

Katy Independent School District
Seven Lakes High School
2018-2019 Campus Improvement Plan



Mission Statement

Seven Lakes High School is committed to creating a positive atmosphere that empowers students to develop strong character, achieve excellence, serve the community and become life-long learners in a diverse world.

Vision

Honor, Integrity, Humanity

Core Beliefs

At Seven Lakes High School, our goal is to increase positivity through modeling and teaching students the meaning and application of Integrity, Honor, and Humanity. Knowing the definitions of these terms is great AND our focus is to increase the application of these terms in all given situations at Seven Lakes High School. Our goal is for all members of the Spartan staff, student body and community to hold their shields up high with pride and positivity.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Seven Lakes high school is a fourteen-year old, in Katy ISD. The campus is predominately a neighborhood school that is located in the southwest region of the school district.

This school year, enrollment increased by 2 percent resulting in 3,632 students.

The LEP student groups are growing the fastest.

The campus has two student groups that are almost equal in size: 23.8% are Hispanic, 27.2% are Asian.

The last published mobility rate of 8.2% for Seven Lakes High School

Attendance rates are high and even with our large growth, rates have remained steady over the last three years. At 97.4%, the attendance rate is the highest in the school district. The campus attributes this achievement to a strong partnership with parents and a focus on high-quality education.

SLHS student groups include 18% English Learners (ELs), 8% Gifted and Talented, and 9% Special Education. Additionally, 10.3% are economically disadvantaged, 48% are identified as at risk.

Seven Lakes High School employs a high-quality, talented staff. They are experts in their fields of study and work hard to develop themselves professionally through Professional Learning Communities and professional learning.

The turnover rate among our staff is low because people love to work at SLHS. However, our campus frequently has new employees due to the fast growth. Therefore, a strong mentoring and support process is in place.

Demographics Strengths

Students

- Diverse population offers our students an opportunity to interact with people from all over the world, learning cultures and languages from many different countries.
- Highly educated parent population that values college and career readiness.

Staff:

- Support from Instructional Coaches and First Year Teacher Mentors
- Support from department mentors (for new teachers to the campus)
- Interview teams that include campus leadership as well as teacher leaders
- Quality training opportunities both on and off campus
- Exhaustive search for quality candidates

Problem Statements Identifying Demographics Needs

Problem Statement 1: Need to provide greater assistance to immigrant students as they transition to a new country and new language. **Root Cause:** English is not the language of origin for our ESL students; thus inhibiting their educational progress.

Problem Statement 2: Need to hire teachers that reflect our extremely diverse student population. **Root Cause:** Need staff that can relate to the different cultures and backgrounds of our students.

Student Academic Achievement

Student Academic Achievement Summary

Seven Lakes High School delivers a rigorous and engaging curriculum that prepares students for the future; college, work force and the military. We pride ourselves on a quality Advanced Placement program that allows our students the opportunity to graduate with college credit.

Student Academic Achievement Strengths

- Strong Advanced Placement programs with excellent staff members trained by the College Board; outstanding passing rate at 3+
- Rigorous Katy ISD curriculum
- Earned all 7 distinctions from the Texas Education Agency (2014-2017); since the inception of STAAR EOC exams
- Student passing rates on STAAR have continued to increase over the last three years; all subpopulations
- Excellent co-curricular and extra-curricular activities that allow students to demonstrate their talents in and out the classroom

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Need to increase participation by low SES students in Advanced Placement courses. **Root Cause:** Low SES students are historically underrepresented in Advanced Placement courses.

Problem Statement 2: ELL performance on English II STAAR was 49% passing, compared to 93% for English II overall. **Root Cause:** ELL students tend to struggle with the transition from sheltered English to general education classes with ESL support.

School Processes & Programs

School Processes & Programs Summary

C&I and Assessment

Seven Lakes High School is supported by Katy ISD with a robust and strong curriculum across all content areas. Our teacher work in Professional Learning Communities to deliver the curriculum in an organized and professional manner.

Staff Recruitment and Retention

The staff at Seven Lakes High School is outstanding as a whole. They are experts in their fields of study and work hard to develop themselves professionally through Professional Learning Communities and professional learning.

School Organization

Seven Lakes High School takes great pride in organizing the campus for maximum success in and out of the classroom.

Technology

The teachers, staff, and students of Seven Lakes High School embrace technology and use it to improve the delivery the KISD curriculum in all content areas.

School Processes & Programs Strengths

C&I and Assessment

- Strong support for teachers from the Instructional Coaches
- Strong Professional Learning Communities that allow for quality teacher collaboration
- Budgetary support for each content area as well as student organizations
- Support for teachers who seek quality staff development opportunities (both academic and Advanced Placement)
- Quality assessment developed through Professional Learning Communities

- Implementation of technology in the classroom

Staff Recruitment and Retention

- Support from Instructional Coaches and First Year Teacher Mentors
- Support from department mentors (for new teachers to the campus)
- Interview teams that include campus leadership as well as teacher leaders
- Quality training opportunities both on and off campus
- Exhaustive search for quality candidates

School Organization

- Through a detailed master schedule, students are afforded the opportunity to participate in a variety of activities that produce the least amount of scheduling conflicts
- Fully implemented re-teach/re-test policy
- Power Wednesday tutorials in which all activities cease so that students and teachers may attend/provide tutorials
- Power Reviews are offered to students prior to final exams to assist students in preparing for those exams
- Principal's Leadership Academy promotes student voice in the direction of programs and activities at SLHS

Technology

- Teacher Connected Learner Initiative
- Technology retrofit in the winter of 2016
- Implementation of a variety of technology throughout the campus and across disciplines
- Smart Boards in all academic classrooms

- Teacher use of Canvas to organize their courses online

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students demonstrate a need for improvement in the areas of academic integrity, social interactions, personal responsibility. **Root Cause:** Young people are inherently in need to specific guidance and skills in these areas.

Problem Statement 2: Teachers are not comfortable with Canvas and do not use the program to its fullest potential. **Root Cause:** Many teachers do not feel comfortable with new technology and others have not made the effort to be trained properly.

Problem Statement 3: SLHS has a hire turnover rate for younger teachers. **Root Cause:** Young teachers are not fully vested in the campus and are in search of a career that meets their expectations.

Perceptions

Perceptions Summary

Family and Community Involvement

The Seven Lakes High School family and community is highly involved in the day to day activities of the school- both on and off campus. Our community is supportive of our students, staff, and programs. We have active parent groups and a great deal of parent involvement.

School Climate and Culture

The school culture and climate at Seven Lakes High School is healthy overall. Our discipline is minimal with very few major incidents. The staff understands the importance of student/faculty relationships and the school places a high value on them. Our teachers are committed to the Character Strong program, and modeling integrity, humanity, and honor for our students daily.

Perceptions Strengths

Family and Community Involvement

- Active parent/community/school relationships through a variety of community engagement activities (active booster club and parent organizations)
- Active parent organizations (booster clubs and PTSA)
- Many opportunities for parents to provide input and feedback (meetings, events, etc)
- Active and frequent communication with parents/community through eNews, Twitter, webpage, Facebook, Remind, etc)
- Activities and support for students who are new to KISD and SLHS
- 100% staff membership in the campus PTSA group

School Climate and Culture

- Continue Implementation of Safe and Civil Schools (started in 2016-17)
- Continue Character Strong program for students (2018-19)

- Continue with the Shield Team to increase staff visibility during unstructured times.
- Low incidents of major disciplinary infractions
- Positive staff/student relationships
- Student centered philosophy
- Active parent/community/school relationships through a variety of community engagement activities (active booster club and parent organizations)
- Students understand the importance of community service (Spartans Out Serving)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student cheating is an increasing issue **Root Cause:** Pressure from community to be top ten, valedictorian, salutatorian in a high performing environment

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, 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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality 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
- 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

Revised/Approved: July 24, 2017

Goal 1: Effective and Efficient Operations


Resources are allocated in an efficient manner to facilitate quality learning experiences and a positive and effective work environment.

Performance Objective 1: SLHS will use its staff and resources to create an educational environment that is productive for all stakeholders.


Evaluation Data Source(s) 1: Budget analysis

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Configure campus parking to maximize the number of spaces for students and staff	Administration, KISD Police	New parking map				
2) Consistently update campus website to reflect the most current information that is available to parents and students	Campus website coordinator, principal	Website updates				
3) Work closely with Department Chairs and IC's to assist teachers in the creation and maintenance of Canvas webpages	Administration, DC, IC	Canvas pages				
4) School wide tutorial program that will allow students and teachers flexibility by maximizing opportunities for tutorials; Power Wednesday, Department Tutorial Masters Lists, Power Reviews	Classroom teachers, IC, DC, Administration	Tutorial dates/master list				
5) Increase teacher training on Canvas to improve its use for students and parents	IC, DC, technology trainers, Administration	Training dates, Canvas webpages				
6) Work closely with the DC's, IC's, Campus Advisory Team and administration to develop a responsible budget that maximizes resources in the areas of need.	Administration, DC, IC, Financial Clerk	Responsible Budget				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: Student achievement and progress levels will exceed state and national (where applicable) standards/averages for all student groups.

Evaluation Data Source(s) 1: Assessment results for each of the identified assessments will be compared with longitudinal historical results in addition to state and national data to measure increases.

Summative Evaluation 1: Exceeded Performance Objective

Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: Katy ISD will successfully meet all indicators in all components of Domain III: Closing the Gaps.

Evaluation Data Source(s) 2: Domain III report

Summative Evaluation 2:

Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: Percent of students in all special programs scoring at each of the Approaches, Meets, and Masters Grade Level on STAAR will increase over the previous year.

Evaluation Data Source(s) 3: STAAR

Summative Evaluation 3: Met Performance Objective

Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: Percent of students meeting or exceeding progress will increase over the previous year.

Evaluation Data Source(s) 4: End of year STAAR report and accountability report.

Summative Evaluation 4: Met Performance Objective

Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: The number of students completing a Dual Credit or Advanced Placement course will increase over the previous year.

Evaluation Data Source(s) 5: Course completion

Summative Evaluation 5: Met Performance Objective

Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 6: Establish structures that support a collaborative, flexible, safe, and respectful learning environment.

