

## DISTRICT/CAMPUS PLAN COMPONENT CHECKLIST 2011/2012

√	<b>SUPPORTING INFORMATION</b>
	<p><b>Mission Statement</b></p> <p>The Mission Statement is the <b>foundation of the plan</b> that provides direction and clearly indicates what the staff cares most about. It incorporates key district expectations and provides a <b>guideline</b> and a <b>sense of direction</b> that must be lived.</p>
	<p><b>List of Committee Members &amp; Roles – TEC 11.251 (e) &amp; BQB Legal</b></p>
	<ul style="list-style-type: none"> <li>• At least two-thirds of elected professional staff must be teachers             <ul style="list-style-type: none"> <li>○ Must be nominated and elected by other professional staff members (see local policy for procedure and terms)</li> <li>○ Must include district level staff</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Parents             <ul style="list-style-type: none"> <li>○ Must be in parental relationship to a student enrolled in the district</li> <li>○ Cannot be employee of the district</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Community Members             <ul style="list-style-type: none"> <li>○ Cannot be parent of student enrolled in the district's schools (if campus level committee, community member may be parent of student enrolled in the same district but different campus)</li> <li>○ Must reside within the district</li> <li>○ Must be at least 18 years of age</li> <li>○ Must include business representative (does not have to reside in the district unless serving as community member)</li> <li>○ Should reflect community's diversity</li> </ul> </li> </ul>

	<b>Comprehensive Needs Assessment (TEC 11.252)</b>
	<ul style="list-style-type: none"> <li>• Sign in sheet of committee members</li> </ul>
	<ul style="list-style-type: none"> <li>• Agenda (date, time, place)</li> </ul>
	<ul style="list-style-type: none"> <li>• Minutes</li> </ul>
	<ul style="list-style-type: none"> <li>• Copies of data considered</li> </ul>
	<ul style="list-style-type: none"> <li>• Summary of findings</li> </ul>
	<b>State Compensatory Education</b>
	<ul style="list-style-type: none"> <li>• Brief overview of the State Compensatory Education Program</li> </ul>
	<ul style="list-style-type: none"> <li>• List of state criteria used to identify students in at-risk situations (SCE)</li> </ul>
	<ul style="list-style-type: none"> <li>• List of local criteria used to identify students for SCE if applicable</li> </ul>
	<ul style="list-style-type: none"> <li>• Description of how students are entered into the SCE program</li> </ul>
	<ul style="list-style-type: none"> <li>• Description of how students are exited from the SCE program</li> </ul>
	<ul style="list-style-type: none"> <li>• Total amount of SCE allotment for the District or Campus</li> </ul>
	<ul style="list-style-type: none"> <li>• Total # of FTE's funded through SCE at the District or Campus level</li> </ul>
	<ul style="list-style-type: none"> <li>• SCE Program evaluation previous-to-present year showing the difference between at-risk/not at-risk in:</li> </ul>
	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ Performance on the TAKS tests</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ Drop out numbers</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Budget summary</li> </ul>
	<b>Requirement for Title I Schoolwide Schools</b>
	<ul style="list-style-type: none"> <li>• List of Federal, State and local funding sources and/or programs that will be coordinated to upgrade the entire educational schoolwide program</li> </ul>
	<b>Date of Board approval</b>
	<b>Made available to parents</b>
	<b>Goals – (Long range [3–5 years] goals to attain the state standards in each area)</b>
	<ul style="list-style-type: none"> <li>• Academic Goal (including special education and LEP) (<i>TEC/NCLB</i>)</li> </ul>
	<ul style="list-style-type: none"> <li>• Drop Out/At Risk— (<i>TEC/NCLB</i>)</li> </ul>
	<ul style="list-style-type: none"> <li>• Violence Prevention/Intervention – (<i>TEC/NCLB</i>)</li> </ul>
	<ul style="list-style-type: none"> <li>• Highly Qualified Teachers – (<i>NCLB</i>)</li> </ul>
	<ul style="list-style-type: none"> <li>• Parent Involvement – (<i>TEC/NCLB</i>)</li> </ul>
	<ul style="list-style-type: none"> <li>• Other as identified – (optional)</li> </ul>
	<b>Objectives: (Must be specific, measurable, annual targets) (<i>TEC</i>)</b>
	<ul style="list-style-type: none"> <li>○ Address in each objective: <ul style="list-style-type: none"> <li>• All student groups</li> <li>• Students in special education, and/or students in special program areas, especially Federal programs</li> </ul> </li> </ul>

	<b>Strategies/Activities</b>
	<ul style="list-style-type: none"> <li>• Instructional methods for addressing the needs of student groups not achieving full potential</li> </ul>
	<ul style="list-style-type: none"> <li>• Methods for addressing the needs of students in special programs such as suicide prevention, conflict resolution, violence including dating violence prevention or dyslexia treatment programs</li> </ul>
	<ul style="list-style-type: none"> <li>• Provisions for the improvement of discipline management</li> </ul>
	<ul style="list-style-type: none"> <li>• Methods for addressing sexual abuse of children (see TEC Section 38.004)</li> </ul>
	<ul style="list-style-type: none"> <li>• Dating violence policy (TEC Section 37.0831)  A dating violence policy must: <ol style="list-style-type: none"> <li>(1) include a definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Section 71.0021, Family Code; and</li> <li>(2) address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.</li> </ol> </li> </ul>
	<ul style="list-style-type: none"> <li>• Drop-out reduction <ul style="list-style-type: none"> <li>○ SB 976: “junior, middle, and high school campuses will analyze information related to dropout prevention and use the information to develop plans.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>▪ Results of the audit of dropout records;</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Campus graduation, dropout, and high school equivalency rates, and the percentage of students who remain in high school more than four years after entering grade 9;</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Number of students who enter high school equivalency programs (HSEPs) and <ol style="list-style-type: none"> <li>a) do not complete the HSEP, b) complete the HSEP but do not take the high</li> </ol> </li> </ul>

	school equivalency examination, or c) complete the HSEP and take the high school equivalency examination but do not obtain a high school equivalency certificate;
	<ul style="list-style-type: none"> <li>▪ Students enrolled in grades 9 and 10, academic credit hours earned, retention rates, and AEP placements and expulsions;</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Results of an evaluation of each school-based dropout prevention program in the district.</li> </ul>
	<ul style="list-style-type: none"> <li>• Integration of technology in instructional and administrative programs</li> </ul>

	<ul style="list-style-type: none"> <li>• Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>
	<ul style="list-style-type: none"> <li>• Comprehensive, Intense, Accelerated education (at-risk, SCE)</li> </ul>
	<ul style="list-style-type: none"> <li>• Staff development for professional and paraprofessional staff based on the district/campus comprehensive needs assessment</li> </ul>
	<ul style="list-style-type: none"> <li>• Strategies for providing information to Middle School, Jr. High School, and High School parents, counselors, students on higher education opportunities, including;</li> </ul>
	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ TEXAS, Teach for Texas Grants</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ Admissions and financial aid information for higher education</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ The need to make informed curriculum choices</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Strategy for how the school will provide the parents individual student assessment results in a language the parents can understand</li> </ul>
	<ul style="list-style-type: none"> <li>• Services to the Homeless Student (<i>NCLB</i>)</li> </ul>
	<ul style="list-style-type: none"> <li>• Pregnancy Related Services</li> </ul>
	<ul style="list-style-type: none"> <li>• Implementation and evaluation strategies for coordinated school health and physical activity (SB 892)</li> </ul>
	<ul style="list-style-type: none"> <li>• CAP components for Special Education: Campus Plans (Optional)</li> </ul>
	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ Timeline for initial evaluation</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ Least Restrictive Environment</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ Related Services</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Timeline for Reevaluation</li> </ul>
	<ul style="list-style-type: none"> <li>○ Transition Services</li> </ul>
	<ul style="list-style-type: none"> <li>• Require components for Title I Schoolwide campuses</li> </ul>
	<ul style="list-style-type: none"> <li>○ Comprehensive Needs Assessment</li> </ul>
	<ul style="list-style-type: none"> <li>○ Scientifically based research reform strategies that address the needs of all children in the school, but particularly those at risk of not meeting the state academic achievement standards</li> </ul>
	<ul style="list-style-type: none"> <li>○ Instruction by highly qualified teachers</li> </ul>
	<ul style="list-style-type: none"> <li>○ High quality and ongoing professional development for teachers, principals, paraprofessionals and others</li> </ul>
	<ul style="list-style-type: none"> <li>○ Strategies to attract high-quality highly qualified teachers</li> </ul>
	<ul style="list-style-type: none"> <li>○ Strategies to increase parental involvement</li> </ul>
	<ul style="list-style-type: none"> <li>○ Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs</li> </ul>
	<ul style="list-style-type: none"> <li>○ Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program</li> </ul>
	<ul style="list-style-type: none"> <li>○ Effective, timely additional assistance for students that experience difficulty mastering state standards</li> </ul>
	<ul style="list-style-type: none"> <li>○ Coordination and integration of Federal, State, and local services and programs</li> </ul>
	<b>Staff Responsible</b>
	<ul style="list-style-type: none"> <li>• Positions of those who will implement and monitor the strategy</li> </ul>

