

**Lake Dallas Independent School District**  
**Corinth Elementary School**  
**2019-2020 Campus Improvement Plan**

# Mission Statement

"To prepare every child to achieve their lifelong academic and social potential."

## Vision

"To champion a dynamic model of future focused-education."

## Value Statement

Students come first

Everyone deserves respect

Student success is the shared responsibility of students, families, communities, and Lake Dallas ISD

Continuous improvement is essential for the success of Lake Dallas ISD

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

CE is a neighborhood school with most students residing within a couple of miles of the campus. Campus enrollment has grown fairly consistently over the last couple of years with just under 600 students. Since 2011, attendance rates have been consistently at 98%.

2018-2019 was the 8th year for CE to be a Title I campus.

The percentage of Economically Disadvantaged students has hovered at 40% for the past 8 years. The ethnic distribution (2017-2018 TAPR) for CE reveals the following demographics: White (52.8%), Hispanic (24.2%), African American (12.9%), Two or More Races (7.2%), Asian (2.4%) and American Indian (0.5%).

Campus student information shows a few areas in which the campus group is significantly higher than the district group: African American students (12.9% campus, 8.4% district) and Two or More Races students (7.5% campus, 5.3% district.) The ELL percentage is 8.2%.

While The mobility rate has decreased to 9.9% from 11%. The class sizes for each grade level vary between 17 and 22 students per teacher. 11.0% of students receive special education services and 7.5% receive gifted and talented services.

The average teacher's years of experience is 14 with 23.8% of the teachers holding a Master's degree.

Over 250 students participate in after school activities, which include the following: athletics, cooking, robotics, gardening, choir, audio/visual production, and sewing. There will be over 1,300 new apartments or homes completed by the spring of 2020 within our campus attendance zone.

### Demographics Strengths

- Attendance rate of 98%.
- 71% of teachers have more than 6 years of teaching experience.
- Over 250 students participate in an after school programs.
- New growth and housing developments are bringing new students.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** High mobility rates adversely affect a student's academic growth. **Root Cause:** Increased property values have led to rent homes being sold and apartment rental costs going up.

# Student Achievement

## Student Achievement Summary

The campus utilized a variety of researched-based data sources in order to monitor student progress and draw conclusions regarding student achievement. In grades K-5, the campus uses Fountas and Pinnell leveling to monitor and assess student literacy growth. Ongoing staff development with Reader's and Writer's Workshop and guided reading has resulted in improvements of STAAR reading scores, guided reading levels, and higher reading benchmark assessments.

### STAAR Results:

3rd Grade Reading- 82% Approaches (ED 75%, LEP 60%, SPED 53%)

3rd Grade Math- 88% Approaches (ED 85%, LEP 100%, SPED 53%)

4th Grade Reading- 69% Approaches (ED 55%, LEP 55%, SPED 33%)

4th Grade Math- 69% Approaches (ED 58%, LEP 55%, SPED 24%)

4th Grade Writing- 58% Approaches (ED 48%, LEP 30%, SPED 24%)

5th Grade Reading- 86% Approaches (ED 88%, LEP 75%, SPED 20%)

5th Grade Math- 80% Approaches (ED 73%, LEP 50%, SPED 40%)

5th Grade Science- 83% Approaches (ED 73%, LEP 45%, SPED 50%)

The Response to Intervention Team continued to focus on student success for students in the RTI process by making recommendations for a multitude of interventions. Most tier 2 and tier 3 interventions were put in place during Falcon Time, allowing full access to curriculum, and included the use of Title I instructional assistants for support. Before and after school tutorials, before school open library/computer labs, and summer schools were also offered and highly attended. A Response to Intervention Specialist has been added to staff to address these needs.

Falcon Time also allowed academically high students to receive individualized instruction. Many opportunities, such as the spelling bee, chess, robotics and UIL events, gave students opportunities to advance and excel in academics.

## Student Achievement Strengths

-3rd grade reading scores increased from 71% to 82% (Approaches)

-3rd grade math scores increased from 76% to 88% (Approaches)

-5th grade reading scores increased from 84% to 86% (Approaches)

-5th grade science scores increased from 76% to 83% (Approaches)

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** While STAAR scores in 4th grade decreased, 3rd & 5th grade remain comparable to district and state averages, scores in both 3rd and 5th grade have increased from the previous year. **Root Cause:** There has been an increase in students in need of academic and behavior interventions through RtI and an increase in the number of students identified with a learning disability in special education.

