowledge statement.

Continue to develop understanding readiness and supporting standards in reading, math, writing and science.

Family and Community Involvement

Family and Community Involvement Summary

Develop a true community partnership.

Parent information sessions for STAAR readiness standards and updates.

Staff training on SBDM and the impact on student achievement.

Offer session for parent to train on Parent Center, district/school website and resources in the community to access the internet (if not available in the home).

Offer more opportunities and communication to engage parents in volunteering and getting involved in their child's education.

Family and Community Involvement Strengths

1. Parent surveys for input about school experience
2. Grandparents Breakfast
3. PTO Walkathon
4. Open House
5. Watch Dogs
6. Kinder Round-Up
7. Texas Public Schools Week
8. Saturday STAAR Camp
9. Bike Rodeo
10. PTO Meetings
11. Site Based Decision Making Committee
12. Community Mentor Partnership
13. STAAR Parent Information Session (with Breakfast and Parent Walkthroughs)
14. Coffee with the Counselor

15. Core Knowledge
16. K-2nd Science Night and 3rd-5th Science Night
17. Kinder-5th Math and Literacy Night
18. Spring Fling
19. Teachers Support Bus Safety (teachers riding PM buses)

Choir and Orchestra

Family and Community Involvement Needs

1. Increase parent and community involvement.
2. Ongoing parent information events.
3. Staff/Community understanding of SBDM process and its impact on student achievement.
4. Parent training for utilizing online resources such as Parent Center and district/school website.
5. Parent survey comments revealed that *some* parents do not feel welcomed at school (office, volunteering)
6. Support McKinney Vento families

School Context and Organization

School Context and Organization Summary

1. Provide professional development on parent communication and getting “Parents On Your Side”.
2. All content areas (K-5, specials teachers, TAG, etc.) create a newsletter (weekly, monthly, or every six weeks) addressing content, assessments, extracurricular offerings, special parent programs, etc.
3. Utilize teacher websites as a form of communication for parents and community members.
4. Specials schedules created around instructional schedules.
5. Structured PLC time (RPM) that focuses on the ideals behind professional learning communities utilizing protocols that will lead to effective collaboration amongst grade level teachers (horizontally and vertically).
6. Beginning of the year: all specials programs collaborate with grade levels regarding student expectations, student needs/information, review of IEP/BIP’s with teams (dyslexia, RTI, etc.).

School Context and Organization Strengths

1. Weekly Blackboard connect call, emails and text messages by administration
2. Student Leadership Team (SLT)
3. Choir
4. Orchestra
5. Guitar
6. Track
7. Anti-Bullying Club (ABC)
8. Math Club (Extended Day)
9. Reading Club (Extended Day)
10. Writing Club (Extended Day)
11. Summer Math/Reading Camp
12. Safety Patrol

Office Assistants

School Context and Organization Needs

1. Grade level newsletters, each six weeks with events, curriculum timelines, etc.
2. Consistent use of teacher websites as a communication tool for parents and the community.
3. Optimizing instructional time throughout grade levels.
4. Not enough structured time to collaborate regarding teaching and learning.

Communication to parents needs to be timely and consistent.

Technology

Technology Summary

1. Professional development on how to integrate technology into the core curriculum and online learning.
2. Professional development on utilizing free web-based technology such as Audacity Tool, Web Tools 2.0, and Back Tunneling to enhance student ELA skills including fluency, vocabulary building, and comprehension.

Training on Podcasts to increase reading fluency, culminating activity for a math, science, reading, social studies or writing projects – funding needed for microphones to record on computers.

Technology Strengths

1. Two school Mobi Carts (64 chromebooks).
2. Built in projectors and document cameras.
3. I-Station, Stride Academy, and First In Math online programs.
4. Interactive white boards per grade level pod.
5. Broadcast television

Technology Needs

Integrating technology across the core curriculum

Training for teachers to utilize interactive boards in pods

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
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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

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
- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Professional development needs assessment data

Parent/Community Data

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

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: To improve and support academic student performance level at or beyond grade level to meet or exceed the state average in the four core subject areas by 5 percentage points.