Evaluation Data Source(s) 6: discipline data

Summative Evaluation 6: Met Performance Objective

Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 7: By June 2019, 98% of students will pass English I STAAR EOC, Level II ; 99% of students will pass English II STAAR EOC, Level II

Evaluation Data Source(s) 7: Classroom assessments, DLA, STAAR EOC

Summative Evaluation 7: Significant progress made toward meeting Performance Objective

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

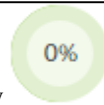
1) Utilize collaborative teamwork for instructional planning to include: - Data analysis by grade, subject, student group, and progress measure - Data analysis through reflective questions using the Lead4Ward processes - Grade-level, vertical, and /or interdisciplinary team meetings for data analysis and dialogue - Development of an instructional plan/Action Plan based on data analysis to be included in the campus improvement plans - Individual student data analysis and student goal setting sessions	DC's and IC's	Implementation: PLC discussions and walk-through observations confirming that teachers are shifting from traditional individual data analysis to group data analysis reflected in classroom instruction Impact: Improvement in the reliability of data and its impact on PLC teams				
2) Tutorial pullout sessions for students who do not meet the minimum standard on the STAAR EOC exam	IC, Classroom Teachers	Student data				
3) Implement Technical Writing Course for students who did not meet the minimum standard on the STAAR EOC (writing) exam	IC, Classroom teachers	Student data				
4) Utilize laptop computers for ESOL students to access technology applications related to English language acquisition	ESOL teachers, IC	Student data				
	Funding Sources: 263 - Title III-A Immigrant - 0.00					
5) Utilize linguistically simplified books for classroom ELA instruction; allowing students to better understand classic literature and writing	Classroom teachers, IC	Student data, reading levels				
6) Students utilize campus retest policy to improve understanding and mastery of TEKS	Classroom teachers	Student data				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 8: By June 2019 98% of students will pass Algebra I STAAR EOC, Level II.

Evaluation Data Source(s) 8: Classroom Assessments, DLA, STAAR EOC

Summative Evaluation 8: Significant progress made toward meeting Performance Objective


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Utilize collaborative teamwork for instructional planning to include: - Data analysis by grade, subject, student group, and progress measure - Data analysis through reflective questions using the Lead4Ward processes - Grade-level, vertical, and /or interdisciplinary team meetings for data analysis and dialogue - Development of an instructional plan/Action Plan based on data analysis to be included in the campus improvement plans - Individual student data analysis and student goal setting sessions	DC, IC	Student data				
2) Implement SL Math Curriculum for students who do not meet the standard on the STAAR EOC exam	Classroom teachers, IC	Student data				
3) Tutorial pullout sessions for students who do not meet the minimum standard on the STAAR EOC exam	Classroom teachers, IC	Student data				
4) Students utilize campus retest policy to improve understanding and mastery of TEKS	Classroom teachers	Student data				

Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 9: By June 2019 100% of students will pass Biology STAAR EOC, Level II.

Evaluation Data Source(s) 9: DLA, STAAR EOC

Summative Evaluation 9: Met Performance Objective


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Utilize collaborative teamwork for instructional planning to include: - Data analysis by grade, subject, student group, and progress measure - Data analysis through reflective questions - Grade-level, vertical, and /or interdisciplinary team meetings for data analysis and dialogue - Development of an instructional plan/Action Plan based on data analysis to be included in the campus improvement plans - Individual student data analysis and student goal setting sessions	DC, IC	Student data				
2) Tutorial pullout sessions for students who do not meet the minimum standard on the STAAR EOC exam	Classroom teachers, IC Funding Sources: 199 - General Fund - 0.00	Student data				
3) Teachers implement campus plan to monitor student achievement through informal assessment	Classroom teachers, AP's, IC	Student data				
4) Utilize ELPS strategies in the Biology classroom	Classroom teachers, IC	Student data, lesson plans				
5) Students utilize campus retest policy to improve understanding and mastery of TEKS	Classroom teachers	Student data				
						

Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 10: By June 2019 100% of students will pass US History STAAR EOC, Level II.

Evaluation Data Source(s) 10: DLA, STAAR EOC

Summative Evaluation 10: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Utilize collaborative teamwork for instructional planning to include: - Data analysis by grade, subject, student group, and progress measure - Data analysis through reflective questions using the Lead4Ward processes - Grade-level, vertical, and /or interdisciplinary team meetings for data analysis and dialogue - Development of an instructional plan/Action Plan based on data analysis to be included in the campus improvement plans - Individual student data analysis and student goal setting sessions	IC, DC	Student data				
2) Tutorial pullout sessions for students who do not meet the minimum standard on the STAAR EOC exam	Classroom teachers, IC	Student data				
3) Students utilize campus retest policy to improve understanding and mastery of TEKS	Classroom teachers	Student data				
4) Utilize Document Based Questioning (DBQ's) to improve reading of social studies content and improve understanding of historical documents	Classroom teachers, IC	Student data, lesson plans				
						

Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 11: English I and II EOC masters grade level scores will increase by 20%

Evaluation Data Source(s) 11: EOC data

Summative Evaluation 11: Met Performance Objective

Goal 3: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 1: By June 2019, department and campus leaders will implement a systematic prioritization process to align programs and priorities with available resources.

Evaluation Data Source(s) 1: Adopted budget

Summative Evaluation 1: Met Performance Objective

Goal 4: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: By May 2019, all campus and department leaders will utilize data in various formats.

Evaluation Data Source(s) 1: Portals and data sets available, trainings offered/number of attendees, user surveys and user reports.

Summative Evaluation 1: Met Performance Objective

Goal 4: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 2: Provide quality professional development designed to increase educator expertise when measuring learner skill acquisition.

Evaluation Data Source(s) 2: PD sessions

Summative Evaluation 2: Met Performance Objective

Goal 4: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 3: SLHS will use a collaborative and data-driven approach in developing plans and programming.

Evaluation Data Source(s) 3: Surveys, programs

Summative Evaluation 3: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Reinforce Love and Logic concepts in and out of the classroom to improve student/staff relationships	Teachers, Counselors, Administration	Use of strategies, surveys				
2) Work closely with the Associate Principal, DC's and IC's to develop a master schedule that will maximize PLC planning as well as maximize staffing units	Associate Principal, DC, IC, Principal	Master schedule				
3) Link student parking privileges to student discipline; students will lose parking privileges if they do not maintain proper discipline throughout the school year	Administration	Discipline referrals, discipline data				
4) Link senior trip privileges with student discipline; seniors may not attend the senior trip if they have significant discipline issues	Administration	Discipline referrals, discipline data				
5) Maintain and facilitate the Principal's Leadership Council to better connect student groups and activities throughout the building; the group will also be focused on leadership development	Principal, Student Council Sponsor	Meeting dates, activities				
6) Increase training on lesson planning as it relates to TTESS and goal setting for classroom instruction/staff development	Administration, DC, IC, Classroom teachers	Meeting dates, lesson plans				

Goal 4: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 4: SLHS teacher will analyze DLAs and Common assessments to increase student mastery of lesson objectives.

Evaluation Data Source(s) 4: student grades, and DLA scores

Summative Evaluation 4: Met Performance Objective

Goal 5: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

Performance Objective 1: Define and implement district and campus expectations for technology integration inside and outside the classroom

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Goal 6: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: All campuses and departments will be 100% staffed with highly effective, certified (if applicable) personnel.

Evaluation Data Source(s) 1: Recruiting records, hiring timelines, and retention reports

Summative Evaluation 1:

Goal 6: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 2: Refine a plan to provide high quality professional development that fosters growth and supports all teachers and staff.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Goal 7: Katy ISD will address flaws in the state finance and student assessment systems in order to regain local control.

Performance Objective 1: Develop a professional analysis of the student assessment and accountability systems to inform an action plan for the school

board, administration and community to regain local control.

Evaluation Data Source(s) 1: Analysis completed

Summative Evaluation 1:

Goal 8: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: By May 2019, there will be an increase in opportunities to share information and gather input from parents and community members.

Evaluation Data Source(s) 1: Parent/community surveys and lists of new information-sharing activities.

Summative Evaluation 1:

Goal 8: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 2: Replace Katy ISD school-business partnership program with an activity driven business and community partnership model that engages all stakeholders.

Evaluation Data Source(s) 2: New partnership program created

Summative Evaluation 2:

Goal 8: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 3: Identify existing parent and community engagement programs at campuses and district level; and explore opportunities to involve a greater number of stakeholders on/at campuses that have lower engagement rates.

Evaluation Data Source(s) 3:


Summative Evaluation 3:

Goal 8: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 4: Parents and community members are offered a wide range of activities that will engage them in the SLHS community of learners.

Evaluation Data Source(s) 4: Surveys, meeting

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Provide numerous opportunities for parents and community members to learn about SLHS; examples: Spartan Spectacular, Open House, Senior/Junior Parent Night, PTSA meetings, Advance Academic Night, Booster Clubs, Fish Camp, New Student Parent Coffee, Bond Overview Meetings	Administration	Meeting dates				
2) Work closely with booster clubs and the PTSA to better coordinate activities and garner support for those activities	Principal, Booster Club and PTSA Presidents	Meeting dates, activities				
3) Improve campus communication with stakeholders using methods such as: eNews, website, Remind, Twitter, Facebook, Home Access Center	Administration, classroom teachers	Websites, messages, etc				
4) Implement programming for students and parents who are new to the SLHS community	Administration, counselors, ESOL teachers	Events				
Funding Sources: 865 - Principal Activity - 0.00						
5) Include feeder junior high and elementary schools in campus and community activities to include homecoming, games, parades, events, etc.	Administration, coaches, Student Council Sponsor, directors, club sponsors	Events				
						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	7	1	Utilize collaborative teamwork for instructional planning to include: - Data analysis by grade, subject, student group, and progress measure - Data analysis through reflective questions using the Lead4Ward processes - Grade-level, vertical, and /or interdisciplinary team meetings for data analysis and dialogue - Development of an instructional plan/Action Plan based on data analysis to be included in the campus improvement plans - Individual student data analysis and student goal setting sessions
2	7	2	Tutorial pullout sessions for students who do not meet the minimum standard on the STAAR EOC exam
2	7	3	Implement Technical Writing Course for students who did not meet the minimum standard on the STAAR EOC (writing) exam
2	7	4	Utilize laptop computers for ESOL students to access technology applications related to English language acquisition
2	7	5	Utilize linguistically simplified books for classroom ELA instruction; allowing students to better understand classic literature and writing
2	8	1	Utilize collaborative teamwork for instructional planning to include: - Data analysis by grade, subject, student group, and progress measure - Data analysis through reflective questions using the Lead4Ward processes - Grade-level, vertical, and /or interdisciplinary team meetings for data analysis and dialogue - Development of an instructional plan/Action Plan based on data analysis to be included in the campus improvement plans - Individual student data analysis and student goal setting sessions
2	8	2	Implement SL Math Curriculum for students who do not meet the standard on the STAAR EOC exam
2	8	3	Tutorial pullout sessions for students who do not meet the minimum standard on the STAAR EOC exam
2	9	1	Utilize collaborative teamwork for instructional planning to include: - Data analysis by grade, subject, student group, and progress measure - Data analysis through reflective questions - Grade-level, vertical, and /or interdisciplinary team meetings for data analysis and dialogue - Development of an instructional plan/Action Plan based on data analysis to be included in the campus improvement plans - Individual student data analysis and student goal setting sessions
2	9	2	Tutorial pullout sessions for students who do not meet the minimum standard on the STAAR EOC exam
2	10	1	Utilize collaborative teamwork for instructional planning to include: - Data analysis by grade, subject, student group, and progress measure - Data analysis through reflective questions using the Lead4Ward processes - Grade-level, vertical, and /or interdisciplinary team meetings for data analysis and dialogue - Development of an instructional plan/Action Plan based on data analysis to be included in the campus improvement plans - Individual student data analysis and student goal setting sessions
2	10	2	Tutorial pullout sessions for students who do not meet the minimum standard on the STAAR EOC exam