# School Culture and Climate

## School Culture and Climate Summary

In 2018-2019, the students and staff participated in a wide variety of classroom and campus-wide events which added to the positive spirit and family atmosphere at CE. Some events were campus traditions and some were only recently implemented. Frequent opportunities for student recognition were provided (announcements, pictures in hallways, bulletin boards, programs, school board recognition, etc.). Multiple staff luncheons and gatherings promoted camaraderie amongst the staff. Students and staff celebrated behavior with school-wide PBIS parties. Multiple assemblies were held: Veteran's Day Assembly, Digital Safety Assembly, Leadership Assemblies, Drug-free Assembly, etc. Students celebrated Red Ribbon Week and participated in 4-H Clubs and after school activities that promoted their interests and needs. In addition, the campus held a Color Fun Run in the spring. Students and staff also participated in Marathon Kids to promote health and fitness.

## School Culture and Climate Strengths

Students-The positive and warm family feel of CE is a definite strength for the campus. We are complimented daily on how welcoming and friendly our staff is to parents, guest speakers, visitors, and to each other.

-Open communication between teachers, administrators, students and parents.

-Open campus to all members of the community.

-Student recognition is a daily occurrence on campus using the Soaring Falcon Award. Student recognition occurs often and frequently regarding school events. Students also have many opportunities to participate in student groups and activities (Little Dribblers, Choir, etc) which make school an enjoyable place to be.

-The teacher leadership program Master Teacher has allowed teachers to grow and learn as leaders on campus.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Discipline data shows that there is a need for teaching students tools for self-regulation and self-discipline. **Root Cause:** Students lack opportunities to develop leadership skills.

# **Staff Quality, Recruitment, and Retention**

## **Staff Quality, Recruitment, and Retention Summary**

The CE campus continued to maintain 100% highly qualified staff for 2018-2019.

New teachers in the Fall of 2018 were given mentor teachers and additional staff development training before the school year started. Returning teachers also received professional development and training before students arrived on the first day of school. All staff benefited from required federal/state trainings, district trainings, campus trainings, and grade level/content specific training throughout the school year. In addition, teachers met to collaborate at the district-level. Some staff attended off-campus workshops and conferences, while others received individual training on specific skills and methods on an as-needed basis.

Strong efforts were made by the campus to recruit new teachers for the 2018-2019 school year. Job fairs were attended by campus administrators. Multiple interviews for each open position were carefully considered. Tours of the campus were given to prime candidates, as well as scheduled times in which the applicant could observe teachers in the classroom to get a feel for the campus.

## **Staff Quality, Recruitment, and Retention Strengths**

- A wide variety of staff development and trainings were offered throughout the year in 2018-2019. Feedback from staff indicated the trainings were meaningful and relevant. Campus specific trainings were offered in areas of technology, assessment, literacy, LIM, classroom management, policies and procedures, school safety, etc.
- PLCs were utilized for staff development and trainings throughout the year. Planning for these was flexible and timely and included relevant topics, such as assessment, guided reading, word walls, writer's workshop, etc. Teachers went to trainings and shared new learning and teaching strategies with peers during PLCs.
- Campus teachers were chosen to attend a Master Teachers program, in which they were exposed to leadership training and development opportunities.
- Teachers were offered opportunities to observe each other in instructional settings. Some teachers had staff observe from other campuses and even out of district.
- The campus and district created staff attendance incentives to recognize staff members.

## **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Teachers attend professional development, but have lacked the opportunity to share new ideas with colleagues from their trainings.

**Root Cause:** There has not been time dedicated to teacher walkthroughs and time to share/plan vertically and horizontally.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The district/campus continued the use of TEKS Resource System curriculum for 2018-2019. Overall, the majority of scores on all unit assessments in grades 2-5 were higher than the previous year. The primary focus of campus PLC meetings was curriculum--how students performed and what performance was expected next. For grade levels K-2, PLCs focused on performance of guided reading. For all grade levels, PLCs provided opportunities for staff development, staff feedback, curriculum planning, and upcoming curriculum preparation. Practice STAAR assessments were given to students in all tested areas in grades 3-5. All students are leveled in their reading using the Fountas and Pinnell system at BOY, MOY and EOY.

## Curriculum, Instruction, and Assessment Strengths

- Teachers are proficient with the TEKS Resource System curriculum.
- PLCs were highly utilized to convey information to classroom teachers, provide staff development, review student progress, and plan for future instruction.
- Falcon Time was utilized for all pull-out services--Early Literacy, ESL, Speech, GT, dyslexia, Special Education, etc. This allowed the remainder of the school day to be free from pull-outs from the classroom.
- The use of "before the bell" and "after the bell" opportunities for students was increased for 2017-2018. Open computer labs and open library times were also expanded.
- SSI for 5th graders was addressed successfully and all state guidelines were followed--opportunities for retesting, GPC meetings held, accelerated instruction during school hours and summer school, etc.
- Data stored in Eduphoria was used to plan efficient and effective lesson plans.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Staff development is needed for all teachers, including special education and support staff, in the area of best practices for meeting the varying needs of all students. **Root Cause:** To meet the needs of all students and to remain current in best practices requires additional training and collaboration with reinforcement of pedagogical practices for all staff that work with students.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Collaboration with local services was strong in 2018-2019--Fire dept, 4-H, Lions Club, Rotary Club, etc.