	<b>Timelines</b>
	<ul style="list-style-type: none"> <li>• Specific date(s) when the strategy is to be monitored</li> </ul>
	<b>Resources: (Clearly specified funding, materials, personnel, etc.)</b>
	<ul style="list-style-type: none"> <li>• State Comp Education dollar amounts and FTE's. 85% of the SCE funds must be specifically linked to appropriate strategies. A budget summary must also be attached.</li> </ul>
	<ul style="list-style-type: none"> <li>• Federal funding sources such as: Title I, Title II, Title IV, Title III, etc. (or SSAs when applicable)</li> </ul>
	<ul style="list-style-type: none"> <li>• Other grant sources</li> </ul>
	<ul style="list-style-type: none"> <li>• State/Local funding sources</li> </ul>
	<b>Formative Evaluation (periodic, measurable outcomes)</b>
	<b>Summative evaluation (annual measures of progress made toward stated objectives)</b>

# Reagan County Elementary Campus Improvement Plan 2015-2017

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October 12, 2015

## Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. ( Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

## Mission Statement

The mission of Reagan County Elementary School is to meet the needs, interests, and abilities of all students by providing a safe and positive learning environment.

The mission of Reagan County ISD is "Mining for Gold."

# Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Signature
Mandy Traylor	Principal	
Kyle Brown	Assistant Principal	
Teressa Tekell	Curriculum Director	
Renea Hallmark	Counselor	
Tara Graves	Teacher	
Brittney Wright	Teacher	
Tana Gardner	Teacher	
Erika Hernandez	Teacher	
Molly Garner	Teacher	
Alice Long	Teacher	
Hayley Garcia	Teacher	
Jennifer Jackson	Librarian	
Amber Fuller	Special Education	
Sharon Turnbow	Paraprofessional	
Nina Hallmark	Business Owner	
Angel Olvera	Business Owner	
Liz Rivero	Parent Liaison	
Brandi Lemons	Parent	
Gladys Ortiz	Parent	

# Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee in October 2015.

Participants in Attendance	Prioritized Needs
	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <ol style="list-style-type: none"> <li>1. Sub-group performance on STAAR</li> <li>2. Academic Achievement</li> <li>3. Professional Development</li> <li>4. Parental Involvement</li> <li>5. Teacher Retention</li> <li>6. ESL Special Programs Improvement</li> <li>7. Integrate Technology</li> <li>8. Safe-Drug Free Learning Environment</li> </ol> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;"> <b>Data Sources Examined</b> </div> <div style="border: 1px solid black; padding: 5px;"> <p>2015 Accountability                      PBMAS                      TELPAS                      PEIMS                      Campus Surveys                      Campus Needs Assessments                      STAAR Data                      AYP Report                      TPRI                      Highly Qualified Report                      Campus Calendar</p> </div>

## Comprehensive Needs Assessment: Summary of Findings

<b>Identified Areas of Strength and Concern</b>	
<b>Areas of Strength</b>	<b>Data Source</b>
<b>Resources</b>	Campus Survey
<b>Availability of Technology</b>	Campus Survey
<b>Attendance Rate</b>	PEIMS, AEIS
<b>ELL progress is going up</b>	TPRI, TELPAS
<b>Class size is smaller than the State average.</b>	2015 Accountability, PEIMS
<b>Highly Qualified staff</b>	HQ data
<b>Communication</b>	Campus Survey
<b>Background knowledge</b>	Campus Survey
<b>Community involvement</b>	School activity calendar, Campus Survey
<b>Low population in Special Programs</b>	2015 Accountability, PEIMS, PBMAS
<b>Reading and Writing State Assessment scores</b>	2015 Accountability, TPRI, AYP
<b>Areas of Concern</b>	
<b>Performance of sub-group populations on the STAAR</b>	2015 Accountability
<b>Strategies and resources are needed to reach our high LEP Population.</b>	Campus Survey, PBMAS, 2014 Accountability
<b>Teachers are requesting training on ELPS and how to apply them.</b>	Campus Survey
<b>Teachers need more professional development opportunities.</b>	Campus Survey
<b>Increase parental involvement.</b>	Campus Survey, Parent Involvement Records
<b>Focus on female population in Reading, Math, and Science. Focus on male population in Writing.</b>	2015 Accountability, PBMAS
<b>Recruit more minority staff to reflect our student demographics including Hispanics and males.</b>	2015 Accountability, Campus Survey
<b>Percentage of students achieving Level III on STAAR testing</b>	2015 Accountability
<b>Percentage of Economically Disadvantaged passing the STAAR test</b>	2015 Accountability
<b>Percentage of Economically Disadvantaged achieving Level III on STAAR testing</b>	2015 Accountability
Developed by Education Service Center Region XV	

## **Summary of Findings - Narrative**

**The Campus Needs Assessment found many strengths for RCES. This year, we opened our new campus that has an abundant source of technology for both students and teachers. We have six computer labs, student computers in classrooms, TPRI palm pilots, Smart Boards, document cameras, sets of tablets for each grade level, and ceiling mounted projectors. We also have a large selection of web-based software for teachers and students to use. The attendance rate appears to be stable and above state average. English language learner progress is showing improvement. Class size is smaller than the state average. The professional and paraprofessional staff is all highly qualified. Strong communication is evident within the campus. Community involvement is high as the local EMT Department and Fire Department work a lot with our children as well as local law enforcement. The USDA also provides services and opportunities to our children as well. There are low numbers of students in special programs. Reading is our strongest score on the State assessments. This year, we had an extremely low turn-over which has improved from years past.**

**The largest area of concern is the performance of sub-group populations especially in Index 3 on State Accountability Reports. These groups need to improve for the campus to meet satisfactory performance. Our primary focus must be on our Economically Disadvantaged students achieving Level 2 and Level 3 on STAAR tests as well as our other sub-groups. While it has improved, there is still the need for professional development opportunities and training differentiation with rigor. Teachers need resources to help reach the LEP students in the classrooms, and are also in need of training on the ELPS and how to apply them to their everyday teaching. The stakeholders would like to see parental involvement continue to increase, and for the campus to increase family support.**

# State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this District/Campus \$ \$597058

\*Goal \_\_\_\_, Obj. \_\_\_\_ \*Goal \_\_\_\_, Obj. \_\_\_\_ \*Goal \_\_\_\_, Obj. \_\_\_\_ \*Goal \_\_\_\_, Obj. \_\_\_\_

Total FTEs funded through SCE at this District/Campus 12

The process we use to identify students at risk is:

Students are identified as at-risk based on TPRI, Renaissance Learning Star Reading reports, individual STAAR reports, and retention.