Evaluation Data Source(s) 1: STAAR data, Universal Screen data, CBA data, Student Journals and Student Work.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Analyze CBA, STAAR, and universal screen data to identify strengths and weaknesses to determine professional development needs and student needs.	2, 9	Classroom teachers, administrators	CBA and STAAR scores above district and state averages, universal screen results throughout the year				
Funding Sources:							
State System Safeguard Strategy Federal System Safeguard Strategy 2) Implement new RtI paperwork, utilizing RtI facilitator, and continue to monitor LRE placements	3	Campus administrators, special education teachers, RtI facilitator (SCE 1 FTE)	RtI paperwork complete, tracking data up-to-date, students appropriately referred to special programs as evidenced by percents of referred students who qualify				
3) Professional development on continuing identification and services for Gifted and Talented students.		Gifted and Talented teacher and classroom teachers	Agendas and sign in sheets				
State System Safeguard Strategy 4) Assessment data used to determine extended day tutoring, Bobcat Preview and additional RTI pullout or push in supports for our at risk population to include McKinney Vento students.	2, 8	Campus administrators, RTI Facilitator, Instructional Coaches, classroom teachers	Istation reports, increased CBA and STAAR scores, ongoing formative assessments				
Funding Sources:							
5) Implement PK-5 counseling and social assistance programs that meet district and state guidelines, including eliciting parent/guardian input/involvement.	6, 10	School counselor	Discipline referral numbers, bullying referral numbers, and classroom guidance schedules				

State System Safeguard Strategy 6) Provide training on integrating technology with math, science, reading, and social studies curriculum utilizing technology provided.	4	Classroom teachers, technology aide	Student products, Istation fluency scores, STAAR scores			
7) Provide programs and services to develop college and career readiness	10	School counselor	Feedback from teachers, students, and presenters after career fair			
State System Safeguard Strategy 8) Implement standards-aligned district benchmark assessment program and campus benchmark	2	Campus administrators, teachers	Benchmark scores, revised CIP strategies as needed			
State System Safeguard Strategy 9) Using assessment data to provide tutoring to students struggling with mathematics, reading/writing, and science after school to include transportation.	2, 9	Campus administrators, teachers, RtI specialists (SCE 3 FTEs)	STAAR scores, promotion/retention numbers, Istation scores, benchmark scores			
Funding Sources: 171-7 State Compensatory Education - 10850.00						
State System Safeguard Strategy 10) Using assessment data, Implement RPM (Reflective Practice and Monitoring) during teachers extended planning times	4, 5, 8	Campus administrators, classroom teachers	Teacher retention numbers, spring staff survey results, increase student achievement in all content areas using STAAR data			
State System Safeguard Strategy 11) Using assessment data within the subpopulations that the campus didn't meet system safeguards (3 (spec.ed -reading and math and writing - economically disadvantages)out of the 17), implement monthly vertical team instructional sweeps	2, 8, 9	Campus administrators, teachers	Student products, STAAR reading scores, benchmark scores; rigorous work displayed in hallways, instructional sweeps rubric/feedback form			
12) Utilizing assessment data (to include ESL and Special Ed subpopulations), implement PLC's through RPMs once a nine weeks (during the school day) and after school during extended faculty (collaboration meetings) to analyze the data of teaching and learning.	2, 4, 5, 8	Campus administrators	Students products, STAAR scores, benchmark scores, formative assessment data			
13) Using science assessment STAAR data, increase participation in school wide science fair (and in JISD district science fair) .	2, 8, 9	5th grade science teachers, support teachers	registration for science fair participation, entries for JISD science fair, sign in sheets, increase in science STAAR scores			
14) Utilizing assessment data, improve supports for struggling learners by improving Tier I instruction and ensuring Tier II and Tier III interventions are implemented with fidelity.	2, 4, 8, 9	RTI Facilitator, administrators, team leaders	Updated progress monitoring tools that are submitted to RTI facilitator, ongoing RTI professional development with research based strategies reaching different subpopulations - sign in sheets			