The 4-H club expanded from robotics to a gardening club, a cooking club, sewing club, and production (audio/visual) club. These clubs served over 250 students and create opportunities for computer programming, advancement of technology skills, engineering, creativity and an opportunity to partner with the community to foster student growth.

Grade level programs and events were held throughout the year that allowed students to showcase their music, technology and academic accomplishments.

PTA hosted an event each month that joined the community, students, parents and staff (movie night, skate night, etc).

Career day brought in over 50 speakers from the local community to encourage and educate the students about their opportunities.

## Parent and Community Engagement Strengths

- ESL Parent Class - communicating with the school and outside community
- STEAM Carnival
- Fun Run
- Marathon Kids
- Veteran's Day Assembly
- Open House & Music Programs
- Our campus is open to cub scouts, girl scouts, churches and local sports teams as well.
- Rotary Club presentation and dictionary hand out.
- Fire Department presentation and safety classes.
- Lions Club eye exams provided.
- Lions Club assistance with purchasing eye glasses.
- Family Literacy Night
- KidsHope- community taking care of kids.

- Leader in Me parent night.

Family surveys indicate that parents feel welcome and comfortable being actively involved on campus.

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** The WATCH D.O.G.S. program has declined over the past two years. **Root Cause:** We have not found a consistent parent leader.

# School Context and Organization

## School Context and Organization Summary

Students at CE are generally happy and content on campus. Multiple opportunities for activities and involvement contribute to the positive attitudes about school.

The campus has settled into an efficient routine in which parents, teachers, and students are comfortable. Daily operations within the school--discipline, communications, schedules, etc-- are organized and managed well.

A wide variety of extra activities contribute to a well balanced campus-- PALS, CEIC, staff development, etc.

## School Context and Organization Strengths

- Daily routines and duties are set from the first day and made clear to all staff.
- The campus highly utilized Google Docs and Gmail calendars this year for shared documents and reservations of computer labs, iPads, etc.
- Parent meetings were held campus-wide and by individual grade levels. Also, newsletters, emails, websites, and phone calls were used frequently by teachers and staff to communicate with parents.

Falcon Time is a scheduled pull-out time for each grade level to provide remediation or enrichment opportunities for all students.

PBIS has provided campus-wide practices and expectations of student behavior.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Staff schedules continue to be very full. **Root Cause:** Daily time constraints to students' daily schedules make it difficult to meet recommended pedagogical instructional frameworks.

# Technology

## Technology Summary

Each classroom is equipped with a teacher computer, Chrome Books and Clear Touch Smart Boards. Also available for student use are 2 computer labs, chromebooks, IPADS, nooks, and other media equipment from the campus library. Professional development is provided to teachers on technology equipment yearly and as needed throughout the year.

Teachers have access to multiple media resources daily--Mediacast, Skyward, TEKS Resource System, Gradebook, Gmail, Eduphoria, etc.

Wireless access points are available for 100% of the campus, including the library, front office and conference room.

## Technology Strengths

- CE has a library media specialist on campus who is available as a resource for both students and staff.
- K-5th grade classroom teachers will have Clear Touch Smart Boards.
- 3rd-5th students will be one to one with Chrome books.
- K-2nd students will be 2 to one with Chrome books
- Building is 100% wifi accessible.
- Special Education classrooms have Smart boards, Chrome books, and iPads for student use
- Two accessible computer labs for K-5 use.
- Technology Integration Specialist on Campus
- STEAM Lab

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** It is difficult to remain up to date in technology devices and programs. **Root Cause:** Technology is ever changing and becomes

obsolete in a short period.

# Priority Problem Statements

**Problem Statement 1:** High mobility rates adversely affect a student's academic growth.

**Root Cause 1:** Increased property values have led to rent homes being sold and apartment rental costs going up.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** While STAAR scores in 4th grade decreased, 3rd & 5th grade remain comparable to district and state averages, scores in both 3rd and 5th grade have increased from the previous year.

**Root Cause 2:** There has been an increase in students in need of academic and behavior interventions through RtI and an increase in the number of students identified with a learning disability in special education.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Discipline data shows that there is a need for teaching students tools for self-regulation and self-discipline.

**Root Cause 3:** Students lack opportunities to develop leadership skills.

**Problem Statement 3 Areas:** School Culture and Climate

**Problem Statement 4:** Teachers attend professional development, but have lacked the opportunity to share new ideas with colleagues from their trainings.

**Root Cause 4:** There has not been time dedicated to teacher walkthroughs and time to share/plan vertically and horizontally.