The process we use to exit students from the SCE program who no longer qualify is:

Students are exited based on meeting STAAR requirements in grades 3-5 or being on grade level according to TPRI and Star Reading reports in grades K-2.

**State Compensatory Education Program  
Program Evaluation/Needs Assessment  
Grades 3-5**

STAAR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard	
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2014	2015
<b>Students At-Risk</b>	35%	41%	n/a	49%	47%	51%	49%	40%	33%	39%	46%	34%	n/a	n/a
<b>Students Not At-Risk</b>	87%	89%	n/a	92%	97%	88%	89%	94%	94%	88%	100%	95%	n/a	n/a

	Drop Out Data		Completion Data	
	2014	2015	2014	2015
<b>Students At-Risk</b>	0	0	100%	100%
<b>Students Not At-Risk</b>	0	0	100%	100%

The comprehensive, intensive, accelerated instruction program at this district/campus consists of afterschool tutorials, district interventionists in Math and Reading, enrichment lessons, and Stemscoptes lessons, and additional software supplements.

# State Compensatory Education

## State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

# Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students;

<b>Program/Funding Source</b>
<b>Federal Programs</b>
Title I
Title II
IDEA B
IDEA B (preschool)
<b>State Programs/Funding Source</b>
Career/Technology Education
State Compensatory Education
Dyslexia
Gifted/Talented
Special Education
Bilingual/ESL Program
<b>Local Programs/Funding Source</b>
Grants

## Title I Components for School Wide Plans

1. Comprehensive Needs Assessment of the entire school (including Migrant children)
2. Reform strategies that address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of target populations of any program that is included in the school wide program and that use effective methods and instructional strategies based on scientifically based research.
3. Instruction by highly qualified teachers (Show appropriate staff development, and strategies for staff recruitment and retention to meet the needs of students at-risk)
4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others to enable all children in the school to meet the State's academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools
6. Strategies to increase parental involvement
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program. (Teacher disaggregation and analysis of state data; teacher classroom assessment of students)
9. Activities to ensure that students who experience difficulty mastering any of the State's standards during the school year will be provided with effective, timely additional assistance.
10. Coordination and integration of Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

**Goal 1:** Improve academic performance on state assessments.

**Objective 1 A:** By June 2016, 75% of all grade 3-5 students, including all sub-groups, will achieve at least the satisfactory performance standard on the STAAR Mathematics assessment.

**Objective 1 B:** By June 2017, 81% of all grade 3-5 students, including all sub-groups, will achieve at least the satisfactory performance standard on the STAAR Mathematics assessment.

Summative Evaluation A: 75% passing STAAR mathematics

Summative Evaluation B: 81% passing STAAR mathematics

Data	All Students	H	W	AA	ED	Migrant	LEP	Spec. Ed.	GT
% Met Standard	n/a					*			*

Activity/Strategy	*Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	JAN	MAR	MAY
Provide Accelerated Math Instruction for identified students. (IP strategy)	2,9	District Math Interventionist, Curriculum Director, Campus Principals	Monday-Thursday of each week	Ascend Math Priority School Funds (\$5,000.00) Instructional materials and supplies (\$750.00)	Classroom observations, schedule, and reports	Math by Topic Pre/Post Tests, CBA's, Benchmarks, TXAR Pre/Post Tests, classroom grades, State Assessments			
Use 5E Model of Instruction from the scope and sequence of the Texas Curriculum Management Cooperative. (IP strategy)	2	Math teachers, Campus Principals, Curriculum Director	Daily	Texas Curriculum Management Cooperative	Lesson Plans, Texas Curriculum Management Usage Report	CBA's, Benchmarks, State Assessments			
Provide tutorials for students who are experiencing difficulty mastering the state standards during the school day. (IP Strategy)	2,9	Teachers, Campus Principals	3:30-4:00 Mon.-Wed. and one Thurs. per six weeks from 3:00-4:00	Teacher resources \$2,500	Tutorial Logs, Walkthroughs	Classroom grades, CBA's, Benchmarks, State Assessments			

<b>Activity/Strategy</b>	<b>*Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>J A N</b>	<b>M A R</b>	<b>M A Y</b>
Provide math enrichment lessons weekly to accelerate performance of on-level students. (IP strategy)	2	Teachers, District Interventionist, Curriculum Director, Campus Principals	Twice weekly	Enrichment lessons, NCTM Illuminations Math Wire	Enrichment lesson plans, schedule, walkthroughs	Classroom grades, increased performance above satisfactory on State Assessments			
Focus on math vocabulary during morning announcements. (IP strategy)	2	Teachers, Campus Principals	Daily	Teacher Created Visuals	Campus Vocabulary Wall	Classroom grades, State Assessments			
Participate in ESC-U Professional Development provided by the Region 18 ESC. (IP strategy)	4	Math teachers, District Interventionist, Campus Principals	Jan. 2016-May 2017	Project Share, Technology	Training Documentation	Lessons and lesson planning, observations, classroom grades, CBA's, Benchmarks, State Assessments			
Develop academic word walls in each classroom. (IP Strategy)	2	Math teachers, Campus Principals	Daily	Textbooks, Materials (Campus Budget \$500)	Walkthroughs, Observations	Classroom grades, CBA's, Benchmarks, State Assessments			
Utilize teacher-generated assessments for curriculum based assessments. (IP Strategy)	8	Math teachers, Curriculum Director, Campus Principals	End of 1 <sup>st</sup> -5 <sup>th</sup> Six Weeks	Eduphoria, Brother Scanner, Paper (Local Funds \$2,500)	Eduphoria reports, grade book records, collaboration meetings	State Assessment Scores			
Practice math facts and supporting TEKS during enrichment in grades 1-5	2	Math teachers, Campus Principals	Daily	Paper, ink, materials, Teacher Resources	Walkthroughs, Observations				

<b>Activity/Strategy</b>	<b>*Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>JAN</b>	<b>MAR</b>	<b>MAY</b>
Participate in Think Through Math to improve math performance.	2,9	Teachers, Campus Principals, Curriculum Director.	Weekly	Think Through Math Think Through Math Website	Think Through Math Think Through Math reports	Classroom grades, CBA's, Benchmarks, State Assessments			
Use Math manipulatives with instruction in K-5 classrooms.	2	Math teachers	Daily	Paper, ink, materials	Math materials	Classroom grades, CBA's, Benchmarks, State Assessments			
Integrate Core Area Standards into topic study to accelerate Gifted and Talented Performance.	2	Gifted and Talented teacher, classroom teachers	As needed	Teacher Resources Motivational Math	Lesson Plans	Improved student performance			
Hold STAAR Blitz Days to increase student performance on the STAAR test.	2	Campus Principals, Campus Coordinator, teachers	Spring 2015 and 2016	Local Funds (\$1,000)	Sign-in sheets	Classroom grades, CBA's, Benchmarks, State Assessments			
Utilize Study Island to give students additional practice on Math Skills.	2,9	Math teachers	As needed	Technology	Log-in reports	Classroom grades, CBA's, Benchmarks, State Assessments			
Use Target Math.	2,9	Math teachers	As needed	Technology, Local Funds (\$500.00)	Log-in reports	Classroom grades, CBA's, Benchmarks, State Assessments			
Meet in grade level collaboration groups to monitor student academic progress.	2,9	Teachers, Campus Principals, Curriculum Director	Once each six weeks	Student progress, monitoring sheets, CBA results, student work	Collaboration notes, monitoring binder	Classroom grades			
Utilize Heat Maps and Lead4ward tools to guide instruction.	2,9	Principals, Curriculum Director, Teachers	First Six weeks and after benchmarking in February	Technology	Sign-in Sheets, Completed Templates	Classroom grades, CBA's, Benchmarks, State Assessments			

**Goal 1 :** Improve academic performance on state assessments.

**Objective 2 A:** By June 2016, 78% of all grade 3-5 students, including all sub-groups, will achieve at least the satisfactory performance standard on the STAAR Reading assessment.