15) Year 2 of Implementation of systematic approach to student discipline; provide ongoing training school wide of Restorative Practices; RD training with Kevin Curtis.		Administration, specials teachers/support teachers, special education and remaining teachers/staff	Decrease of Discipline referrals Respect Agreements created and posted in classrooms Weekly circles conducted in classrooms noted in lesson plans				
Funding Sources:							
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> 16) Utilizing assessment data to increase student engagement of the at risk population to include ESL and Special Ed populations by incorporating high interest research based instructional materials to monitor and evaluate interventions.	2	RTI Teachers	Weekly data points using research based instructional materials, monitoring of student data points				
Funding Sources: 171-6 State Compensatory Education - 6500.00, 171-7 State Compensatory Education - 500.00							
<p align="center">State System Safeguard Strategy</p> 17) 17) Assessment data for McKinney Vento students will be used to determine additional RTI pullout or push in supports for core academic areas.	2, 8	classroom teacher, RTI teachers, counselor	weekly formative assessments, BOY, MOY and EOY universal screens,				
<p align="center">State System Safeguard Strategy</p> 18) Attend staff development in the reading, math and science content areas to learn to analyze data to increase student achievement.	1, 4	Administration, Comp. Ed Teachers, RTI Facilitator	certificate of attendance at professional development, agendas and lesson plans that show evidence of application of learning				
Funding Sources: 171-7 State Compensatory Education - 5600.00							
<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: Improve student attendance to 98% by June of 2017.

Evaluation Data Source(s) 2: TAPR (Texas Academic Performance Report)

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop and implement programs designed to involve and engage students such as athletics, music, art, and technology.		Administration, PE, Music, Librarian (for technology), PEIMS Clerk, attendance committee	Attendance Reports Weekly and documented in Copperfield Tidbits Attendance Reports (six weeks)				
Funding Sources:							
2) Using attendance data, develop and implement a plan to review attendance percentages for students	2, 4, 6, 10	Administrators, PEIMS, Attendance Committee	Sign-in Sheets, attendance committee minutes, overall attendance increase				
3) 3.)Develop and Implement attendance incentive programs to increase/improve student attendance (i.e. NBA etc.)		Administration, grade level and support teachers, PEIMS clerk, counselor	Daily, weekly attendance in TAC, Bobcat Tidbits updates				
 = 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 June 2017, 80% of all students and each student group, including special education/ESL in 5th grade, will pass all sections of the Science STAAR with each student group showing at least a 5% growth over last year as measured by the campus index analysis, particularly in our African American sub-population.

Evaluation Data Source(s) 3: Science STAAR, STAAR A, and STAAR Alternative

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>1) All 5th grade students will receive at least 50% of hands on lab/investigations using the scientific process both indoors and outdoors, during science instructional time.</p>	3, 9	Administrators, RTI Facilitator, Teachers, SPED	Walkthroughs, District Curriculum Based Assessment, Student Journals, Weekly Common Assessments				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>2) Implement PLC's through: a. Vertical Alignment b. Collaborative Planning c. Reflective Practice Model</p> <p>2. District Science Specialist will help with deconstructing the TEKS and finding aligned labs every 9 weeks.</p>	4, 8, 9	Administrators, RTI Facilitator, All Teachers	Agendas, Sign-in sheets, Lesson Plans, Weekly Extended Collaborative Planning, Student Artifacts, Assessment Data				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>3) To meet the information processing of our African American sub-population in science; auditory information with visual clues will be added to lessons/activities to provide students with multi-sensory experiences when observing and communicating. Word walls will be updated and instructional conversations encouraged.</p>	2, 9	Administrators, RTI Facilitator, Teachers, SPED	Walkthroughs, District Curriculum Based Assessment, Student Journals, Weekly Common Assessments				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>4) District science specialists use campus science assessment data to provide ongoing professional development in the identified areas of need.</p>	2, 4, 9	Teachers, administrators, science specialists	classroom walk throughs, ongoing formative assessments, sign in sheets, CBA's and STAAR data.				









5) 5) Using assessment data, provide academic supplemental support to at-risk students and subpopulations through RTI - Tier 2 and Tier 3.	2, 4, 9	Grade level teachers, administrators, and comp. ed teachers	Walkthroughs, District Curriculum Based Assessment, RTI data points				
= 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 June 2017, 80% of all students and each student group, including special education/ESL and economically disadvantaged, in 4th grade, will pass all sections of the Writing STAAR with each student group showing at least a 5% percentage point growth over last year as measured by the campus index analysis, particularly our Hispanic and Economically Disadvantaged population.