**Problem Statement 4 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 5:** Staff development is needed for all teachers, including special education and support staff, in the area of best practices for meeting the varying needs of all students.

**Root Cause 5:** To meet the needs of all students and to remain current in best practices requires additional training and collaboration with reinforcement of pedagogical practices for all staff that work with students.

**Problem Statement 5 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 6:** The WATCH D.O.G.S. program has declined over the past two years.

**Root Cause 6:** We have not found a consistent parent leader.

**Problem Statement 6 Areas:** Parent and Community Engagement

**Problem Statement 7:** Staff schedules continue to be very full.

**Root Cause 7:** Daily time constraints to students' daily schedules make it difficult to meet recommended pedagogical instructional frameworks.

**Problem Statement 7 Areas:** School Context and Organization

**Problem Statement 8:** It is difficult to remain up to date in technology devices and programs.

**Root Cause 8:** Technology is ever changing and becomes obsolete in a short period.

**Problem Statement 8 Areas:** Technology

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data

- Student surveys and/or other feedback

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement 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
- Other additional data

# Goals

Revised/Approved: July 24, 2015

## Goal 1: Collaborate with and involve our diverse community and educational partners to support LDISD students and staff

**Performance Objective 1:** Partner with local businesses and groups to provide support for campus programs.

**Evaluation Data Source(s) 1:** Campus calendar, fliers, logs

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 1) Increase partnership with city entities to build and promote both campus and city events--fire safety, guest speakers, parades, holiday events, etc.</p>	2.6, 3.2	Administrators Library Media Specialist	Campus and city events will be promoted within the school.			
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Partner with multiple outside agencies and district representatives to provide services for students and parents--4-H Denton County, Lion's Club, community churches, North Texas Food Bank, Rotary Club, District Homeless Liaison and surrounding network of Homeless Liaisons, etc.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Administrators Counselor	Students and parents will be provided with services to meet their needs.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>TEA Priorities</b> Build a foundation of reading and math 3) Partner with an outside agency to provide school supplies and other services to students at the Back to School Health Fair in August.	2.6, 2.6	Administrators	Students will receive school supplies and other health services.			
4) Continue to grow campus PTA and WATCH D.O.G.S. to support ties to the community.		Administrators	Membership in PTA and WATCH D.O.G.S. will increase.			
<b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 5) Partner with the community to provide a Career Day and after school activities for all students to be exposed to future opportunities.	2.4, 2.5, 3.2	Administrators and Counselor	Students will recognize the opportunities for future development in the areas of their interests.			
<b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 6) Partner with local church providing mentors for low performing students.	2.4, 2.5, 2.6, 3.2					
<b>Problem Statements:</b> Student Achievement 1 - School Culture and Climate 1						
<b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 7) A 1:1 mentor will increase student understanding of school expectations and student accountability.	2.4, 2.6, 3.2					
= Accomplished                = No Progress                = Discontinue						

**Performance Objective 1 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> While STAAR scores in 4th grade decreased, 3rd & 5th grade remain comparable to district and state averages, scores in both 3rd and 5th grade have increased from the previous year. <b>Root Cause 1:</b> There has been an increase in students in need of academic and behavior interventions through RtI and an increase in the number of students identified with a learning disability in special education.

## School Culture and Climate

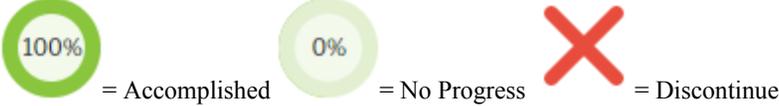
**Problem Statement 1:** Discipline data shows that there is a need for teaching students tools for self-regulation and self-discipline. **Root Cause 1:** Students lack opportunities to develop leadership skills.

**Goal 1:** Collaborate with and involve our diverse community and educational partners to support LDISD students and staff

**Performance Objective 2:** Communicate effectively with parents about campus events, classroom activities, and student performance.

**Evaluation Data Source(s) 2:** Website, Twitter, marquee, student daily folders

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Use of campus website, Twitter, Remind, school newsletter, Peachjar, and the marquee to effectively communicate campus events and successes.		Administrators Office Manager	Campus events and successes will be communicated through multiple means reaching more stakeholders.			
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> 2) Increased focus on classroom teacher communication with parents through phone calls, e-mail, parent conferences, Peachjar, newsletters, classroom websites, Monday folders, daily folders, etc.	2.4, 2.6, 3.1, 3.2	Administrators Teachers	Parent participation and attendance will increase at campus events.			
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> 3) Communicate students' strengths and needs clearly and effectively through various modes: student-led parent conferences, student data notebooks, phone calls, etc.	2.4, 2.5, 2.6, 3.1, 3.2	Administrators Teachers Support staff	Participation in parent conferences will increase.			
						