**Objective 2 B:** By June 2017, 81% of all grade 3-5 students, including all sub-groups, will achieve at least the satisfactory performance standard on the STAAR Reading assessment.

Summative Evaluation A: 78% passing STAAR Reading

Summative Evaluation B: 81% passing STAAR Reading

Data	All Students	H	W	AA	ED	Migrant	LEP	Spec. Ed.	GT
% Met Standard	65%	60%	91%	*	50%	*	33%	38%	*

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	JAN	MAR	MAY
Provide Accelerated Reading Instruction to identified students.	2,9	District Reading Interventionist, Curriculum Director , Campus Principals	Monday-Thursday of each week	My Virtual Reading Coach, instructional materials and supplies (Title 1 and Local Funds \$750.00)	Classroom observations, My Virtual Reading Coach reports, schedule, program reports	My Virtual Reading Coach Reports, classroom grades, CBAs, benchmarks, State Assessments			
Provide tutorials for students who are experiencing difficulty mastering the state standards.	2,9	Teachers, District Interventionist, Campus Principals	3:30-4:00 Mon.-Wed. and one Thurs. per six weeks from 3:00-4:00	Teacher Resources, Lexia, IRead	Tutorial Logs, walkthroughs	Classroom grades, CBAs, benchmarks, State Assessments			
Continue to use reading enrichment lessons weekly to accelerate performance of on-level students.	2	Teachers, District Interventionist, Curriculum Director , Campus Principals	At least once weekly	Enrichment lessons	Enrichment lesson plans, schedule, walkthroughs	Classroom grades, increased performance above satisfactory			

<b>Activity/Strategy</b>	<b>*Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>JAN</b>	<b>MAR</b>	<b>MAY</b>
Continue ongoing use of Academic Word Walls in each classroom.	2	Reading teachers, Campus Principals	Daily	Textbooks, materials (campus budget)	Walkthroughs, learning walks	Classroom grades, CBA's, Benchmarks, State Assessments			
Utilize teacher-generated assessments for curriculum based assessments.	8	Reading teachers, Curriculum Director , Campus Principals	End of 1 <sup>st</sup> -5 <sup>th</sup> Six Weeks	Eduphoria, Brother scanner, paper (Local Funds \$2,500)	Eduphoria reports, grade book records, collaboration meetings	State Assessments			
Meet in grade level collaborative groups to monitor student academic progress.	2,9	Teachers, Campus Principals, Curriculum Director	Once each six weeks	Student progress monitoring sheets, CBA results, student work	Collaboration notes, monitoring binder	Classroom grades, CBA's, Benchmarks, State Assessments			
Use Accelerated Reader in the library to promote reading.	2	Teachers, Librarian, Campus Principals	Daily	AR program, books	AR reports, individual goal setting and monitoring	Classroom grades, CBA's, Benchmarks, State Assessments			
Utilize Lexia to provide interventions in the classroom for struggling learners.	2,9	Teachers, Campus Principals	At least twice a week	Lexia program	Lexia reports	Classroom grades, CBA's, Benchmarks, State Assessments			
Implement TPRI Reading Strategies for students who are still developed at the MOY benchmark.		Teachers, Campus Principals, Curriculum Director	Daily February - May	TPRI online resources and blackline masters	Walkthrough, lesson plans	EOY TPRI data, classroom grades, classroom assessments			

<b>Activity/Strategy</b>	<b>*Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>JAN</b>	<b>MAR</b>	<b>MAY</b>
Use IRead to provide supplemental instruction and additional support to struggling learners in grades K-2.	2	Teachers, Campus Principals	Daily as needed	IRead program	IRead reports	Classroom grades, CBA's, Benchmarks, State Assessments			
Provide grade level 1 hour Accelerated Reading parties to celebrate students reaching their goals.	2	Teachers, Campus Principals	End of each six weeks	Materials, transportation, (Local funds \$500)	AR reports, campus calendar	Classroom grades, CBA's, Benchmarks, State Assessments			
Continue to provide support for dyslexic students.	2,9	Dyslexia teacher, Campus Principals, Special Programs Director	Daily		Dyslexia reports, documentation, schedule	Classroom grades, CBA's, Benchmarks, State Assessments			
Integrate Core Area Standards into topic study to accelerate Gifted and Talented Performance.	2	Gifted and Talented teacher, classroom teachers	As needed	Teacher resources	Lesson plans	Improved student performance			
Utilize Heat Maps and Lead4ward tools to guide instruction.	2,9	Principals, Curriculum Director, Teachers	First Six weeks and after benchmarking in February	Technology	Sign-in Sheets, Completed Templates	Classroom grades, CBA's, Benchmarks, State Assessments			

**Goal 1 :** Improve academic performance on state assessments.

**Objective 4 A:** On the 2016 TPRI, 78% of all students in each grade level, Kindergarten through 2<sup>nd</sup>, will be developed by the end of the school year.

**Objective 4 B:** On the 2017 TPRI, 80% of all students in each grade level, Kindergarten through 2<sup>nd</sup>, will be developed by the end of the school year.

Summative Evaluation A: 78% developed on EOY TPRI

Summative Evaluation B: 80% developed on EOY TPRI

<b>Activity/Strategy</b>	<b>*Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>J A N</b>	<b>M A R</b>	<b>M A Y</b>
Train kindergarten teachers in IRead.	4	Campus Principals, Curriculum Director	September-December, 2014-2015 and 2015-2016 school year.	Scholastic	Sign-in sheets, training documents, lesson plans, walkthroughs, observations	Improved reading levels			
Implement TPRI Reading Strategies for students who are still developed at the MOY benchmark.		Teachers, Campus Principals, Curriculum Director	Daily February - May	TPRI online resources and blackline masters	Walkthrough, lesson plans	EOY TPRI data, classroom grades, classroom assessments			
Access leveled readers from Reading A-Z.	2	K-2 teachers	2014-2015 school year	Reading A-Z subscriptions (Local Funds)	Leveled books for guided reading	Improved TPRI scores, classroom grades			

**Goal 1 :** Improve academic performance on state assessments.

**Objective 5 A:** By May 2016, 75% of all grade 3-5 students, including all sub-groups, will achieve at least the satisfactory performance standard on the STAAR Writing assessment.

**Objective 5 B:** By May 2017, 78% of all grade 3-5 students, including all sub-groups, will achieve at least the satisfactory performance standard on the STAAR Writing assessment.

Summative Evaluation A: 75% passing STAAR Writing

Summative Evaluation B: 78% passing STAAR Writing

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	JAN	MAR	MAY
Provide weekly writing enrichment to accelerate the performance of on-level students.	2	Teachers, Campus Principals, District Interventionists, Curriculum Director	Once a week	Enrichment lessons,	Enrichment lesson plans, walkthroughs, schedule	Classroom grades, increased performance above satisfactory on State Assessment			
Require daily edit in ELA classrooms grades K-5.	2	Teachers, Campus Principals, Curriculum Director	Daily	Daily Edit materials (Local Funds \$300)	Lesson plans, walkthroughs, observations	Classroom grades, CBA's, Benchmarks, State Assessment			
Provide a local writing inservice training	2,9	Teachers, Campus Principal, Curriculum Director		Training materials, (Local Funds \$750)	Training documents	Classroom grades, CBA's, Benchmarks, State Assessment			
Model writing lessons in classrooms.	2,9	Campus Principal, Curriculum Director		Materials (Local Funds)	Schedule	Lesson Plans, State Assessment			
Implement writing in all grade levels.	2	Teachers, Campus Principals	Daily	Teacher Resources (Local Funds)	Journals, student produced work, lesson plans	Classroom grades, CBA's, Benchmarks, State Assessment			
Utilize Heat Maps and Lead4ward tools to guide instruction.	2,9	Principals, Curriculum Director, Teachers	First Six weeks and after benchmarking in February	Technology	Sign-in Sheets, Completed Templates	Classroom grades, CBA's, Benchmarks, State Assessments			

**Goal 1 :** Improve academic performance on state assessments.

**Objective 5 A:** By May 2016, 75% of all grade 3-5 students, including all sub-groups, will achieve at least the satisfactory performance standard on the STAAR Science assessment.