State Compensatory

Personnel for Seven Lakes High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Rebecca Greene	Reading	Academic Support	1

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Kerri Finnesand	Principal
Parent	Dean Haefner	parent
Parent	Shelly Martin	parent
Parent	Yan Quist	parent
Parent	Mika Rao	Parent
Parent	Euna Rhodes	parent
Parent	Katie Roberts	Parent
Parent	Leslie Simank	Parent
Parent	Alice Terwege	Parent
Parent	Gail Yanek	parent
Community Representative	Cindy Cruz-Davis	community member
Business Representative	Rabia Nagda,MD	Business Rep./Parent
Classroom Teacher	Chad Meyer	teacher
Classroom Teacher	Katie Moreno	teacher
Non-classroom Professional	Nicole Brayton	IC
Non-classroom Professional	Ty Jackson	AP
Non-classroom Professional	Mary Margret Trieff Jozwiak	AP

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	9	2	Tutorial budget		\$0.00
Sub-Total					\$0.00
263 - Title III-A Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	7	4	Laptop computers		\$0.00
Sub-Total					\$0.00
865 - Principal Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	4	4	Principial's Activity		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

TEXAS EDUCATION AGENCY

2017 Accountability Summary

SEVEN LAKES H S (101914010) - KATY ISD

Accountability Rating

Met Standard

Met Standards on

- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

Did Not Meet Standards on

- NONE

In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Distinction Designation



Academic Achievement in ELA/Reading

DISTINCTION EARNED

Academic Achievement in Mathematics

DISTINCTION EARNED

Academic Achievement in Science

DISTINCTION EARNED

Academic Achievement in Social Studies

DISTINCTION EARNED

Top 25 Percent Student Progress

DISTINCTION EARNED

Top 25 Percent Closing Performance Gaps

DISTINCTION EARNED

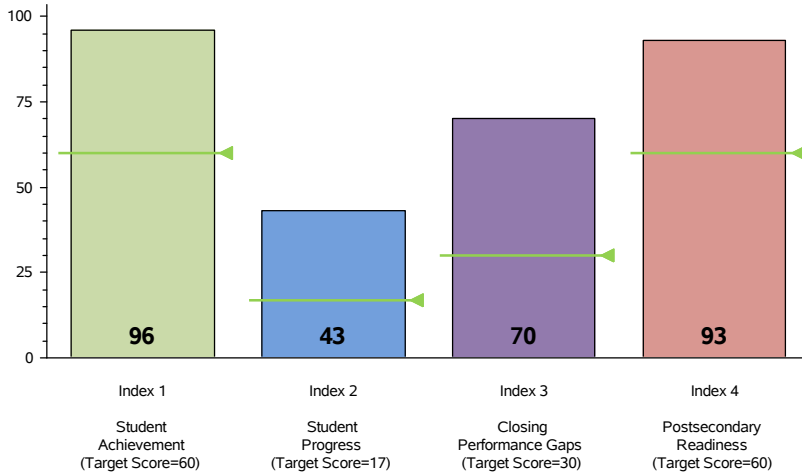
Postsecondary Readiness

DISTINCTION EARNED

Campus Demographics

Campus Type	High School
Campus Size	3,385 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	7.4
Percent English Language Learners	3.4
Mobility Rate	4.5
Percent Served by Special Education	5.2
Percent Enrolled in an Early College High School Program	0.0

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	3,681	3,825	96
2 - Student Progress	686	1,600	43
3 - Closing Performance Gaps	1,670	2,400	70
4 - Postsecondary Readiness			
STAAR Score	23.0		
Graduation Rate Score	24.8		
Graduation Plan Score	23.7		
Postsecondary Component Score	21.6		93

System Safeguards

Number and Percentage of Indicators Met

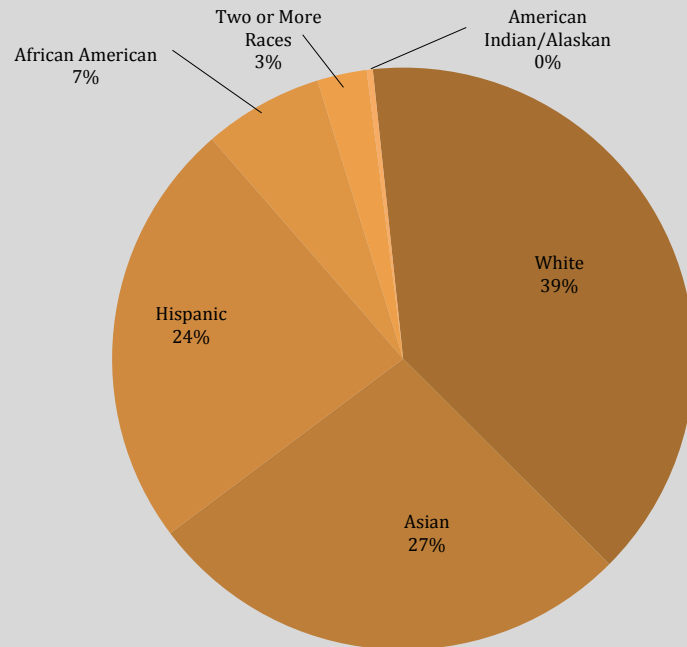
Performance Rates	31 out of 31 = 100%
Participation Rates	17 out of 17 = 100%
Graduation Rates	7 out of 8 = 88%
Total	55 out of 56 = 98%

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

Seven Lakes High School



Race and Ethnicity	Number of Students	Percentage
White	1,383	40.28%
Asian	964	25.94%
Hispanic	842	23.89%
African American	235	6.83%
Two or More Races	97	2.58%
American Indian/Alaskan	12	0.0040%
Totals	3,533	100.00%



Student Statistics

Total Enrollment	3,533
At-Risk	15.10%
Low Income	11.70%
Limited English Proficient	3.30%
ESL	3.30%
Special Education	4.90%
Career and Technology Education	46.1%
Gifted and Talented	16.5%
Attendance Rate	96.5%



GUIDE FOR CNA SUMMARIES

USING MULTIPLE MEASURES

The goal for every school should be to provide a well-rounded program of curriculum and instruction where ***all*** students are challenged and have opportunities to meet the state’s academic standards. To meet that goal, a team of people who possess knowledge of the school and its programs must regularly assess the school’s current state. Acknowledging that state honestly and transparently in a Comprehensive Needs Assessment (CNA), greatly enhances a school’s ability to determine its best next steps in the improvement planning process.

Use this guide to create a CNA Summary that includes evidence-based data interpretations. Upon completion, the CNA Summary information will be used to extract and prioritize STRENGTHS and PROBLEM STATEMENTS with a ROOT CAUSE.

DEMOGRAPHICS

Complete

1. School or Charter	<ul style="list-style-type: none"> Describe the school. Example details might include: size, grade span, age, location, admission policies (magnet, open enrollment, neighborhood school), etc. 	
2. Race/Ethnicity (7 groups)	<ul style="list-style-type: none"> List the % in each group: African American, Hispanic, White, American Indian, Asian, Pacific Islander, Two-or-More Races and how this differs from previous years. 	
3. Student Groups (5 groups)	<ul style="list-style-type: none"> List the % in each group: economically disadvantaged, English learner, migrant, special education, and at-risk. List % other designations, such as homeless, and discuss trends, etc. 	
4. Staff Data	<ul style="list-style-type: none"> Discuss the % state certified, number years’ experience, race/ethnicity and how these differ from previous years. 	
5. Parent/Guardian/Community	<ul style="list-style-type: none"> Describe the community and residents, including parents. Details might include: major professions, age and status of community (growing, declining), languages spoken, etc. 	

STUDENT ACHIEVEMENT

Complete

6. Student Outcomes and Performance	<ul style="list-style-type: none"> Describe the domain ratings: student achievement, school progress, and closing the gaps. Describe significant findings in STAAR results disaggregated by 7 Race/Ethnicity and 5 Student Groups in Reading, Math, Writing, Science, and Social Studies. Describe how scores differ from previous years. <i>(Tip: Don’t list scores without explaining the results. Focus on progress first, then achievement.)</i> Describe distinction ratings and campus comparison group quartile rankings. Include comparison with other relevant assessments, such as district/campus-based assessments. 	
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GUIDE FOR CNA SUMMARIES

USING MULTIPLE MEASURES

PERCEPTIONS

Complete

7. Student Engagement	<ul style="list-style-type: none"> Define the attendance rate and if lower than desired, disaggregate it by 7 race/ethnicity groups and 5 student groups. Include how current data differs from previous years. Discuss any significant differences among groups. Describe what is significant in the data about behavior, disciplinary patterns, DAEP placements and any differences between the 7 race/ethnicity groups and 5 student groups. Discuss results of any mentoring, peer mediation, etc. or other ways of reducing conflict. Describe the dropout rate or graduation rate and differentiate it by 7 race/ethnicity groups and 5 student groups. (Middle & High Schools) 	
8. Staff Engagement	<ul style="list-style-type: none"> Explain the turnover rate and how this compares with previous years. Discuss any staff mentoring results. Summarize any climate and culture survey reports. 	
9. Parent/Guardian Engagement	<ul style="list-style-type: none"> Explain how participation rates are measured and the current data findings. Discuss, as applicable, how the school consults with employers, business leaders, philanthropic organizations or individuals with expertise in engaging parents and family members in education. Describe public support ratings for the school. Summarize any climate and culture survey reports. Identify any barriers that prevent participation by parents/guardians. 	