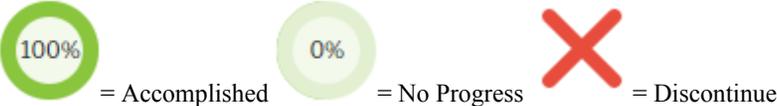
## Goal 2: Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

**Performance Objective 1:** 80% of students will be at or above grade level in reading and math.

**Evaluation Data Source(s) 1:** Assessment data, Eduphoria records, lesson plans, STAAR Reading, Fountas & Pinnell levels

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>TEA Priorities</b> Build a foundation of reading and math 1) Administer core subject assessments periodically throughout the school year.	2.4, 2.6, 3.2	Administrators Instructional Coach	Student achievement will increase.			
<b>TEA Priorities</b> Build a foundation of reading and math 2) Maintain a daily master schedule which supports opportunities for individualized instruction for students--Falcon Time, before/after school tutorials, Open Library/Computer Labs, etc.	2.4, 2.5, 2.6	Administrators	Student achievement will increase.			
<b>Funding Sources:</b> 199 State Compensatory Education (SCE) - 0.00						
<b>TEA Priorities</b> Build a foundation of reading and math 3) Provide Reading instructional support to ALL students through a variety of literacy approaches/strategies--Reader's/Writer's workshop, student data notebooks, Guided Reading, orthographic word walls, Foundations, Early Literacy Teacher, Title One instructor, technology resources, Fundamental 5 strategies, etc. Implement Fountas and Pinnell Reading program at all grade levels.	2.4, 2.5, 2.6	Teachers Support Staff	Students' reading levels will increase.			
<b>Funding Sources:</b> 211 - Title I, Part A - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>TEA Priorities</b> Build a foundation of reading and math 4) Provide Math instructional support to ALL students through a variety of approaches/strategies--use of hands-on/manipulatives, Fundamental 5 strategies, student data notebooks, CGI, Title One instructor, technology resources, etc. Utilize the Math Learning Framework gr. 3-5.	2.4, 2.5, 2.6, 3.2	Teachers Support Staff	Students' math levels will increase.			
	<b>Funding Sources:</b> 211 - Title I, Part A - 0.00					
<b>TEA Priorities</b> Build a foundation of reading and math 5) Implement Lucy Calkins Writing Program campus-wide.	2.4, 2.5, 2.6	Instructional Coach Teachers	Student writing skills will increase.			
						

**Goal 2:** Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

**Performance Objective 2:** Provide a TEKS based curriculum (TEKS Resource System) that covers all TEKS required by the state at the breadth and depth to ensure student growth and readiness.

**Evaluation Data Source(s) 2:** Unit Assessments and Performance Indicators, Fountas & Pinnell

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide a daily common conference period for each grade level to facilitate grade level planning and promote professional learning communities (PLCs).		Administrators Instructional Coach	Student achievement and teacher knowledge of best practices will increase.			
	<b>Funding Sources:</b> 224 - IDEA B, SPED - 0.00					
2) Provide classroom teachers with support staff to assist in the implementation of certain aspects of curriculum--Fine Arts, PE, Technology, Science Lab.		Administrators	Students will learn grade appropriate Fine Arts, PE, Technology, and Science TEKS.			
3) Require grade level teams to coordinate homework, grades, tests, projects, parent communication, technology, etc.		Administrators Instructional Coach	Increased communication between grade level teachers will lead to higher student achievement and parental support.			
4) Continue to provide a campus Instructional Coach to train staff and assist in the implementation of the LDISD curriculum.		Administrators Instructional Coach	Staff's knowledge of best practices will increase, thus increases student achievement.			
5) Provide multiple opportunities throughout the school day, as well as after school, for students to learn and enjoy the importance of being physically fit and making healthy food choices--PE in master schedule, recess, guest speakers, after school clubs, etc.		PE Teacher Classroom Teachers	Student achievement will increase.			
6) Provide a campus Technology Integration Specialist to train staff and assist with the integration of technology across the curriculum to enhance instruction.		Administrators Technology Integration Specialist	Staff will integrate technology across the curriculum.			
 = Accomplished  = No Progress  = Discontinue						

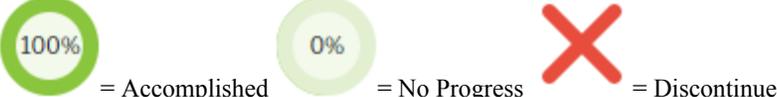
**Goal 2:** Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

**Performance Objective 3:** Increase the performance of each individual sub-population as defined by TEA with intentional focus and attention on "closing the gap".