**Objective 5 B:** By May 2017, 78% of all grade 3-5 students, including all sub-groups, will achieve at least the satisfactory performance standard on the STAAR Science assessment.

Summative Evaluation A: 75% passing STAAR Science

Summative Evaluation B: 78% passing STAAR Science

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	JAN	MAR	MAY
Use Stemsscopes in grades K-5.	2	Science teachers, Curriculum Director , Campus Principals	Weekly	Stemsscopes login	Stemsscopes teacher usage reports, lesson plans, walkthroughs, observations	Classroom grades, CBA's, Benchmarks, State Assessment			
Use science enrichment lessons in fifth grade.	2	Fifth grade Science teacher, Curriculum Director , Campus Principals	Weekly	Materials, Local Funds	Lesson plans, walkthroughs	Classroom grades, increased performance above satisfactory on State Assessment			
Attend the Texas Tech Outdoor School at Junction.	2	Fifth grade teachers	April 2016 and April 2017	Registration materials	Trip documentation	State Assessment			
Utilize Study Island to review concepts learned.	2	Fifth grade Science teacher	Weekly	Study Island	Study Island reports	Classroom grades, CBA's, Benchmarks, State Assessment			

<b>Activity/Strategy</b>	<b>*Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>J A N</b>	<b>M A R</b>	<b>M A Y</b>
Utilize Science materials for experiments.	2	Teachers, Campus Principals	As needed	Monsanto Fund Grant (\$7,300) Ward Science Match (\$400)	Purchase Orders, Receipts	Classroom grades, CBA's, Benchmarks, State Assessment			
Utilize Heat Maps and Lead4ward tools to guide instruction.	2,9	Principals, Curriculum Director, Teachers	First Six weeks and after benchmarking in February	Technology	Sign-in Sheets, Completed Templates	Classroom grades, CBA's, Benchmarks, State Assessments			
Implement AIMS Science Lessons in 5 <sup>th</sup> Grade	2	Teacher, Curriculum Director, Principal	As needed	Local Funds	Lesson Plans	Classroom grades, CBA's, Benchmarks, State Assessments			

**Goal 2:** Provide high-quality, on-going professional development.

**Objective 1:** By May 2016 and May 2017, 100% of instructional staff will attend high-quality, research-proven professional development.

**Summative Evaluation:** 100% of staff received professional development

<b>Activity/Strategy</b>	<b>*Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>J A N</b>	<b>M A R</b>	<b>M A Y</b>
Allocate no less than 10% of campus Title 1 Part A funds to provide professional development.	4	Campus Principal, Federal Programs Director, Business Manager	Annually	Title 1	Budget	Professional Development			
Attend Academic Improvement in Education (AIE) Pre-Conference and Conference.	4	3 teachers, Campus Principal, Special Programs Director	Nov. 2015 Nov. 2016	Title 1	Certificates, Training Materials	Improvement of State Assessment results			
Provide Stemscores training for new science teachers.	4	Campus Principals, Curriculum Director	Summer 2013 and 2014	Local Funds	Sign-in sheets, certificates	Improved performance in Science			
Offer classroom management training as needed.	4	Campus Principals	As needed	ESC-U, Stemscores Professional Development	Sign-in sheets	Conducive learning environment			
Train staff in technology.	4	Campus Principals, Technology Director	Annually	Computer Labs, Laptops, Local Funds	Sign-in sheets, Certificates	Use of technology			

<b>Activity/Strategy</b>	<b>*Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>JAN</b>	<b>MAR</b>	<b>MAY</b>
Use ESC-U to provide varied staff development.	4	Teachers, Campus Principals, District Interventionists	January 2016-June 2017	Region 18 ESC Staff and Technology	Creation of accounts, documentation of use	Enriched learning community			
Participate in Region 18 CSS and CSS+ Training	4	Cohort Team Members, ESC Staff	July 2015– June 2017	Region 18 ESC Staff, Resources, and Technology	Handouts, sign-in sheets, and certificates	Increased performance in Math and Science			
Utilize Thursdays and Fridays for staff development	4	Campus Principals, Curriculum Director	August 2015-June 2017	Elementary Schedule	Sign-in sheets, agendas, handouts	Increased staff performance and strong team relationships			
Attend grade level conferences	4	Campus Principals, Teachers	August 2015-June 2017	Title 1 Funds, Local Funds (\$10,500)	Registration information, certificates, handouts	Increased performance in each grade level, on-site professional development by those in attendance			
Utilize Heat Maps and Lead4ward tools to identify professional development needs.	4	Principals, Curriculum Director, Teachers	First Six weeks and after benchmarking in February	Technology, Local Funds, Title 1 Funds	Sign-in Sheets, Completed Templates	Classroom grades, CBA's, Benchmarks, State Assessments			
Participate in Learning Walks.	4	Principals, Curriculum Director, Teachers	Beginning 2 <sup>nd</sup> Six Weeks – Fifth Six Weeks	Local Funds	Schedules, handouts	Increased performance in the classroom			

**Goal 2:** Provide high-quality, on-going professional development.

**Objective 2:** By May 2015 and May 2016, 100% of campus staff will participate in campus level decision-making processes.

Summative Evaluation: 100% of staff participating at campus level

<b>Activity/Strategy</b>	<b>*Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>J A N</b>	<b>M A R</b>	<b>M A Y</b>
Include teachers and paraprofessionals on the site-based committee.		Campus Principals	Annually	Staff roster	Sign-in sheets, agendas, and minutes	Positive school climate			
Assign each staff member to a vertical team.		Campus Principals	Annually, 3 meetings per year.	Staff Roster, Vertical Team List	Sign-in sheets, agendas, minutes	Positive school climate and improved academic performance			
Include staff members on each Comprehensive Needs Assessment subcommittee.	1	Campus Principals	May 2016 and May 2017	NCLB handouts, data resources	Sign-in sheets, findings	Application of findings in CIP			
Hold collaboration meetings to discuss academic progress each six weeks.	8	Campus Principals, grade-level teams	Once each 6 weeks.	Monitoring sheets, assessment results	Agenda, meeting notes	Increased student achievement			
Schedule common planning time for each grade level.		Campus Principal	Annually	Local funds	Master schedule	Horizontal alignment			

**Goal 3:** Increase community and parental involvement.

**Objective 1:** During the 2014-2015 and 2015-2016 school years, the campus will provide at least ten opportunities for parents to participate in campus activities and/or events.