PROCESSES AND PROGRAMS

Complete

10. Personnel - Policy and Procedures	<ul style="list-style-type: none"> Explain the recruitment, hiring, placement, development, evaluation, and advancement of high quality staff, including highly qualified paraprofessionals. <i>(Note: Some districts or charters might consider this to be a district-level or charter-level responsibility and not a campus responsibility.)</i> 	
11. Professional Practices	<ul style="list-style-type: none"> Describe how professional development is planned and the current impact it provides. Describe how PLCs or other leadership groups participate in decision-making. Discuss methods used for seeking meaningful consultation from teachers and others on how best to improve student achievement. 	
12. Programs and Opportunities for Students	<ul style="list-style-type: none"> Discuss the well-rounded program of curriculum and instruction and how all students, especially those at-risk, are given opportunities to meet challenging state academic standards. Consider data for: 	



GUIDE FOR CNA SUMMARIES

USING MULTIPLE MEASURES

	<ul style="list-style-type: none"> ○ increasing the amount and quality of learning time, ○ providing enrichment and acceleration • Explain anything significant with enrollment and participation in: special education, bilingual/ESL, gifted/talented (include AP/IB and advanced graduation plans), career and technical education (CTE) and dyslexia treatment. • Include a statement on the status of programming in science, technology, engineering, art and mathematics (STEAM), as appropriate. • Describe data findings for how the school is meeting TEA’s priority for college and career guidance and counseling. Include any postsecondary education and career awareness and exploration activities. (TEA Priority) • Discuss the success for any programs that coordinate and integrate academic and career and technical education content, curriculum-based entrepreneurship education. • Explain data for personalized or blended learning experiences supported by technology. • Explain Title II class-size reduction, if applicable. (<i>Note: Beginning 2018-19, the school must show evidence of effectiveness if using Title II.</i>) • Explain any other significant data findings for programs and services that have a significant link to challenges that could become prioritized problem statements and root causes. Examples may include: coordinated school health services, social services, fine arts, athletics, etc. 	
<p>13. Procedures</p>	<ul style="list-style-type: none"> • Explain findings on how technology is integrated into instructional and administrative programs. • Review data on school conditions for learning, including protecting instructional time. Discuss anything significant. Example details might include: master schedules, planning periods, PLCs, tutorials, beginning/ending times, extended day enrichment, summer school, etc. • Discuss the status of equity of services for all students. • Explain data findings on procedures to support students during all transitions: early childhood into elementary, elementary into middle/junior high or junior high into high school, high school to postsecondary. • Discuss significant findings in classroom management and explain procedures used to reduce overuse of discipline practices that remove students from the classroom. • Discuss data for bullying, drug, violence and suicide prevention, as appropriate. • Discuss data on unwanted physical or verbal aggression, sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children, again, as appropriate. 	



GUIDE FOR CNA SUMMARIES

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GUIDE FOR CNA SUMMARIES

USING MULTIPLE MEASURES

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Training ISD

Training Elementary School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts
Top 25% Closing Performance Gaps



Board Approval Date: June 5, 2018
Public Presentation Date: December 19, 2018

Mission Statement

Excellence and high student achievement prosper here because of our uncompromising commitment to students and extraordinary learning opportunities.

Vision

Our vision is to inspire a passion for life-long learning.

Principal's Home Address and Cell Phone Number

Please Note: This is NOT a complete improvement plan. The pages that are provided are for training and demonstration purposes only. Not all of the required elements are present. For example, not all of the Schoolwide Elements are associated with strategies. All of the information included is completely fictitious and does not represent any real campus or district. Any resemblance is purely coincidental.

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Comprehensive Needs Assessment

Revised/Approved: July 28, 2018

Demographics

Demographics Summary

Training Elementary is a seven-year old, K-5th grade Title I campus in Training ISD located in Excellence City, TX. Excellence City is a growing suburb on the northern edge of the Big City Metroplex. Excellence City has always been a farming community, but that image is quickly shifting as Excellence City has been rated as one of the fastest growing communities in Texas. Excellence City is a diverse community with a low crime rate. The campus is predominately a neighborhood school that is located at the edge of the town. Approximately 2/3 of students live nearby. Additionally, there are 6 bus routes that bring students who live outside the city limits. In concert with the fast growth in the community, student enrollment at Training Elementary is growing quickly. During this past year, enrollment increased by 3.5 percent resulting in 762 students in May 2018. The African American and Hispanic student groups are growing the fastest. The campus has three student groups that are almost equal in size: 26.5% are Hispanic, 38.6% are White and 25.2% are African American. Asian students make up 1% of the population and Pacific Islanders represent 3%. There are 4.3% claiming Two-or-More Races.

The last published mobility rate of 8.2% for Training Elementary is well below the state average of 16.5%; however, we anticipate the campus mobility rate is now higher due to district attendance boundary changes in that took effect in August 2016. Training Elementary gained a large rural area and two subdivisions with the new boundaries. The result is there are 148 new students and 22 of those are identified as migrant. Attendance rates are high and even with our large growth, rates have remained steady over the last three years. At 97.4%, the attendance rate is the highest in the school district. The campus attributes this achievement to a strong partnership with parents and a focus on high-quality education. Training Elementary's student groups include 18% English Learners (ELs), 8% Gifted and Talented, and 9% Special Education. Additionally, 51% are economically disadvantaged, 48% are identified as at-risk.

Training Elementary School employs a high-quality, talented staff. Four new teachers have just been hired for the new school year. These are in addition to two new teachers who started at the beginning of second semester last January. Training Elementary is fortunate to have a staff that closely mirrors the student groups with regards to race and ethnicity. The turnover rate among our staff is low because people love to work at Training Elementary. However, the campus frequently has new employees due to the fast growth. Therefore, a strong mentoring and support process is in place.

WRITING TIP: It is more important than ever that your CNA be ROBUST and COMPREHENSIVE. Make sure that you acknowledge the performance of student groups funded by the state special allotment funds and federal funds. Those groups are: gifted/talented, special ed, ELs, at-risk, homeless, and economically disadvantaged.

Demographics Strengths

Training Elementary has many strengths. Some of the most notable demographics strengths include:

1. Many families move into our area just for the schools. Because our families value education we have many supportive parents and students who are committed to success.
2. The attendance rate at Training Elementary is the highest in the district.
3. No students withdrew during 2017-2018 because they were unhappy with our campus.
4. Students at Training Elementary are very accepting of new students regardless of race or ethnicity.
5. New teachers report that the campus mentoring and support process to help them get started is very helpful and effective.

Problem Statements Identifying Demographics Needs

Problem Statement 1: ELs across grades 3-5 have CBA reading scores that are 20% lower than non-ELs. **Root Cause:** The Hispanic student group is growing quicker than we can train and/or hire teachers with ESL certification.

Problem Statement 2: The April 2018 teacher survey reveals that teachers feel inadequately prepared to address the special needs of migrant students. **Root Cause:** Because of boundary changes, the campus has migrant students for the very first time and formal training has not yet been provided.

Problem Statement 3: A problem statement is a fact. It is something we want to solve. **Root Cause:** Why the problem exists. If this is eliminated, the problem would go away or be reduced.

Student Academic Achievement

Student Academic Achievement Summary

A comparison of STAAR scores at the All Students level show that the 2017 and 2018 scores do not show much variance. The largest change is in WRITING with a 5% loss.

ALL GRADE LEVELS		
	2017	2018
READING	93	91
MATH	87	88
WRITING	78	73
SCIENCE	85	85

The 2018 STAAR scores include the performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The Approaches, Meets, and Masters levels are all considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students ...

2018 STAAR ALL STUDENTS	DID NOT MEET Grade Level Performance	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3 rd Math	16	84	48	24
4 th Math	13	87	51	28
5 th Math	7	93	58	34
3 rd Reading	11	89	53	30
4 th Reading	12	88	52	29
5 th Reading	5	95	60	36
4 th Writing	27	73	38	14
5 th Science	15	85	49	25

READING

Looking deeper, STAAR 2016 READING Met Standard scores and 2018 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

STAAR READING		
	2017	2018
3 rd Grade	94	89
4 th Grade	91	88
5 th Grade	91	90

An analysis of scores for each student group at each grade level in READING revealed the following:

- The Special Education (SpEd) scores show the greatest variance of all student groups. 31% of 5th grade SpEd scored Approaches as compared with 75% of non-SpEd. In 4th grade, 28% SpEd and 77% non-SpEd scored Approaches. In 3rd grade, 34% SpEd and 79% non-SpEd scored Approaches.
- In all three grades, Hispanic and African American scores are lower than the campus average. 66% Hispanic and 60% African American 5th graders scored Approaches while 92% White scored Approaches. 4th grade scored slightly higher and 3rd grade scored the best with 72% Hispanic and 74% African Americans scoring Approaches.
- Economically Disadvantaged (ECD) scores are significantly lower than non-ECD scores. The greatest variance is in 5th grade with 62% ECD scoring Approaches vs. 84% non-ECD scoring Approaches. It has been noted that 5th grade ECD students attend tutorials less frequently than the ECD students in the other two grades.
- At-Risk scores are similar at all three grade levels with 60% of At-Risk students scoring Approaches. 90% of non-At-Risk students scored Approaches.
- Migrant scores are at least 20% lower than non-Migrant scores at each grade level. The widest gap is in 5th grade with 23% difference. This same pattern is reflected in Migrant students' daily work.
- English Learner (EL) scores are consistently low at all three grade levels. A little over 50% of the current EL students at each grade level scored Approaches as compared with 75% of the non-EL students scoring Approaches.
- Teachers' observations reveal slightly higher performance in class for EL students as compared with the STAAR data. This is probably due to instructional strategies that cannot be implemented during testing. Classroom grades for other student groups are consistent with the STAAR data.
- 98% of Gifted/Talented students scored Approaches. 88% scored Meets and 69% scored Masters.
- The campus-based assessment scores for each student group above are consistent with the STAAR data.

The most significant finding(s) during the analysis of all READING academic achievement data is _____.