**Evaluation Data Source(s) 3:** STAR Reading, Fountas & Pinnell, Unit Assessment and Performance Indicators, STAAR

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>TEA Priorities</b> Build a foundation of reading and math 1) Continue a strong inclusion program which increases staff to student ratio in the general education setting while continuing to provide instructional support in a variety of settings.</p>	2.4, 2.5, 2.6, 3.2	Administrators Special education staff	There will be an increase in student achievement.			
<p><b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 2) Continue to provide GT services to identified students by a GT specialist through a pullout program. In addition, all classroom teachers will be GT certified.</p>	2.4, 2.5, 2.6	Administrators Classroom teachers Support staff	There will be an increase in student achievement.			
<p><b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 3) Disaggregate a variety of instructional data by grade level with intentional focus on special factors - ethnicity, socioeconomic status, gender, special education, LEP status - for the purpose of setting targets for improvement and improving instruction.</p>	2.4, 2.5, 2.6	Administrators Instructional Coach Teachers Support Staff	There will be an increase in student achievement.			
<p><b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 4) Continue to provide second language acquisition instruction by ESL certified teachers at each grade level, as well as an ESL certified specialist.</p>	2.4, 2.5, 2.6, 3.2	Administrators Support staff	There will be an increase in student achievement and an increase in second language acquisition by LEP students.			

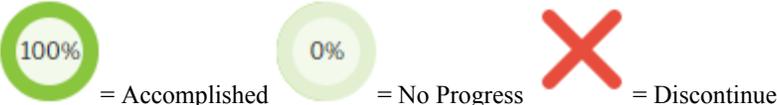
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
						

**Goal 2:** Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

**Performance Objective 4:** Continue to identify and meet the needs of low performing students.

**Evaluation Data Source(s) 4:** STAR Reading, Fountas & Pinnell, Unit Assessment data, Performance Indicators

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>TEA Priorities</b> Build a foundation of reading and math 1) Identify at-risk students using state at-risk criteria and develop appropriate plans to provide support through RtI.	2.6, 3.2	Administrators Classroom teachers	There will be an increase in student achievement.			
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Continue to utilize Response to Intervention (RtI) to assist teachers in providing interventions and instructional support, as well as follow up with referrals to Section 504, Special Education, and Dyslexia.	2.4, 2.5, 2.6	RtI committee RtI Specialist	There will be an increase in student achievement.			
<b>TEA Priorities</b> Connect high school to career and college 3) Continue to meet the non-academic needs of students as appropriate-- Counseling Programs, community donations, home visits, etc.	2.6	Administrators	Student needs will be met as they arise.			
						

**Goal 2:** Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

**Performance Objective 5:** Develop students into leaders with 21st century skills.

**Evaluation Data Source(s) 5:** Increased student leadership and decreased discipline referrals

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>TEA Priorities</b>            Connect high school to career and college            Build a foundation of reading and math            1) Staff will be provided Leader in Me year 2 staff development and materials.</p>	2.5, 2.6	Administrators	Staff will implement the Leader in Me Year 2 curriculum during the school year.			
<p><b>TEA Priorities</b>            Build a foundation of reading and math            Connect high school to career and college            2) Master schedule will reflect a Leadership Block where the Leader in Me principles will be taught to students.</p>	2.5	Administrators Counselor Teachers	Students will recognize the Seven Habits.			
<p><b>TEA Priorities</b>            Build a foundation of reading and math            Connect high school to career and college            3) Teachers will utilize The Leader in Me online platform for lessons on leadership and The 7 Habits of Happy Kids. Students will utilize The Leader in Me student activity guides.</p>	2.5	Administrators Teachers	Teachers and students will recognize the 7 Habits and Leader in Me principles.			
<p><b>TEA Priorities</b>            Build a foundation of reading and math            Connect high school to career and college            4) Provide students with opportunities to develop leadership skills through peer buddies, classroom helpers, office helpers, P.E. helpers, reading buddies, and the Start With Hello program.</p>	2.5, 2.6	Administrators Counselor	Students will assume leadership roles and will acquire leadership training and skills throughout the school year.			
<p><b>TEA Priorities</b>            Build a foundation of reading and math            Connect high school to career and college            5) Full day PreK available.</p>	2.4, 2.5, 2.6	Principal, PreK teacher, counselor	PreK students will enter Kindergarten developmentally in areas of academic, social and emotional.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<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>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

**Goal 2:** Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

**Performance Objective 6:** Increase students' social and emotional awareness through lessons provided using Leader In Me and Overcoming Obstacles, both CASEL recognized programs.