**Summative Evaluation:** Minimum of 10 parental involvement activities

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	JAN	MAR	MAY
Provide state assessment results to parents in a language they can understand.	6	Campus Principals	Annually	State Assessment results and postage	Postage receipts	Improved parental awareness			
Host a Kindergarten Orientation to educate parents on the responsibilities and expectations in kindergarten.	6	Campus Principals, Kindergarten teachers	September 2015 and 2016	Letters to parents, technology, translator	Sign-in sheets, agendas, PowerPoint	Kindergarten student success			
Schedule a parent conference day.	6	Campus Principals, Calendar Committee, teachers	October 2015 and 2016	Letters to parents and school calendars	Sign-in sheets, conference logs	Increased student achievement and increased parental involvement			
Distribute parent/school compacts.	6	Campus Secretary, Campus Principals	October 2015 and 2016	Title 1 Compact	Signed compacts	Parent-school collaboration			
Host a Fall Festival.	6	Campus Principals, teachers	October 2015 and 2016	Letters to parents, notice in newspaper, Title 1	Sign-in sheets, student tickets	Increased parental involvement			

<b>Activity/Strategy</b>	<b>*Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>J A N</b>	<b>M A R</b>	<b>M A Y</b>
Hold a STAAR Test parent orientation.	6	Campus Principals, Testing Grade Teachers	January 2015 and 2016	PowerPoint, State Assessment examples, Local Funds	Sign-in sheets, agenda	Increased parental awareness of State assessments			
Provide a Prekindergarten and Kindergarten Round Up.	6	Campus Principals, Campus Secretary, Prekindergarten, Kindergarten, and ESL teacher representative	April 2015 and 2016	Enrollment packages	Enrollment forms	Enrollment in Prekindergarten and Kindergarten			
Host a <i>Polar Express</i> Event for prekindergarten, kindergarten, and first grade students and parents.	6	Campus Principals, grade level teachers, paraprofessionals	December 2015 and 2016	Local funds	Sign-in sheets	Parental involvement			
Invite parents to Field Day and Talent Show.	6	Teachers, Campus Principals	May 2015 and 2016	Letter to parents	Observation	Increased parental support			
Include parents on the campus Site-Based Committee.	6	Campus Principals	Annually	Parent volunteers	Sign-in sheets	Parental involvement			
Invite families to a Turkey Trot for Family Fitness Night.	6	PE Teacher, Campus Principals	November 2015 and 2016	Rewards for attendance Local Funds (\$100)	Sign-in sheets	Parental involvement			

<b>Activity/Strategy</b>	<b>*Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>J A N</b>	<b>M A R</b>	<b>M A Y</b>
Involve a parent liaison to assist in district and parent communication.	6	Campus Principal, District Liaison	As needed	Parent Liaison	Written communication and signatures	Parental involvement			
Host Lunch with a Loved One	6	Campus Principal, Counselor, Cafeteria Mgmt.	September 2015 and 2016	Parent Liaison, Local Funds	Letters home, lunch counts	Parental involvement			
Offer teacher led Spanish Speaking Support Group	6	Campus Principals, Bilingual Teachers	As needed	Local Funds	Sign-In Sheets	Parental Involvement			
Provide a book fair to the elementary students and families.	6	Counselor, Campus Principals	September 2015 and 2016	Scholastic Resources	Receipts, book counts	Parental Involvement, improved literacy			

**Goal 3:** Increase community and parental involvement.

**Objective 2:** During the 2015-2016 and 2016-2017 school years, the campus will provide at least five opportunities for community members to participate in campus activities and/or events.

**Summative Evaluation:** Minimum of 5 community involvement activities

<b>Activity/Strategy</b>	<b>*Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>J A N</b>	<b>M A R</b>	<b>M A Y</b>
Participate in the Soil and Conservation Poster Contest.	10	4-5 grade teachers, USDA reps	November 2015 and 2016	Contest information, poster making supplies, Local Funds	Entries	Contest results			
Enter Fire Safety Poster Contest.	10	Teachers, Campus Principals, Local Fire Dept.	October 2015 and 2016	Contest information, poster making supplies, Local Funds	Entries	Contest results			
Schedule a College and Career Awareness Day.	10	Guest speakers, Physical Education and Music teachers, Campus Principals	Spring 2016 and 2017	Materials, Local Funds	Participants' List	Increased student knowledge			
Include community members on the Site-Based Committees.	10	Campus Principals	Annually	Community volunteers	Sign-in sheets	Increased community involvement			
Incorporate student planners in grades 1-5.	10	Campus Principals, teachers, aides	Daily	Priority School Funds (\$4,000.00)	Agenda Pages Parent Signatures	Increased Parental Involvement.			

**Goal 4:** Improve staff recruitment and retention.

**Objective 1:** During the 2015-2016 and 2016-2017 school years, 100% of the teachers will be highly qualified.

**Summative Evaluation1:** 100% of teachers highly-qualified

Data 2012-2013	% Classes taught by Highly Qualified Teachers	% Highly Qualified Teachers	% Highly Qualified Paraprofessionals
	100%	100%	100%

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	JAN	MAR	MAY
Provide teacher mentors within each grade level.	3	Campus Principals, Curriculum Director, Intervention Specialists	2015-2016 and 2016-2017 school years	Grade level teachers	Mentor list	Staff retention			
Attend staff development in areas taught.	3,4	Teachers, Campus Principals, Curriculum Director	2015-2016 and 2016-2017 school years	Conference Registration information, (Local Funds, Title 1)	Certificates	Increased knowledge in core area			
Hold staff luncheons to promote team building every six weeks.	3	Teachers, Campus Principals	2015-2016 and 2016-2017 school years	Materials, Local Funds	Luncheon sign-up sheet	Improved teacher morale			
Provide opportunities for campus wide and individual affirmations.	3	Teachers, Campus Principals	2015-2016 and 2016-2017 school years	Materials (Local Funds \$100)	Bulletin board, notes	Increase staff retention			

**Goal 4:** Improve Staff Recruitment and Retention.

**Objective 2:** During the 2015-2016 and 2016-2017 school years, 100% of the instructional paraprofessionals will be highly qualified.

**Summative Evaluation1:** 100% of paraprofessionals highly-qualified

<b>Activity/Strategy</b>	<b>*Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>JAN</b>	<b>MAR</b>	<b>MAY</b>
Attend Region 18 training for paraprofessionals.	3,4	Paraprofessionals, Campus Principals	Before the start of each school year	Region 18 registration information	Certificates	Improved student performance			
Participate in local inservice.	3,4	Paraprofessionals, Campus Principals	5 days per year	Local inservice presentation	Sign-in sheets	Improved student performance			
Participate on vertical planning teams.	3,4	Paraprofessionals, Campus Principals	3 times per year	Vertical team list	Sign-in sheets	Staff retention			
Include representatives on the local site-based committee.	3,4	Campus Principals	Annually	Staff roster	Sign-in sheets, agendas, and minutes	Positive school climate			
Enroll special education instructional paraprofessionals in autism training.	3,4	Paraprofessionals, Campus Principals	Summer 2016-2017	Region 15, Special Ed Funds	Certificates	Improve student achievement			

**Goal 5:** Improve the academic performance of special program students.

**Objective 1:** A. By May 2016, 78% of all English language learners will advance at least one proficiency level on TELPAS.

B. By May 2017, 80% of all English language learners will advance at least one proficiency level on TELPAS.

**Summative Evaluation:** A. 78% advance at least one level on TELPAS

B. 80% advance at least one level on TELPAS

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	JAN	MAR	MAY
Continue pullout program for English Language Development.	2,9	ESL teachers, Campus Principals	Monday-Thursday of each week	Master schedule, ESL instructional materials, Title III	Schedule, Lesson Plans, Walkthroughs, Observations	Improved TELPAS performance			
Modify curriculum to meet student needs.	9	Teachers, Campus Principals	Daily	Instructional materials	Lesson plans, Walkthroughs, Observations	Improved TELPAS performance			
Use a variety of technology resources to supplement instruction.	2,9	Teachers, Campus Principals, Technology Director	Weekly	Technology Programs	Schedule, Lesson Plans, Walkthroughs, Observations, program reports	Improved TELPAS performance			
Use Accelerated Reader to provide independent practice at the appropriate level of the student.	2,9	Teachers, Librarian, Campus Principals	Weekly	AR books and program	AR reports	Increased Reading levels			

<b>Activity/Strategy</b>	<b>*Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>J A N</b>	<b>M A R</b>	<b>M A Y</b>
Train teachers to use English in a Flash in general education classrooms.	2	Campus Principals, ESL Teachers	October 2015	English in a Flash, Technology (\$2000)	Walkthroughs, lesson plans, observations	Increase performance on TELPAS and STAAR tests			
Incorporate student planners in grades 1-5.	2	Campus Principals, teachers, aides	Daily	Priority School Funds (\$4,000.00)	Agenda Pages Parent Signatures	Increase organizational skills.			
Utilize Enrichment time for vocabulary instruction.	2,9	Teachers, Campus Principals, Curriculum Director	Weekly	English in a Flash, TEKS Resource	Lesson Plans, Walkthroughs	Increased Reading Levels, CBAs, Standardized Tests			

**Goal 5:** Improve the academic performance of special program students.

**Objective 2:** By May 2016 and May 2017, 100% of sub-groups analyzed for AYP will meet Safe Harbor required improvement standards.