Evaluation Data Source(s) 4: Writing STAAR and STAAR Alternative

Summative Evaluation 4:









Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy Federal System Safeguard Strategy 1) Implement PLC's a. Vertical Alignment b. Collaborative Planning c. Reflective Practice Model	4, 8	Administrators, RTI Facilitator, All Teachers	Agendas, Sign-in sheets, Lesson Plans, Weekly Extended Collaborative Planning, Student Artifacts, Assessment Data				
State System Safeguard Strategy Federal System Safeguard Strategy 2) Using writing assessment data, provide systematic ongoing professional development with writing.	2, 4, 9	Administrators, RTI Facilitator, All English Language Arts/Reading Teachers, RTI Reading Teacher	Professional Development Agendas, Sign in Sheets, Assessment Data, Writing Portfolios, Student Journals, walk through data and STAAR scores.				
State System Safeguard Strategy Federal System Safeguard Strategy 3) Writing across the content areas utilizing campus writing vision and grade level writing SMART goals.	2, 5, 9	Teachers, administration	Journals, portfolios shared during collaborative planning and RPM				
 = 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 June 2017, 80% of all students and each student group, including special education/ESL, will pass all sections of the Math STAAR with each student group showing at least a 5% growth over last year as measured by the campus index analysis.

Evaluation Data Source(s) 5: Math STAAR, STAAR A, and STAAR Alternative

Summative Evaluation 5:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide supplemental academic support in math to struggling students through RTI for Tier II and III.	8, 9	Administrators, RTI Facilitator, Math Teachers, RTI Math, GT, and Dyslexia	Walk-throughs, Observations, Students on Tiers including movement, Universal Screens (BOY and MOY), Assessment Data, Lesson Plans, Guided Math, First in Math, Bobcat Preview				
2) Implement PLC's: a. Vertical Alignment b. Collaborative Planning c. Reflective Practice Model	4	Administrators, RTI Facilitators, All Teachers	Agendas, Sign-in sheets, Lesson Plans, Weekly Extended Collaborative Planning, Student Artifacts, Assessment Data				
3) Every 9 weeks teachers will be offered ongoing guided math training from district specialist to review the upcoming TEKS and to create aligned activities/stations	3, 4	Administrators	Lesson Plans, Weekly Extended Collaborative Planning, Student Artifacts, Assessment Data, Effective Stations				
 = 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 6: By June 2017, increase ranking in Index 2, to be included in the Top 25% in Student Progress.

Evaluation Data Source(s) 6: Math, Reading, Writing, and Science STAAR including STAAR Alternative and STAAR A

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilizing assessment data to target at-risk students (to include McKinney-Vento 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.				
2) Implement PLC's through. a. Vertical Alignment b. Collaborative Planning c. Reflective Practice Model	2, 4	Administrators, RTI Facilitator, All Teachers	Agendas, Sign-in sheets, Lesson Plans, Weekly Extended Collaborative Planning, Student Artifacts, Assessment Data				
 = 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 parent and community involvement in the school by 10% over the previous school year.

Evaluation Data Source(s) 1: Event agendas, sign in sheets, surveys, and evaluations

Summative Evaluation 1:










Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure critical information is communicated on the campus and district calendars, in the Bobcat Tidbits, and on the campus website in English and Spanish	6	Campus administrators and teachers	Collection of baseline numbers of participation in school activities. calendars, end-of-year parent surveys to help determine growth of parent involvement in the years to come				
2) Continue implementing usage of Copperfield "Parent Center" to engage families in how to help support students/parents/teachers inside and outside the school.	2, 6, 7, 10	Administration, classroom teachers	parent flyers, sign in sheets, activities scheduled for families				
3) Host several evening events that showcase student learning across subject areas.	2, 6	Campus administrators	A minimum of four evening events are scheduled throughout the school year to encourage parental and community involvement. Events are related to the content areas of reading, math, science, social studies, and fine arts.				
4) Host pre-k/kinder roundup and ensure communication is provided to parents regarding transitional activities for our pre-k/kinder students.	6, 7	administration, counselor, pre-k teacher/kinder teachers	flyers, agendas, sign in sheets, community partnerships				
5) Transition activities for 5th grade in preparation for 6th grade.	7	administrations, counselors, 5th grade teachers	agendas, flyers, teacher newsletters, activities scheduled, campus calendar, Blackboard Connect emails, course selection meeting logs				
6) 6) Identify students who are homeless by collecting SRQs (Student Residency Questionnaires) during the registration process from parents or when a student is referred by a staff member. Immediate enrollment for students identified as homeless.	9	counselor, PEIMS clerk, secretary	PEIMS homeless reports, Student Residency Questionnaires (SRQ)				
Funding Sources:							
= 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: Ensure effective leadership through the implementation of a sustainable leadership and PLC's by 10% over the previous year.