MATH

STAAR 2017 MATH Met Standard scores and 2018 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

STAAR MATH		
	2017	2018
3 rd Grade	84	84
4 th Grade	84	87
5 th Grade	92	93

An analysis of scores for each student group at each grade level in MATH revealed the following:

- The largest gap between student groups is between the African American scores and White scores, especially in 3rd grade. 64% African Americans scored Approaches and 91% White scored Approaches. The gap was smaller in 4th grade and scores overall were higher than 3rd grade. Though still significant, the 5th grade gap was smallest with 76% African American and 96% White scoring Approaches. Overall, it is disappointing that the math scores did not increase more.
- The Special Education (SpEd) scores show the greatest variance of all student groups. 48% of 5th grade SpEd scored Approaches as compared with 84% of non-SpEd. In 4th grade, 38% SpEd and 87% non-SpEd scored Approaches. In 3rd grade, 44% SpEd and 83% non-SpEd scored Approaches.
- Economically Disadvantaged (ECD) students score significantly lower than non-ECD students. The greatest variance is in 5th grade with 75% ECD scoring Approaches vs. 90% non-ECD scoring Approaches. As noted earlier, 5th grade ECD students attend tutorials less frequently than the ECD students in the other grades.
- At-Risk scores are similar at all three grade levels with 68% 3rd graders, 72% 4th graders and 71% 5th graders scoring Approaches but significantly lower than Non-At-Risk scores. Percentages for Non-At-Risk students scoring Approaches: 94% 3rd grade, 92% 4th grade and 95% 5th grade.
- LEP scores are also close at all three grade levels. Almost 75% of the current LEP students at each grade level scored Approaches as compared with 81% non-LEP students scoring Approaches. LEP students scored better in MATH than they did in READING.
- Migrant scores are at least 20% lower than non-Migrant scores at each grade level. The widest gap is in 5th grade with 23% difference. As noted earlier, this is the same pattern that is seen with daily grades in the classroom.
- 99% of Gifted/Talented students scored Approaches. 90% scored Meets and 72% scored Masters.
- The campus-based assessment scores for each student group predicted slightly higher 3rd grade MATH scores, but are consistent with the STAAR data for 4th and 5th grades.
- Teachers' observations and classroom grades are consistent with the STAAR data.

The most significant finding(s) during the analysis of all MATH academic achievement data is _____.

WRITING

STAAR 2017 MATH Met Standard scores and 2018 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

STAAR WRITING		
	2017	2018
4 th Grade		

An analysis of scores for each student group at each grade level in WRITING revealed the following:

- White, Hispanic, African American, etc. _____.
- ECD _____.
- Migrant _____.
- LEP _____.
- SpEd _____.
- Gifted/Talented _____.
- At-Risk _____.
- Campus-based assessments _____.
- When comparing the STAAR scores with classroom observations and grades, we found _____.

The most significant finding(s) during the analysis of all WRITING academic achievement data is _____.

SCIENCE

STAAR 2017 SCIENCE Met Standard scores and 2018 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

STAAR SCIENCE		
	2017	2018
5 th Grade		

An analysis of scores for each student group at each grade level in SCIENCE revealed the following:

- White, Hispanic, African American, etc. _____.
- ECD _____.
- Migrant _____.
- LEP _____.

- SpEd _____.
- Gifted/Talented _____.
- At-Risk _____.
- Campus-based assessments _____.
- When comparing the STAAR scores with classroom observations and grades, we found _____.

The most significant finding(s) during the analysis of all SCIENCE academic achievement data is _____.

WRITING TIP: If you do not like the way your table looks, try creating it in Microsoft Word. Then, copy and paste it here.

Student Academic Achievement Strengths

Training Elementary has a population of hard-working, high-achieving students. The campus is proud of many different student achievement strengths, including:

- Our campus is in the top quartile in our comparison group with the percentage of students rating "Masters Grade Level" in Grades 3-5 STAAR Math.
- EL students showed significant growth on STAAR math.
- Students track their own academic progress in grades 2-5.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: In grades 3-5, SpEd scores are significantly below non-SpEd scores on 2018 STAAR Reading. **Root Cause:** WRITING TIP: The software will allow a Problem Statement without a Root Cause. This gives you time to think and refer back to data. It is highly encouraged to always come back and add the Root Cause so that you can create a tight alignment between the problem and the strategy.

Problem Statement 2: Longitudinal STAAR data in grades 3-5 reading shows scores are increasing significantly slower for African American, Hispanic, ECD, SpEd, and At-Risk student groups as compared with the White student group. **Root Cause:** Teachers' implementation of RtI is not consistent and does not contain the same level of rigor as the standards.

Problem Statement 3: 2018 campus based assessment scores for writing (92%) do not reflect the same level of mastery as the 2018 STAAR Scores (73%). **Root Cause:** Even though the district curriculum was revised, writing teachers have not had professional development on the writing standards in over three years.

School Processes & Programs

School Processes & Programs Summary

Last year (May 2017) a Campus Self-Assessment Survey was given to all staff to assess the campus processes and programs. Survey results identified three school-wide processes needing improvement: (1) campus-based, common assessments (CBAs) including the analysis of results, (2) instructional rigor, and (3) the RtI program.

For the 2017-2018 school year, the campus chose to focus on learning how to design and implement better campus-based common assessments (CBAs) and how to conduct effective assessment analysis meetings. Professional development included a process for PLCs to use the XYZ TEKS system and current CBA results to map out the specific skills and standards to be taught and assessed each six weeks. PLCs now review and/or revise the CBAs before each six weeks begins confirming alignment with the standards and ensuring that teachers clearly understand where students have previously struggled. Data boards that include attendance, CBA results, and student reading levels are studied. The PLCs then use all of this data to design daily lessons. The design of the CBAs allow students to demonstrate their learning through performance, products and presentations. Daily instruction is expected to match the CBAs at the same level of Bloom's and DOK rigor. At the end of this year-long focus on CBAs and data analysis, the Campus Self-Assessment Survey was administered again. May 2018 results found the following:

- All PLCs report strong skills for designing and implementing CBAs.
- Most PLCs feel their ability to review and revise the CBA before they write lesson plans significantly strengthens their instruction. One PLC reports their progress as developing.
- All teachers report that students are more engaged in instruction when it is aligned with performance-based assessments or when products and presentations are offered as final exams.
- Teachers continue to ask for additional strategies for consistently providing instruction at rigorous levels.

During the 2018-2019 school year, the campus will continue looking for ways to strengthen the assessment/data analysis/instructional planning process. The plans and records from 2017-2018 will provide added information to help teachers increase the effectiveness of this school-wide process. Additionally, the campus will also seek training and information on the new interim assessments for math and reading and the formative assessment bank of questions created by TEA.

To address teachers' requests for help with instructional rigor, the campus leadership team selected instructional rigor as the campus focus for 2018-2019. A significant part of the available professional development days will center on how to infuse rigor throughout assessment and instruction. A committee of teachers is working this summer to identify evidence based programs and processes for rigor so that professional development can be specifically designed to meet our needs.

Additional information from the May 2018 Campus Self-Assessment Survey include:

- Teachers are unsure how tutorials align with RtI.

- There needs to be a more structured process for communication between the core teachers and the tutorial teachers. Sometimes tutorial teachers are unsure what skills need to be addressed.
- Some teachers are unclear how to best communicate the content and language objectives with EL students.

When analyzing the intersections between these three findings and the Demographics and Student Achievement data, it is clear that the process for implementing RtI is not working at the desired level for At-Risk, EL, Hispanic, African American and ECD students.

School Processes & Programs Strengths

Training Elementary has identified the following strengths:

- All PLCs report strong skills for designing and implementing campus based assessments (CBAs).
- Most PLCs feel that their ability to review and revise the CBA before they write lesson plans significantly strengthens their instruction.
- 100% of teachers participated in multiple professional development opportunities during this past school year focused on designing, implementing, and analyzing the results of CBAs.
- Teachers have a strong sense of urgency to implement the best instructional practices every class period, every day.

Additional strengths include:

- The latest TAPR confirms that the number of Training Elementary teachers with 11-20 years experience (34%) is higher than both the state (27%) and the district (26%).
- The TAPR also reveals that Training Elementary teachers' average teaching experience with the district (12.4%) exceeds both state (11.2%) and district (10.2%) averages.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: On the 2018 Campus Self-Assessment Survey, over 75% of teachers request training to increase rigor in the classroom. **Root Cause:** As teachers are strengthening their skills for designing CBAs that align to the TEKS System, they are realizing the necessity of rigorous classroom strategies.

Problem Statement 2: The 2018 Campus Self-Assessment Survey results reveal that teachers are unsure how tutorials align with RtI. **Root Cause:** The RtI training did not include procedures for the grade level tutorials program.

Problem Statement 3: Tutorials teachers are often unsure what skills to reteach or preteach. **Root Cause:** Procedures for tutorials have not been reviewed in over three years. With new teachers and a growing student body, it is time to re-evaluate and revise the procedures.

Perceptions

Perceptions Summary

One of the core beliefs at Training Elementary is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. New teachers and families come into our school with all kinds of previous school experiences. Because of this constant growth, we have to work very hard at maintaining a culture of high expectations for student learning. Training Elementary wants to narrow the performance gap among all student groups, and particularly between Hispanic, African American and White students. With this in mind, the message that the entire staff is asked to constantly convey to students, parents, and community members is, "We have ownership for students - ALL students. We take them where they are and we move them as quickly and as far as we can. When students walk in the door, they belong to us."

Students are taught that excellence is *the habit* to achieve. They are taught that what you do, you should do well, and the easiest way to do it well is to *do it well every time*. Students are taught and then taught the value of practice. Practice creates habits; therefore, we all practice excellence. Expectations for student behavior is high and we are blessed to have respectful, confident students. The staff understands that a culture of respect with parents has to be earned. We ask our parents to hold us accountable for maintaining a culture of respect, high expectations for learning, and habits of excellence. We constantly check our progress by conducting short, 3-5 question surveys every time we have parents in the building for special events. Survey results from 2017-2018 reveal that 94% of parents (in over 800 surveys throughout the year) feel that we are doing well in all three areas.

In an effort to ensure classrooms are places where students feel respected and where high expectations for learning and habits of excellence are displayed, each teacher anonymously reviews two other teachers' classroom procedures and provides feedback before school begins. Then, we also check our progress with students. Each six weeks, students in grades 2-5 are asked 3-5 questions. The most significant survey results from 2017-2018 include:

- 98% feel that the school is a safe place to learn.
- 98% feel that teachers expect students to produce excellent work and that excellence is the habit to develop.
- 94% feel that rules are fair and consistent for all students.
- 92% know what to do when they need help.