**Evaluation Data Source(s) 6:** Student engagement, fewer discipline referrals.

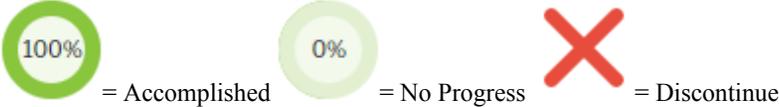
**Summative Evaluation 6:**

### Goal 3: Recruit and retain staff that advances the art and science of teaching

**Performance Objective 1:** CE will maintain and retain a highly effective staff.

**Evaluation Data Source(s) 1:** HR records

**Summative Evaluation 1:**

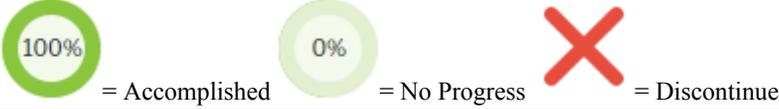
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Continue to maintain a staff that is 100% highly qualified, including paraprofessionals, by focusing on staff development.	2.4, 2.5, 2.6	Administrators	Staff development will meet all staff needs.			
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Focus on teacher retention (less than 10% turnover) by providing mentor support for new teachers, strong staff development, and promoting a strong sense of team.	2.4	Administrators Hospitality	New teachers will receive support through various means (mentors and staff development) and retention will remain below 10%.			
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Assign a campus mentor for first year teachers and offer resources for all teachers with less than 3 years teaching experience through district mentor program.	2.4, 2.5	Administrators	Teachers within the first three years of teaching will remain teaching on the campus.			
						

**Goal 3:** Recruit and retain staff that advances the art and science of teaching

**Performance Objective 2:** Promote continuing education to keep staff current on best practices in education.

**Evaluation Data Source(s) 2:** Eduphoria Workshop reports, sign-in sheets

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide campus-based staff development in the following areas: technology integration, classroom management, special education, guided reading, reader's/writer's workshop, word walls, math instruction, etc.		Administrators Instructional Coach Technology Integration Specialist	Staff will implement research-based instructional practices in the areas of technology, classroom management, special education, literacy, and mathematics.			
2) Provide opportunities for staff development at varied times--after school, at PLCs, on-line, etc--to discuss and develop new innovative ideas in education.		Administrators	Staff will attend professional development opportunities and share best practices with colleagues.			
3) Provide opportunities for grade level and cross team planning.		Administrators Instructional Coach	Student learning and academic competency will increase.			
4) Provide opportunities for staff to present to each other in areas of expertise.		Administrators Instructional Coach	Staff will implement research-based instructional practices in classrooms.			
						

**Goal 3:** Recruit and retain staff that advances the art and science of teaching

**Performance Objective 3:** Provide ongoing programs to promote educator growth

**Evaluation Data Source(s) 3:** e2L Studio

**Summative Evaluation 3:**

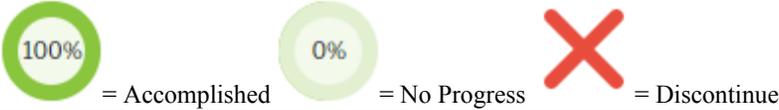
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Use the Engage2Learn coaching model to provide opportunities for teachers to work with a coach to improve instructional practices.		Instructional Coach	Teachers will implement best practices and student learning will increase.			
	<b>Funding Sources:</b> 255 - Title II, Part A TPTR - 14000.00					
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## Goal 4: Provide quality and safe facilities

**Performance Objective 1:** Use the Standard Response Protocol to prepare staff and students for emergencies.

**Evaluation Data Source(s) 1:** Records of conducted drills

### Summative Evaluation 1:

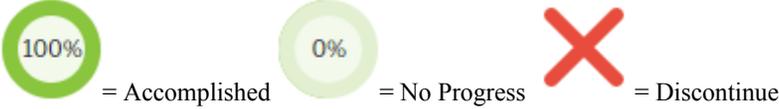
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Discuss appropriate procedures for all types of emergencies with staff prior to the first day of school.		Administrators	Staff will recognize the Standard Response Protocol and know the procedures for each type of emergency.			
2) Discuss safety and emergency procedures with students prior to each drill.		Administrators Teachers	Students will recognize the Standard Response Protocol			
3) Place a red backpack with class roster and emergency supplies in each classroom.		Administrators Teachers Nurse	Emergency supplies will be available in all classrooms in the event of an emergency.			
						

**Goal 4:** Provide quality and safe facilities

**Performance Objective 2:** Develop and present programs to students through counseling services.

**Evaluation Data Source(s) 2:** Counselor's records

**Summative Evaluation 2:**

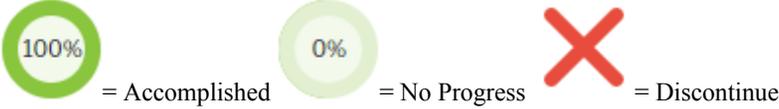
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Counselor will visit with all students about tolerance and differences of people. Counselor and Teachers will teach Start with Hello from Sandy Hook Promise.	2.4, 2.5, 2.6	Counselor Teachers	There will be a decrease in reported incidents of intolerance.			
2) Provide opportunities throughout the year to increase student knowledge about making healthy choices.	2.4, 2.5	Counselor Nurse	There will be an increase in miles ran by students as documented in Marathon Kids and an increase in awareness of making healthy choices through lessons in P.E., the counselor's lessons, and lessons from the nurse.			
3) Provide opportunities for small groups, lunch groups, friendship groups, etc. as needed.		Counselor	Students will learn appropriate social interactions, mindfulness, and coping skills.			
						