Evaluation Data Source(s) 1: Teacher and staff retention numbers 2017, capacity built at grade levels where supports are in place with PLC's - goals monitored/adjusted to note progress, and vertical team data.

Summative Evaluation 1:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop staff in leadership positions and provide leadership opportunities on campus, such as leading staff development, planning family nights, and chairing grade levels and other committees	4, 5	Campus administrators	Ownership of extra-curricular activities; professional development by teachers; and teacher retention rates 2017				
2) Create opportunities to celebrate successes	4, 5	Campus administrators	Teacher retention rates 2016-2017				
3) Offer a variety of high quality training opportunities and track attendance, effectiveness, and satisfaction with training	4, 5	Campus administrators	PD evaluations, increased student learning as evidenced by STAAR, CBAs, and Istation reports; evidence of new strategies employed by staff during walk-throughs				
4) Provide excellent mentoring of new teachers; maintain open door policy for all constructive conversations; continue weekly grade level and collaboration meetings and monthly birthday celebrations for the faculty.	4, 5	Campus administrators, Teacher Mentor Coordinator	Staff surveys 2017 and teacher retention rates 2016-2017				
 = 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: Budgets

Summative Evaluation 1:









Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 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				
2) 2) Ensure communication with stakeholders concerning the purpose of raised funds		Administration	* Fundraiser flyers *End-of-year survey results				
 = 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 approach to student discipline that results in a 20% decrease in discipline referrals.

Evaluation Data Source(s) 1: Eschool Discipline Data, Counseling Logs, restorative circles logs

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Using data for Character Development: Implement and evaluate an age appropriate comprehensive social and emotional development guidance program that includes guidance, responsive services, individual plans, and system support along with support for ongoing restorative circles in the classroom and providing professional development support for teachers to conduct circles. .	2, 4	Administration and Counselor	Submitted Program, Student Contact Logs, and Schedule of Guidance Classes, 20% decrease in discipline referrals. Discipline data will be tracked and analyzed for trends and patterns, circle logs and charting of PD for circles.				
Funding Sources:							
2) Collaborate, develop and communicate campus-wide procedures to all stakeholders to decrease discipline office referrals by 20%	2	Grade level representatives, administration	Eschool Plus to track discipline data and analyze the data for trends and patterns. Decrease number of students on behavior Tiers, evidence of ongoing review of classroom/campus procedures, Restorative Practices Brochure				
3) Using discipline data and counseling logs implement Restorative Practices prek-5th grades to promote positive, restorative practices/ interactions between students and staff.	2, 4	Administration, RTI Facilitator, Counselor, All teachers	Reduced number of office referrals and increase in student attendance, , Decrease of Discipline referrals, increase in student attendance, Respect Agreements created and posted in classrooms, weekly circles conducted in classrooms noted in lesson plans or circle log				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Implement new RtI paperwork, utilizing RtI facilitator, and continue to monitor LRE placements
1	1	4	Assessment data used to determine extended day tutoring, Bobcat Preview and additional RTI pullout or push in supports for our at risk population to include McKinney Vento students.
1	1	6	Provide training on integrating technology with math, science, reading, and social studies curriculum utilizing technology provided.
1	1	8	Implement standards-aligned district benchmark assessment program and campus benchmark
1	1	9	Using assessment data to provide tutoring to students struggling with mathematics, reading/writing, and science after school to include transportation.
1	1	10	Using assessment data, Implement RPM (Reflective Practice and Monitoring) during teachers extended planning times
1	1	11	Using assessment data within the subpopulations that the campus didn't meet system safeguards (3 (spec.ed -reading and math and writing - economically disadvantages)out of the 17), implement monthly vertical team instructional sweeps
1	1	16	Utilizing assessment data to increase student engagement of the at risk population to include ESL and Special Ed populations by incorporating high interest research based instructional materials to monitor and evaluate interventions.
1	1	17	17) Assessment data for McKinney Vento students will be used to determine additional RTI pullout or push in supports for core academic areas.
1	1	18	Attend staff development in the reading, math and science content areas to learn to analyze data to increase student achievement.
1	3	1	All 5th grade students will receive at least 50% of hands on lab/investigations using the scientific process both indoors and outdoors, during science instructional time.
1	3	2	Implement PLC's through: a. Vertical Alignment b. Collaborative Planning c. Reflective Practice Model 2. District Science Specialist will help with deconstructing the TEKS and finding aligned labs every 9 weeks.
1	3	3	To meet the information processing of our African American sub-population in science; auditory information with visual clues will be added to lessons/activities to provide students with multi-sensory experiences when observing and communicating. Word walls will be updated and instructional conversations encouraged.
1	3	4	District science specialists use campus science assessment data to provide ongoing professional development in the identified areas of need.
1	4	1	Implement PLC's a. Vertical Alignment b. Collaborative Planning c. Reflective Practice Model
1	4	2	Using writing assessment data, provide systematic ongoing professional development with writing.