An annual review is conducted of the discipline records, including student conflicts, all forms of violence, bullying, drug offenses and DAEP placements. In the past two school years, Training Elementary had very few incidents of negative behavior. In fact, there are significant decreases when compared with prior years. Professional development and the new conflict resolution program that started in the fall of 2015 are making a difference. Actual data includes 88 discipline referrals in 2017-18 and 120 referrals in 2016-17, as compared with, 342 in 2015-16. With a growing student population, we are very proud of these numbers.

Training Elementary also places a priority on creating a family and community friendly school environment. Our Parent Coordinator leads family and community engagement initiatives. We know communication is a key way to engage parents and the community. In addition to the typical newsletters sent home and school events posted on the marquee, Training Elementary extends communication by showcasing a variety of parenting traditions and practices within the school community. This is done on a parenting bulletin board. Parents put ideas for celebrating holidays, bedtime routines, healthy breakfast ideas,

no-cost family field trips, etc. on cards and they are posted on the board. Volunteers translate the cards into different languages. Pictures of the board appear in newsletters, etc. Additionally, we begin in early June updating the website for the new school year, including as many dates as possible to help parents plan ahead. Our Parent Coordinator hosts "We're New Here" coffee events for new parents once per week beginning the first of August and continuing through Labor Day. The purpose is to help parents understand campus procedures and also to meet other new families. Parents can come as often as they like. The campus provides translations on the website and also with printed materials in most languages spoken in school. We also provide interpreters for school events, especially for events held early in the year, such as registration and Meet the Teacher Night. Computers are in the front hallway with information posted in different languages. We make sure that our routines are consistent, including sending our Take-Home-Tuesday folders every week. We take pride in the fact that parents consistently report our office staff as professional and very parent-friendly.

WRITING TIP: Best practice suggests selecting someone other than the authors to carefully proof-read all sections of the comprehensive needs assessment (CNA) before it is published. This proof-reader should check for things such as language that protects individual students' identities and professionalism when describing student groups, culture, ethnicity, race, etc. Regardless of the amount of improvement identified, it is important that the CNA and CIP reflect that the campus is striving to break through all barriers and be the best it can be.

Perceptions Strengths

Training Elementary celebrates these strengths:

- The student survey reports that 98% of students feel safe at school.
- The parent surveys state that 94% of parents feel that we are maintaining a culture of respect, have high expectations for learning, and are cultivating habits of excellence
- The teacher survey data states that teachers feel empowered and valued. They also feel that Training Elementary is a great place to work
- A Parent Coordinator that coordinates the volunteer program, maintains the family/community center, strengthens communication between home and school, makes home visits, etc.
- Parents report that the process to involve parents in planning, implementing and evaluating family involvement activities is effective.
- "We're New Here" Monthly Coffees are well attended. (Held weekly at the beginning of school.)
- The Family Center is used frequently and provides many useful resources for parents.
- Discipline data and student surveys confirm that the campus's conflict resolution program and discipline prevention/intervention programs are working well.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A 44% increase in parent/community participation, and positive teacher and parent survey data for the last three years confirm that the implementation of a Parent Coordinator continues to be a high priority need for the campus. **Root Cause:** Significant increases with positive results began occurring as soon as the Parent Coordinator position was created. Prior to the position, positive increases were sporadic and small.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, 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
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback




Goals

Goal 1: Training ISD will maintain rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary success.



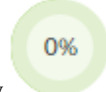

Performance Objective 1: With a focus on rigor in the classroom, all student groups will grow at least 3% on 2019 STAAR scores, especially Hispanic, African American, ECD, and At-Risk.

Evaluation Data Source(s) 1: 2019 STAAR scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) BOOK STUDY: All teachers will participate in a year-long book study of Marzano's "The New Art and Science of Teaching" according to the following schedule:</p> <p>June - Aug. Ch. 1, 2, 3 September - Ch. 4, 5 October - Ch. 6 November - Ch. 7 December - Ch. 8 January Ch. 9, 10 February - Ch. 11</p>	2.5, 2.6	2nd Grade and 3rd PLC Leaders	Teachers will increase rigor in the classroom and provide proof by demonstrating for each other the implementation of at least one strategy from each month's study. The expected impact will be at least 10% higher achievement on the CBAs (by the end of the year) as compared with last year's data.				
<p>Problem Statements: Student Academic Achievement 2, 3 Funding Sources: 199 - General Fund - 50750.00, 211 - Title I, Part A - 50000.00</p>							

<p>Critical Success Factors CSF 3 CSF 7</p> <p>2) IN-THE-MOMENT-ASSESSMENT: Teachers will check for understanding and receive feedback from students during lessons using strategies such as:</p> <ol style="list-style-type: none"> 1. confidence rating techniques 2. voting techniques 3. response boards 4. unrecorded assessments <p>Teachers will attend a 2-hour training in August on Ch. 2 of Marzano's book. Follow-up training will occur in Nov. and Feb.</p>		4th Grade PLC Leader	At least twice weekly, PLCs will discuss and chart the progress of lessons on a proficiency scale, discussing real-time insights into why a given lesson is succeeding or failing. Appropriate reteaching or enrichment will be planned. The impact is that PLCs will be able to gauge student comprehension as new material is taught and determine students' progress toward mastery of the standard.				
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: 255 - Title II, Part A - 500.00</p>							
<p>Critical Success Factors CSF 4</p> <p>3) DO-NOWs: Core teachers will use the first 5 minutes of class to re-teach standards that students failed to master on the last CBA. Do-Nows will include:</p> <ol style="list-style-type: none"> 1. mixed format questions 2. spiraled objectives 3. why and how questions <p>PLCs will receive training in Sept with full implementation expected immediately after the first CBA is administered.</p>		Assistant Principal	PLCs will prioritize non-mastered standards and monitor progress on Do-Nows. PLCs will develop a Do-Now Tracking Sheet for students that shows their progress toward mastering the skills. The expected impact is that students will master all standards from the previous CBA. (The Do-Now Tracking Sheet will be used in Tutorials for any student not mastering the standards.)				
<p>Problem Statements: Student Academic Achievement 1, 2, 3</p> <p>Funding Sources: 199 - General Fund - 500.00</p>							
<p>Critical Success Factors CSF 4</p> <p>4) UNIT DESIGN - DIRECT INSTRUCTION: When designing a new unit, PLCs will determine which content requires direct instruction lessons. Then, the PLC will:</p> <ol style="list-style-type: none"> 1. design a proficiency scale 2. determine how to chunk content 3. determine how students will process content 4. determine how to record and represent content 		Principal	Implementing a systematic way to provide direct instruction will help students understand which parts of new content are important and how the parts fit together. It is expected that there will be at least a 10% increase of proficiency on end of unit assessments when compared with last year's data.				
<p>Problem Statements: Student Academic Achievement 1, 2</p>							

<p>5) LESSON DESIGN - KNOWLEDGE APPLICATION LESSONS: PLCs will design cognitively complex tasks for students. PLCs will use Ch. 5 from Marzano's book The New Art & Science of Teaching as a framework and include these elements: 1. engage students in cognitively complex tasks 2. provide resources and guidance 3. generate and defend claims</p>		Principal	<p>Once per quarter, each classroom teacher will bring artifacts to their PLC meeting that demonstrate: 1. Students were involved in a complex task. 2. Students are able to generate new conclusions and provide evidence for their conclusions.</p> <p>The principal will attend that PLC meeting.</p>				
Funding Sources: 255 - Title II, Part A - 0.00							
<p>6) REPEATING STRATEGIES - PROFESSIONAL DEVELOPMENT Classroom teachers & principals will deepen their understanding of and ability to address the specific academic needs of all student groups. This is the third year of implementation.</p>		Principals	<p>Increase in student's academic achievement (summative and formative assessments) as demonstrated by: (1) teacher implementation of Becky Koesel's Reader's Workshop strategies. (2) the increased circulation of library books (3) the increased use of math manipulatives (4) weekly self SIBME recording analysis by teachers.</p>				
<p>Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1 Funding Sources: 211 - Title I, Part A - 7400.00, 255 - Title II, Part A - 2500.00</p>							
<p>7) WRITING TIP: Best practice suggests creating as few strategies as possible. Be sure that each strategy is directly related to the performance objective and that the strategy is powerful enough to create meaningful growth. Do not include "regular operations" as strategies unless the funding source requires it.</p>		<p>WRITING TIP: Always designate a leader. It is not recommended to include a list of people involved without a leader. The leader assists the principal by monitoring the implementation of the strategy.</p>	<p>WRITING TIP: Successful implementation can be measured by artifacts, such as sign-in sheets. However, the purpose for any strategy is to have an IMPACT on student achievement. So be sure to describe what successful implementation looks like and the impact it creates.</p>				
Funding Sources: 199 - General Fund - 0.00							
<p>Critical Success Factors CSF 1</p>	2.4	Go to person	Implementation and impact				
<p>8) Describing</p>	<p>Problem Statements: Demographics 2 - Student Academic Achievement 1 Funding Sources: 199-PIC 24 SCE Accelerated Education - 2000.00, 199 - General Fund - 200.00</p>						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: ELs across grades 3-5 have CBA reading scores that are 20% lower than non-ELs. **Root Cause 2:** The Hispanic population is growing faster than we can train and/or hire teachers with ESL certification.

Demographics

Problem Statement 1: ELs across grades 3-5 have CBA reading scores that are 20% lower than non-ELs. **Root Cause 1:** The Hispanic student group is growing quicker than we can train and/or hire teachers with ESL certification.

Student Academic Achievement

Problem Statement 1: In grades 3-5, SpEd scores are significantly below non-SpEd scores on 2018 STAAR Reading. **Root Cause 1:** WRITING TIP: The software will allow a Problem Statement without a Root Cause. This gives you time to think and refer back to data. It is highly encouraged to always come back and add the Root Cause so that you can create a tight alignment between the problem and the strategy.

Problem Statement 2: Longitudinal STAAR data in grades 3-5 reading shows scores are increasing significantly slower for African American, Hispanic, ECD, SpEd, and At-Risk student groups as compared with the White student group. **Root Cause 2:** Teachers' implementation of RtI is not consistent and does not contain the same level of rigor as the standards.

Problem Statement 3: 2018 campus based assessment scores for writing (92%) do not reflect the same level of mastery as the 2018 STAAR Scores (73%). **Root Cause 3:** Even though the district curriculum was revised, writing teachers have not had professional development on the writing standards in over three years.