**Summative Evaluation:** 100% of sub-groups analyzed meeting Safe Harbor standards

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	J A N	M A R	M A Y
Utilize Think Through Math and teacher resources in Accelerated Math Instruction classes.	2,10	District Math Interventionists, Campus Principals, Curriculum Director	2015-2016 and 2016-2017 school years	Think Through Math, paper, ink, technology	Classroom observations, schedule, and reports	Think Through Math reports, CBA's, Benchmarks, classroom grades, State Assessments			
Use Accelerated Reader to provide independent practice at the appropriate level of the student.	2	Teachers, Librarian, Campus Principals	Weekly	AR program, books	AR reports, individual goal setting and monitoring	Classroom grades, CBA's, Benchmarks, State Assessments			
Notify parents about home availability Think Through Math.	6	Teachers, Campus Principals	December 2015 and 2016	Parent newsletter, program login information	Student login reports	Classroom grades, CBA's, Benchmarks, State Assessments			
Use Study Island to target and practice specific needs.	2,9	Teachers, Campus Principals	As needed	Reading Plus and Study Island websites	Student login reports	Classroom grades, CBA's, Benchmarks, State Assessments			
Continue to use Stemsscopes to increase science performance.	2	Science teachers, District Interventionist, Curriculum Director, Campus Principals	Weekly	Stemsscopes curriculum	Teacher login reports	Classroom grades, CBA's, Benchmarks, State Assessments			

<b>Activity/Strategy</b>	<b>*Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>J A N</b>	<b>M A R</b>	<b>M A Y</b>
Monitor academic progress with campus-based assessments and intervene.	8	Teachers, Campus Principals	End of each six weeks	Eduphoria reports, monitoring sheets, collaboration schedule	Collaboration notes	Classroom grades, CBA's, Benchmarks, State Assessments			
Implement the ELPS in all classrooms.	2	Teachers, Campus Principals	2015-2016 and 2016-2017 school years	ELPS Posters	ELPS posters, lesson plans, walkthroughs	Classroom grades, CBA's, Benchmarks, State Assessments			
Identify a target list of students to tutor.	2	Teachers, Campus Principals, District Interventionists	Classroom grades, CBA's, Benchmarks, State Assessments	State Assessment Data	Tutorial logs, walkthroughs	Classroom grades, CBA's, Benchmarks, State Assessments			
Include Special Programs staff in collaboration meetings.	8	Campus Principals	Every six weeks	Program reports, monitoring sheets	Collaboration notes, reports, monitoring sheets	Classroom grades, CBA's, Benchmarks, State Assessments			
Provide inclusion assistance for special program students.	2	Campus Principals, Special Education teacher	Daily	Teacher resources	Schedules, inclusion data	Classroom grades, CBA's, Benchmarks, State Assessments			
Provide Gifted and Talented instruction through a pull-out program.		Campus Principals, Curriculum Director, Reading Interventionist	Fridays	Teacher Resources	Reports and projects	Improved student performance			

<b>Activity/Strategy</b>	<b>*Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>J A N</b>	<b>M A R</b>	<b>M A Y</b>
Receive assistance from Dr. Sheets, a Personal Service Provider.		Campus Principals, Special Populations Director	As needed	CBA data	Reports, notes, data monitoring	State Assessments			
Continue to provide Dyslexia assistance through a pull-out program.		Campus Principals, Special Populations Director, Dyslexia Teacher	Daily	Teacher Resources	Reports, progress monitoring	Classroom grades, CBA's, Benchmarks, State Assessments			

**Goal 5:** Improve the academic performance of special program students.

**Objective 3:** During 2015-2016 and 2016-2017 school years, the performance for at-risk students on each STAAR assessment will increase by 3% annually.

**Summative Evaluation:** 3% increase by at-risk students.

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	JAN	MAR	MAY
Provide services and support for homeless students.	10	Special Programs Director, Campus Principals	As needed	Homeless surveys, free and reduced lunch applications	Registration documents	Increased student success			
Utilize Accelerated Math Instruction to target at-risk students in tier 3 of the RTI process.	2,9	District Interventionist, Curriculum Director, Campus Principals	Monday – Thursday	Math by Topic (Title 1 Funds, \$5,000) Instructional materials and supplies (\$750.00)	Classroom observations, schedule, and reports	Math by Topic Pre/Post Tests, CBA's, Benchmarks, TXAR Pre/Post Tests, classroom grades, State Assessments			
Implement Accelerated Reading Intervention to target at-risk students in tier 3 of the RTI process.	2,9	District Interventionist, Dean of Curriculum and Instruction, Campus Principals	Monday - Thursday	My Reading Coach, instructional materials and supplies (Title 1 and Local Funds \$750.00)	Classroom observations, My Reading Coach reports, schedule, program reports	My Reading Coach Reports, classroom grades, CBAs, benchmarks, State Assessments			
Monitor at-risk students throughout the school year.	2,8	Teachers, Counselor, Campus Principals	Each reporting period	Monitoring sheets, collaboration schedule	Collaboration notes	Classroom grades, CBA's, Benchmarks, State Assessments			
Mentor at-risk students.	2,9	Staff members, Counselor, Campus Principals, volunteers		At-risk list, mentor sign-up sheet	Mentor list	Classroom grades, CBA's, Benchmarks, State Assessments			

<b>Activity/Strategy</b>	<b>*Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>J A N</b>	<b>M A R</b>	<b>M A Y</b>
Provide a variety of technology programs to supplement instruction.	2	Teachers, Technology Director, Campus Principals	Annually	Technology Funds	Program reports, student login reports, teacher login reports	Classroom grades, CBA's, Benchmarks, State Assessments			
Offer small group counseling services to address test anxiety.		Campus Principal, Counselor, Campus Coordinator	Spring 2015 and 2016	Local Funds	Counseling logs	Classroom grades, CBA's, Benchmarks, State Assessments			
Incorporate student planners in grades 1-5.	2	Campus Principals, teachers, aides	Daily	Priority School Funds (\$4,000.00)	Agenda Pages Parent Signatures	Increase organizational skills.			
Utilize Heat Maps and Lead4ward tools to guide instruction.	2,9	Principals, Curriculum Director, Teachers	First Six weeks and after benchmarking in February	Technology	Sign-in Sheets, Completed Templates	Classroom grades, CBA's, Benchmarks, State Assessments			

**Goal: 6** Integrate technology to supplement instruction and to manage school business.

**Objective 1:** By May 2015 and May 2016, 100% of instructional staff will integrate technology to supplement the academic program.