Goal	Objective	Strategy	Description
1	4	3	Writing across the content areas utilizing campus writing vision and grade level writing SMART goals.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Implement new RtI paperwork, utilizing RtI facilitator, and continue to monitor LRE placements
1	1	16	Utilizing assessment data to increase student engagement of the at risk population to include ESL and Special Ed populations by incorporating high interest research based instructional materials to monitor and evaluate interventions.
1	3	1	All 5th grade students will receive at least 50% of hands on lab/investigations using the scientific process both indoors and outdoors, during science instructional time.
1	3	2	Implement PLC's through: a. Vertical Alignment b. Collaborative Planning c. Reflective Practice Model 2. District Science Specialist will help with deconstructing the TEKS and finding aligned labs every 9 weeks.
1	3	3	To meet the information processing of our African American sub-population in science; auditory information with visual clues will be added to lessons/activities to provide students with multi-sensory experiences when observing and communicating. Word walls will be updated and instructional conversations encouraged.
1	3	4	District science specialists use campus science assessment data to provide ongoing professional development in the identified areas of need.
1	4	1	Implement PLC's a. Vertical Alignment b. Collaborative Planning c. Reflective Practice Model
1	4	2	Using writing assessment data, provide systematic ongoing professional development with writing.
1	4	3	Writing across the content areas utilizing campus writing vision and grade level writing SMART goals.

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Gerrie Spellmann	Chair
Administrator	Sherri Wrather	Co-Chair
Business Representative	Elizabeth Stamper	Scholastic
Classroom Teacher	Scott Crippen	Teacher
Classroom Teacher	Betty Johnson	Teacher
Classroom Teacher	Sabrina Richmond	Teacher
Classroom Teacher	Carole Rylander	Teacher
Community Representative	Kellie Frankin	
Community Representative	Adrian Rodriguez	Farmers Insurance
District-level Professional	Melissa Martinez	Instructional Specialist
Non-classroom Professional	Barbara Chavez	Non Teaching Professional
Parent	Darcelle McDougald	Parent
Parent	Emily Albright	Parent

Campus Funding Summary

199-7 -General Operating					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	4			\$0.00
1	1	15	199 in conjunction with 161 per director of special education		\$0.00
1	2	1			\$0.00
2	1	6	none		\$0.00
5	1	1			\$0.00
Sub-Total					\$0.00
171-7 State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	1	9	teachers to teach,	171-1-11-119-24-6118-TF	\$4,550.00
1	1	9	transportation	171-7-11-119-24-6494	\$2,500.00
1	1	9	Coordination of after school and Saturday Instruction of At Risk Students	171-7-21-119-24-6118 TF	\$1,800.00
1	1	9	Extra duty pay for planning and /or supplemental pay training after school	171-7-13-119-24-6118-TF	\$2,000.00
1	1	16			\$500.00
1	1	18		171-11-119-24-6411	\$3,500.00
1	1	18		171-13-119-24-6411	\$2,100.00
Sub-Total					\$16,950.00
161-7 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	15			\$0.00
Sub-Total					\$0.00

171-6 State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	16		6399	\$6,500.00
Sub-Total					\$6,500.00
Grand Total					\$23,450.00