School Processes & Programs

Problem Statement 1: On the 2018 Campus Self-Assessment Survey, over 75% of teachers request training to increase rigor in the classroom. **Root Cause 1:** As teachers are strengthening their skills for designing CBAs that align to the TEKS System, they are realizing the necessity of rigorous classroom strategies.

Goal 1: Training ISD will maintain rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 2: Writing scores on 2019 STAAR will increase from 73% to 75% Approaches Grade Level for the All Students group and from 36% to 40% for the Special Education group.

Evaluation Data Source(s) 2: 2019 STAAR Writing scores

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) WRITING INSTITUTE TRAINING: Third and Fourth grade teachers will attend a 4-day Expository Writing Institute by The Writing Academy in July. They will attend a 4-day Editing & Revising Institute also by The Writing Academy in the fall.		4th Grade PLC Leader	At least 80% of the writing samples taken in both grades 3 and 4 will be scored by teachers as a 3. This will show significant growth over the 2016-2017 writing samples where 72% of those were scored as a 3.				
Problem Statements: Student Academic Achievement 3 Funding Sources: 255 - Title II, Part A - 5500.00							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 3: 2018 campus based assessment scores for writing (92%) do not reflect the same level of mastery as the 2018 STAAR Scores (73%). Root Cause 3: Even though the district curriculum was revised, writing teachers have not had professional development on the writing standards in over three years.

Goal 1: Training ISD will maintain rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 3: **WRITING TIP:** A Performance Objective is a one year target that measures progress toward achieving a multi-year goal. It identifies how much we think we can grow in one school year. It is written in a SMART format. (It is the equivalent of a one-year campus SMART goal.)

Evaluation Data Source(s) 3: **WRITING TIP:** Since the effectiveness of the PO is determined by summative evaluation data, it is essential to determine what data will be used at the same time the PO is written.

Summative Evaluation 3:

Goal 1: Training ISD will maintain rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 4: New PO

Evaluation Data Source(s) 4: STAAR

Summative Evaluation 4:





Goal 2: Training ISD will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on, safety, wellness, and order.

Performance Objective 1: At least 96% of students attending tutorials three weeks or longer (two or more sessions per week) will be passing each core class at the end of all six weeks grading periods.

Evaluation Data Source(s) 1: Students' Do-Now progress tracking folders and their report cards

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

<p>1) TUTORIAL PROCEDURES: The campus leadership team will revise tutorials procedures by Sept 1. New procedures will at least include:</p> <ol style="list-style-type: none"> 1. a clear connection with Rtl 2. accountability for progress 3. directions for electronic communication between classroom teachers and tutorials instructors 4. reports for parents 5. skills check with a tracking chart for students to track their own progress on each skill 		Assistant Principal	Instruction during tutorials will be driven by the students' Do-Now tracking sheets. All instruction will be tightly connected with the classroom so that the quality and quantity of targeted support is greatly increased. The impact is more accurate progress reports for teachers and parents. In addition, 5% or fewer students will be failing at the end of each grading period.				
<p>Problem Statements: School Processes & Programs 3 Funding Sources: 199-PIC 30 SCE Title IA, Schoolwide Activity - 6500.00</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: Tutorials teachers are often unsure what skills to reteach or preteach. Root Cause 3: Procedures for tutorials have not been reviewed in over three years. With new teachers and a growing student body, it is time to re-evaluate and revise the procedures.

Goal 3: Training ISD will recruit, develop, and retain highly effective school leaders, teachers, and staff which reflect the rich diversity of the students TISD serves.

Performance Objective 1: NOTE: To keep this sample plan short, this goal has not be developed with performance objectives and strategies.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Goal 4: Training ISD will relentlessly pursue effective engagement with families and the community to foster shared responsibility for student achievement.

State Compensatory

Budget for Training Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
166.11.6129.00.132.30.ARO	6129 Salaries or Wages for Support Personnel	\$80,224.00
6100 Subtotal:		\$80,224.00
6300 Supplies and Services		
166-11-6399-00-113-30-ARO	6399 General Supplies	\$2,400.00
6300 Subtotal:		\$2,400.00
6400 Other Operating Costs		
166-11-6494-00-113-30-ARO	6412 Student Travel	\$2,000.00
6400 Subtotal:		\$2,000.00

Personnel for Training Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
David Wrangle	4th Grade Assistant	Paraprofessional	1
Helen Adams	1st Grade Assistant	Paraprofessional	.50
Jessica Ng	Tutor	at-risk support	.75
Joe Bond	Kinder Assistant	Paraprofessional	.50
Sara Sanchez	Counselor	at-risk support	.40

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, **particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA).**

Sec. 1114(b)(6)

Per TEA: The campus must provide the date(s) that the CNA was developed (if a new campus) or the date(s) that the CNA was reviewed and/or revised for the school year.

ACTION REQUIRED: Provide the information described above in this section or use this section to reference where the information is located (i.e., Plan4Learning: attached plan addendums, plan notes, etc.).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. Sec. 1114(b)(1-5)

Per TEA: The campus must provide a list of the individuals and their roles who assisted with the development (if a new campus) or the review of the CIP. The list must identify the individuals by name and roles.

Note: Parents must be included in the development/review of the CIP.

ACTION REQUIRED: Provide the information described above in this section or use this section to reference where the information is located (i.e., Plan4Learning: attached plan addendums, plan notes, etc.). **Reminder: The campus list must include the parents who were involved in the development of the schoolwide program.**

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students* are provided opportunities to meet the challenging State academic standards. Sec. 1114(b)(3)

* including students in subgroups defined as economically disadvantaged, from major racial and ethnic groups, students with disabilities, and English learners (ESSA Section 1111(c)(2))

* as well as “at-risk” students [TEC 42.152 (d) (Compensatory Education Allotment) The agency shall evaluate the effectiveness of accelerated instruction and support programs provided under TEC 29.081 (Compensatory, Intensive, and Accelerated Instruction) for students at risk of dropping out of school.]

Per TEA: The campus must provide the date(s) that the CIP was revised and/or evaluated for the school year.

ACTION REQUIRED: Provide the information described above in this section or use this section to reference where the information is located (i.e., Plan4Learning: attached plan addendums, plan notes, etc.).

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

The CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. Sec. 1114(b)(4)

Per TEA: The campus must indicate where it makes the CIP available. Examples: on campus, in Student Handbook, at Parent Meetings or other locations (please specify “other”).

Per TEA: The campus must indicate languages in which the CIP was distributed. Examples: English, Spanish, Vietnamese or other language (please specify “other”).

ACTION REQUIRED: Provide the information described above in this section or use this section to reference where the information is located (i.e., Plan4Learning: attached plan addendums, plan notes, etc.).

2.4: Opportunities for all children to meet State standards

Schoolwide Reform Strategies: Sec. 1114(b)(7)(A)(i-iii) *Schoolwide Reform Strategies* that the school will be implementing to address school needs, including a description of how such strategies:

i. will provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards

Per TEA: The campus must indicate the CIP page number(s) and indicate or highlight where opportunities for all children are addressed.

ACTION REQUIRED: To meet this requirement, when writing strategies in Plan4Learning under Goals, the campus can indicate where opportunities for all children are addressed by checking the appropriate element box in Plan4Learning in lieu of indicating CIP page number(s) and highlighting the information described by TEA.

2.5: Increased learning time and well-rounded education

2.5 ii. will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education

Per TEA: The campus must indicate the CIP page number(s) and indicate or highlight where methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education are addressed.

ACTION REQUIRED: To meet this requirement, when writing strategies in Plan4Learning under Goals, the campus can indicate where methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education are addressed by checking the appropriate element box in Plan4Learning in lieu of indicating CIP page number(s) and highlighting the information described by TEA.

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

2.6 iii. will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards

Per TEA: The campus must indicate the CIP page number(s) and indicate or highlight where the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards are addressed.

ACTION REQUIRED: To meet this requirement, when writing strategies in Plan4Learning under Goals, the campus can indicate where the needs of all students in the school, but **particularly the needs of those at risk of not meeting the challenging State academic standards** are addressed by checking the appropriate element box in Plan4Learning in lieu of indicating CIP page number(s) and highlighting the information described by TEA.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Sec. 1116(a)(2) and Sec. 1116(2)(c)(2) Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements. Parents

shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy **shall** be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Per TEA: The campus must provide a list of the individuals and their roles who assisted with the development of the Parent and Family Engagement Policy.

Per TEA: The campus must indicate how the Parent and Family Engagement Policy was distributed. Examples: on campus, in Student Handbook, at Parent Meetings or other locations (please specify “other”).

Per TEA: The campus must indicate languages in which the Parent and Family Engagement Policy was distributed. Examples: English, Spanish, Vietnamese or other language (please specify “other”).

ACTION REQUIRED: Provide the information described above in this section or use this section to reference where the information is located (i.e., Plan4Learning: attached plan addendums, plan notes, etc.).

ACTION REQUIRED: In addition, when writing strategies in Plan4Learning under Goals, the campus must indicate which strategies address element 3.1 in Plan4Learning by checking the appropriate element box in Plan4Learning.

3.1 Parent and Family Engagement: Sec. 1116(e) Building Capacity for Involvement – To ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement, each school and local education agency **shall**

- Provide assistance to parents to understand the State’s academic standards, the State and local assessment standards and how to work with educators to improve their child’s achievement
- Provide materials and training to help parents work with their child, such as literacy and technology training
- Educate teachers, principals, and other staff, with the assistance of parents, in the value and utility of the contribution of parents and how to communicate with and work with parents and equal partners
- In so far as feasible, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs
- Provide information to families in a uniform format, and to the extent practicable, in a language parents can understand
- Provide reasonable support for family engagement activities

ACTION REQUIRED: The campus must indicate how it addressed the six bullets listed above in this section or use this section to reference where the information is located (i.e., Plan4Learning: attached plan addendums, plan notes, etc.).

ACTION REQUIRED: In addition, when writing strategies in Plan4Learning under Goals, the campus must indicate which strategies address element 3.1 in Plan4Learning by checking the appropriate element box in Plan4Learning

3.2: Offer flexible number of parent involvement meetings

3.2 Campus shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A,

transportation, child care, or home visits, as such services relate to parental involvement. (Note: Services must be in accordance with District policy.)