**Goal 4:** Provide quality and safe facilities

**Performance Objective 3:** Inform students of the effects and consequences of bullying, as well as strategies to identify bullying.

**Evaluation Data Source(s) 3:** Discipline records, Counselor's calendar

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Facilitate classroom discussions (and small group discussions, as needed) addressing bullying using the Start With Hello program.		Administrators Counselor	Students and staff will increase their bullying awareness knowledge and bullying reports will decrease.			
2) Comment box placed outside of library for anonymous reporting of bullying.		Administrators Counselor	Students will recognize how to anonymously report incidents of bullying.			
3) Continuation of campus-wide efforts to increase bullying awareness-- posters in hallways, quotes during morning announcements, anti-bullying rally, school-wide pledge, guest speaker, peer buddies, Leader in Me, Cyber Bullying lessons, etc.		Administrators Counselor	Students and staff will model kindness and compassion toward others.			
						

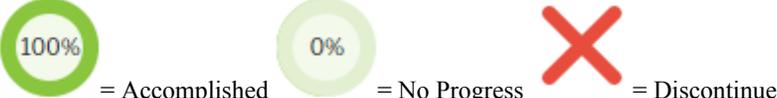
**Goal 4:** Provide quality and safe facilities

**Performance Objective 4:** Ensure a clean and orderly environment for learning.

**Evaluation Data Source(s) 4:** Walk-throughs, reports, accident reports, SchoolDude reports

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Continue campus-wide PBIS (Positive Behavior Intervention & Supports) implementation.		Administrators Counselor All staff	There will be a decrease in discipline referral reports.			
2) Continue utilizing online system for all maintenance requests.		Administrators	Campus will be safe and clean.			
3) Continue to utilize substitute system and work towards increasing teacher attendance.		Administrators	There will be an increase in staff coverage by substitutes and an increase in staff attendance.			
4) Maintain safety procedures: hang tags for afternoon pick-up, limited access to building, and requirement for all visitors to sign-in and out using computer management system in front office, as well as to wear a name tag while in the building.		Administrators Front office staff	Safety procedures will maintain student safety.			
5) Continue to require all volunteers to have completed the criminal history background check prior to volunteering on campus.		Administrators Campus secretary	Increased safety for students			



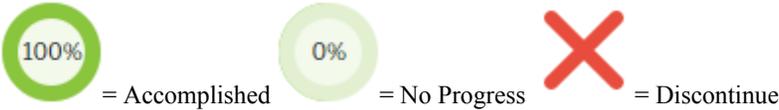
100% = Accomplished    0% = No Progress    X = Discontinue

**Goal 4:** Provide quality and safe facilities

**Performance Objective 5:** Promote a positive school climate for students, staff, and parents.

**Evaluation Data Source(s) 5:** Student, family, and staff surveys

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide opportunities for staff incentives, positive recognition and rewards, staff gatherings, etc.		Administrators Hospitality committee	There will be an increase in campus climate as indicated by staff surveys.			
2) Provide opportunities for student success and enjoyment--campus-wide activities and assemblies, college days, holiday sing-a-long, opportunities to be part of a group, such as UIL, choir, and after school clubs, etc.		Administrators Club leaders	There will be an increase in campus climate as indicated by student surveys.			
3) Increased focus on making parents feel part of and welcome on campus--greetings by front office staff, allowing and encouraging parents to visit and volunteer.		Administrators Front office staff	There will be an increase in positive climate as indicated by family surveys.			
4) Promote the campus vision and implement the campus improvement plan.		Administrators Staff	Staff will recognize the campus vision and campus improvement plan will become a document that is reviewed regularly by staff.			
5) Committees of CE will collaborate in decision-making throughout the school year.		Administrators Staff	There will be an increase in positive ratings of school culture and climate as indicated on staff surveys.			
						

# Campus Funding Summary

199 State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
<b>Sub-Total</b>					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Title 1 Reading Para		\$0.00
2	1	4	Title 1 Math Para		\$0.00
<b>Sub-Total</b>					\$0.00
224 - IDEA B, SPED					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
<b>Sub-Total</b>					\$0.00
255 - Title II, Part A TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1			\$14,000.00
<b>Sub-Total</b>					\$14,000.00
<b>Grand Total</b>					\$14,000.00