**Summative Evaluation:** 100% of instructional staff using technology to supplement instruction

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	J A N	M A R	M A Y
Incorporate United Streaming videos to supplement instruction.	2	Teachers, Technology Director, Campus Principals	As needed	United Streaming, Technology Funds	Lesson plans, walkthroughs, observations	Classroom grades, CBA's, Benchmarks, State Assessments			
Use IRead to supplement reading instruction in grades PK-K.	2	Teachers, Technology Director, Campus Principals	Weekly	IRead program, Technology Funds	Lesson plans, walkthroughs, observations	Classroom grades, TPRI			
Utilize Lexia to supplement instruction in grades K-5.	2,9	Teachers, Technology Director, Campus Principals	At least twice a week	Lexia program	Lexia reports	Classroom grades, CBA's, Benchmarks, State Assessments			
Use My Virtual Reading Coach in ARI program.	2	Teachers, District Interventionist, Technology Director, Campus Principals	Monday - Thursday	My Virtual Reading Coach	Classroom observations, My Reading Coach reports, schedule, program reports	My Reading Coach Reports, classroom grades, CBAs, benchmarks, State Assessments			
Continue to use Think Through Math and IStation.	2,9	Teachers, Curriculum Director, Special Programs Director, Campus Principals		Internet access	Lesson plans, program reports, walkthroughs	Classroom grades, CBA's, Benchmarks, State Assessments			
Use Smartboards and Smartboard lessons to create engaging lessons.	2,9	Teachers, Technology Director, Campus Principals	Weekly	Smartboards, smartboard lessons, Technology Funds	Lesson plans, walkthroughs, learning walks, observations	Classroom grades, CBA's, Benchmarks, State Assessments			

<b>Activity/Strategy</b>	<b>*Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>J A N</b>	<b>M A R</b>	<b>M A Y</b>
Utilize Accelerated Reader to provide resources that meet individual student needs.	2	Teachers, Technology Director, Campus Principals	Weekly	AR program, books	AR reports, individual goal setting and monitoring	Classroom grades, TPRI, CBA's, Benchmarks, State Assessments			
Implement Stemscoptes in the science classes for grades K-5.	2	Teachers, Technology Director, Campus Principals	Weekly	Stemscoptes login,	Stemscoptes teacher usage reports, lesson plans, walkthroughs, observations	Classroom grades, CBA's, Benchmarks, State Assessment			
Follow the Texas Curriculum Management Cooperative in math and science.	2	Teachers, Technology Director, Campus Principals	Daily	Texas Curriculum Management Cooperative , paper, ink, Local Funds	Lesson plans, walkthroughs, learning walks, observations	Classroom grades, CBA's, Benchmarks, State Assessment			
Use Study Island to provide practice in reading, math and science for grades 3-5.	2	Teachers, Technology Director, Campus Principals	As needed	Study Island, Technology Funds	Lesson plans, program reports	Classroom grades, CBA's, Benchmarks, State Assessment			
Use Ascend Math for intervention in math for grades K-5	2	Intervention Teacher, Principals, Curriculum Director	Daily	Ascend Math Priority School Funds (\$5,000.00) Technology Funds	Student schedules, program reports	Classroom grades, CBA's, Benchmarks, State Assessment			

**Goal: 6** Integrate technology to supplement instruction and to manage school business.

**Objective 2:** During the 2015-2016 and 2016-2017 school years, 100% of campus administrative, support, clerical, and instructional staff will have access to technology required to conduct school business.

**Summative Evaluation:** 100% of campus persons utilizing technology to conduct school business

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	JAN	MAR	MAY
Provide document cameras, LCD projectors, Smart Boards, and computers in classrooms.	5	Technology Director, Campus Principals	Annually	Technology Funds	Technology logs, equipment in classrooms	Improved student performance			
Maintain printers and copiers.		Technology Director, Campus Principals	As needed	Technology Funds	Maintenance logs	Improved school business performance			
Use Skyward to record grades and attendance.	6	Teachers	Daily	Paper, ink	Grade book records, progress reports, report cards, attendance reports	Increased parental communication			
Implement School Reach to contact parents.	6	Campus Principals	As needed	Parent phone numbers	School Reach library data	Increased parental awareness			
Utilize Eduphoria for both educational and professional tasks.		Teachers, Curriculum Director , Special Programs Director, Campus Principals	As needed	Eduphoria program, internet access, paper, ink	Eduphoria data reports, lesson plans, workshop reports, PDAS reports	Approved internal communication and data management			

<b>Activity/Strategy</b>	<b>*Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>JAN</b>	<b>MAR</b>	<b>MAY</b>
Create ESC-U accounts to participate in online learning through the Region 18 ESC.	10	Teachers, Campus Principals	August 2015	ESC-U user names and websites	ESC-U login data, and logs	Increased participation in professional development			
Provide access to classroom web pages.	6	Teachers	As needed	Web pages	Web page data	Increased parental awareness			
Utilize the district Facebook page to communicate with parents.	6	Campus Principals, Technology	As needed	Facebook	Facebook newsfeed	Increased parental awareness			
Continue to use the school app iSchoolbox to communicate with parents	6	Campus Principals, Technology	As needed	iSchoolbox	iSchoolbox newsfeed	Increased parental awareness			

**Goal: 7** Provide a safe, drug-free environment that is conducive to learning.

**Objective 1 :** 100% of students will participate in safety and/or drug-free educational activities.

**Summative Evaluation:** 100% of students participating in safety and/or drug-free educational activities

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	J A N	M A R	M A Y
Conduct assembly with the purpose of educating the students on bullying and cyber bullying.	10	Campus Principals	By December 2015 and 2016	Bully hotline information, PowerPoint	Campus calendar	Reduced bullying among students			
Participate in the DARE Program.	10	Fifth grade teachers, Sherriff's Department, Campus Principals	Spring Semester 2016 and 2017	Dare officers	Campus calendar, lesson plans	Raised student awareness on the danger of drugs			
Implement the Red Ribbon Week Program for all students to raise awareness against drugs.	10	Teachers, Campus Principals	October 2015 and 2016	Spirit schedule, materials, Local Funds \$450	Campus calendar, spirit schedule	Raised student awareness on the danger of drugs			
Use positive behavior initiatives with all students.	10	Teachers, Campus Principals	Daily	Materials, Local Funds \$200	Conduct folders, student affirmations	Reduced discipline referrals			
Hold Fire Safety and EMS Day.	10	Physical Education teacher, Music teacher, Campus Principals	May 2015 and 2016	Schedule of events	Schedule, lesson plans	Raised student awareness of safety procedures			

<b>Activity/Strategy</b>	<b>*Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>J A N</b>	<b>M A R</b>	<b>M A Y</b>
Monitor the Bully Hotline.	10	Campus Principals	As needed	Bully Hotline internet resources and phone lines	Bully logs	Reduced bullying problems			
Create a Crisis Management Team.	10	Campus Principals	September 2015 and 2016	Roster, Safety Handbook	Emergency assignments	Preparedness in the event of a crisis			
Practice safety drills.	10	Teachers, Campus Principals	Monthly	Drill maps, campus calendar	Drill logs	Preparedness in the event of a crisis			
Provide character lessons to students during teacher collaboration.	10	Campus Principals, Campus Coordinator	Once every six weeks.	Materials, Local Funds	Collaboration schedule	Increased student awareness of proper behavior and social skills			

**Goal: 7** Provide a safe, drug-free environment that is conducive to learning.

**Objective 2 :** 100% of staff will provide students an environment that is conducive to learning.

**Summative Evaluation:** Positive learning environment by 100% of staff

<b>Activity/Strategy</b>	<b>*Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>JAN</b>	<b>MAR</b>	<b>MAY</b>
Provide the District Student Handbook.	6	Technology Director, Campus Principals	August 2015 and 2016	Internet, parent receipts	Internet link, parent signatures of receipt	Increased understanding of behavior expectations			
Create a Positive Behavior Support Team.	10	Campus Principals	August 2015 and 2016	Positive Behavior Support Slides, roster	Sign-in sheets, Certificates	Reduced discipline referrals			
Review and enforce school rules.	10	Teachers, Campus Principals	August 2015 and 2016, repeat as needed	Planners and Teacher Resources	School posters	Increased student knowledge of behavioral expectations.			
Provide social skills instruction for PK using Frog Street.	2	Prekindergarten teachers, Curriculum Director, Campus Principals	Daily	Frog Street Curriculum	Lesson plans, walkthroughs, observations	Increased student awareness of proper behavior and social skills			
Post content and language objectives.	2,9	Teachers, Campus Principals	Daily	Materials, Local Funds	Walkthroughs, learning walks, observations	Increased student knowledge of learning expectations.			
Place visual supports in classrooms.	2,9	Teachers, Campus Principals	Daily	Materials, Local Funds	Walkthroughs, learning walks, observations	Classroom grades			