Per TEA: The campus must indicate days and times that the Parent and Family Engagement meetings were held and locations. Examples: Sundays, Mondays, Wednesdays, Thursdays, Fridays, Saturdays, AM during the school day, PM during the school day, PM after school, PM in the evening, specify if other times.

Examples: on campus, other district site, community center, or other locations (please specify “other”).

ACTION REQUIRED: Provide the information described above in this section or use this section to reference where the information is located (i.e., Plan4Learning: attached plan addendums, plan notes, etc.).

ACTION REQUIRED: In addition, when writing strategies in Plan4Learning under Goals, the campus must indicate which strategies address element 3.2 in Plan4Learning by checking the appropriate element box in Plan4Learning.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aggie Gonzalez	Parent Coordinator	School-wide Program	1
Jane Smith	3rd - 5th grade teacher	Reading Interventionist	1
Joe Reyes	3rd - 5th grade teacher	Math Interventionist	1

Plan Notes

PLANNING TIP: *Plan Notes is an optional section that is a great tool for formative reviews. It does NOT have to be printed with your plan and is included here only for demonstration purposes.*

PLCs, departments, grade levels, etc., report progress on the areas of focus requested by the principal (i.e. the strategies and performance objectives) as part of each formative review. This increases teachers' ownership of the plan and keeps people focused. It also creates a year-long journal of progress. For example:

OCTOBER FORMATIVE REVIEWS

Areas of focus: (1) student assessment, (2) parental involvement and (3) safe and orderly environment

Kindergarten - Recorded October 14

The first six weeks of school have been very smooth and we are happy with our students' progress. We have the following strategies underway:

1. Student assessment - We just finished developing our first common assessment using the district curriculum's pacing calendar and performance indicators. We plan to administer the assessment next week. We completed the TPRI three weeks after school started along with a campus universal screener. Although these three assessments measure different skills, we are anxious to compare the data to identify students possibly needing early intervention. We know that a lot of student growth can occur the first six weeks of school as students settle into our routines and our goal is to get a clear picture of each student's strengths and gaps.
2. Parental involvement--We will complete our parent conferences in early November. Parents receive a daily discipline folder and weekly progress folder as well as phone calls, emails, and notes. To date, we have had individual conferences with 86% of all parents. We are proud of that statistic and will work hard to get to 100% with make-up sessions or alternative sessions for parents who cannot come to campus.
3. Safe and orderly environment--The first six weeks is a time of teaching procedures and rules. Our students are very eager to do the right things and that makes it easy. We will continue to follow consistent and clear routines. We are also providing weekly information for parents about school routines.

1st Grade - October 16

1. As a team we built our first common assessment based on the performance indicators in our curriculum. We administered the assessment in short segments Monday, Tuesday and Wednesday of this week. During next week's PLC meeting, we will review high, medium and low samples of students' work and analyze the results of each classroom. We will be ready to discuss students' academic progress and our intervention strategies with campus administrators the last week of October. We also completed the TPRI about three weeks ago. We found it interesting that this year's TPRI scores and last year's TPRI scores are almost exactly the same.

2. We have been communicating weekly with parents through a weekly grade level newsletter. Using the results of our campus universal screener, we identified several students who need additional academic support. We placed those students on our "grade level watch list" and have started the process of drilling down to the exact skills or student expectations that each student needs. The parents of all students on our "watch list" have already been contacted more than once in person or by phone. We will hold parent conferences with all parents during the month of November. Many parents signed up for parent conference appointments during our Open House when school started. We have a great group of parent volunteers who are helping us by making phone calls to reconfirm the parent conference appointments and set appointments with all other parents. We also have a goal of making at least 3 positive phone calls each week and we send home a weekly behavior chart that contains the six pillars of character.
3. First graders are successful when they can depend on routines and procedures being consistently enforced. We are working hard on what it means to be a good citizen: sharing, patience, taking turns, complying with teacher requests, etc.

2nd Grade - Recorded October 15

1. During our weekly PLC time, we are progress monitoring through an analysis of samples of student work. Using that analysis and the curriculum requirements found in the pacing calendar, we built our first common assessment. After analyzing the results, we have developed a grade-level set of accelerated lessons and are cross-grouping students to strengthen weak or missing skills. Because our curriculum spirals, we have postponed instruction on some of the missing skills until it spirals around again. We learned last year that we cannot complete the curriculum if we do not stay close to the pacing calendar.
2. We are making a special effort to increase parent contacts...by phone, in person, email, daily responsibility sheet, etc. Each teacher has a log listing all of the parent contacts. During PLC, we review our logs and share ideas about how to communicate with busy parents. We are also trying a new idea this year. Every six weeks, we welcome parents in for a short afternoon presentation about what we are learning. Since working parents cannot attend, we are videoing the presentations and making the videos available to parents through our private classroom facebook page. Parent response has been very positive.
3. Safety is a high priority in 2nd grade. At the beginning of the year, we spend a great deal of time training students about what is expected. Since our students are young, we also practice safety drills more often than the entire school does. We want students to understand the sounds and not be afraid when the school practices the drills. We are striving to make safety a responsible act instead of something to be feared.

3rd Grade - Recorded October 14

1. Student assessment - Common assessments are being implemented to ensure mastery of objectives. We gave our first one in reading at the end of the fourth six weeks and are looking at scores and results to determine the distractors that we need to focus on this next six weeks. Math's common assessments are spiraling. We evaluate and use them to build spiral reviews for Gap Time as well as class time. We have identified Tier 2 students and are

differentiating through Math Anchors and small group intervention with homeroom teachers. We have students moving through Try-It Math and our G/T students go to the computer lab for Gap Time to do extension and higher level thinking activities.

2. Parental involvement - The first two months of school, third grade teachers made at least two personal parent contacts in addition to the regular information that we send home weekly. We ...

3. Safe and orderly environment - In addition to practicing our safety drills, third grade talks to students about the importance of safety and order. When classroom rules are established, we make sure that we discuss what might happen if the rules were not in place. It helps students to see what it means to be a responsible citizen in our classroom. Since Social Studies TEKS include learning about our community, we weave safety and order into those discussions, as well. We also make it a point to complement each other when good citizenship is observed. Students enjoy this very much.

4th Grade - Recorded October 14

1. A major part of our PLC time focuses on student data from common assessments and daily work. We discuss our learning objectives and how we can help each other from subject to subject. We have the students track and monitor their own progress and write SMART goals for the unit based on their pre-assessment data or classroom discussion about the learning objectives.

Writing intervention is being implemented one to two days per week for 30 minutes. We have done writing intervention on Fridays for 30 to 40 min. We are working on sentence structure, developing ideas, and extending our writing. Each morning the students begin the day with Daily Oral Language that we review as a class.

2. Increasing parent communication is a focus for us this year and for the first time, we are conducting "the 4th (grade) in 5 (minutes)" parent conferences. We conduct these 5-minute conferences on a regular basis through email, phone calls, and notes sent home. Each of us have committed to spending at least 30 minutes per week communicating by phone with parents. We sent detailed information to parents about our "4th in 5" conferences so that we can keep the calls short and more frequent. Of course, any parent wanting a more lengthy conversation with us can schedule an appointment outside of our "4th in 5" time.

3. At the beginning of the year, we taught our safety rules and then let our students experience them for two weeks. At the end of the second week, all 4th grade homeroom teachers held class meetings to discuss the rules and allow students to provide feedback and suggestions. We asked students if all of the rules were necessary and what things might be done differently. Students gave us a great idea about how to make getting ready for lunch and organizing student lunch boxes and coats more efficient. It created a great deal of ownership and understanding among students when we changed our procedures to accommodate their thinking. We have found that students respond better to rules of safety and order when they are part of the process. Our students are doing well and we are proud of them.

Campus Advisory Committee

Committee Role	Name	Position
Business Representative	Jane Long	assistant principal
Administrator	Lesli Laughter	principal
Classroom Teacher	Vickie Draper	3rd grade teacher
Classroom Teacher	Ron Sanchez	4th grade teacher
Classroom Teacher	Dorrie Martinez	1st grade teacher
Parent	Freddie Feder	Parent

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Purchase books The New Art and Science of Teaching for all core teachers.		\$250.00
1	1	1	Pay for substitutes		\$500.00
1	1	1	Reading Interventionist		\$50,000.00
1	1	3	Purchase Bambrick-Santoyo's book Driven By Data for core teachers		\$500.00
1	1	7	WRITING TIP: Be detailed about how you are spending funds.		\$0.00
1	1	8	Supplies		\$200.00
Sub-Total					\$51,450.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					\$-50,450.00
199-PIC 21 State Gifted and Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$500.00
+/- Difference					\$500.00
199-PIC 22 State Career & Technical					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,000.00
+/- Difference					\$3,000.00
199-PIC 23 State Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$200.00
+/- Difference					\$200.00
199-PIC 24 SCE Accelerated Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Professional Development		\$2,000.00
Sub-Total					\$2,000.00
Budgeted Fund Source Amount					\$400.00
+/- Difference					\$-1,600.00
199-PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					\$10,000.00
199-PIC 29 SCE Accelerated Reading Instruction					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					\$10,000.00
199-PIC 30 SCE Title IA, Schoolwide Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Instructional materials for tutorials		\$500.00
2	1	1	Copying costs for instruction and parent reports		\$500.00
2	1	1	Stipends for tutorials teachers		\$5,500.00
Sub-Total					\$6,500.00

Budgeted Fund Source Amount					\$5,000.00
+/- Difference					\$-1,500.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Hire for science coach		\$50,000.00
1	1	6	Reading: Becky Koesel Professional Development		\$4,000.00
1	1	6	Purchase library books		\$3,000.00
1	1	6	Purchase XYZ Math Manipulatives Kits		\$400.00
Sub-Total					\$57,400.00
Budgeted Fund Source Amount					\$25,000.00
+/- Difference					\$-32,400.00
212 - Title I, Part C - Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$7,500.00
+/- Difference					\$7,500.00
215 - Title I, Part D, Subpart 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,000.00
+/- Difference					\$2,000.00
224 - IDEA B Special Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$30,000.00

					+/- Difference	\$30,000.00
225 - IDEA B, Preschool						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
						\$0.00
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$3,500.00
					+/- Difference	\$3,500.00
263 - Title III, Part A ELA/Immigrant						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
						\$0.00
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$8,500.00
					+/- Difference	\$8,500.00
461 - Campus Activity Fund						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
						\$0.00
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$2,500.00
					+/- Difference	\$2,500.00
					Grand Total	\$117,350.00