

Midland Independent School District
Houston Collegiate Preparatory Academy
2018-2019 Campus Improvement Plan

Accountability Rating: Improvement Required



Mission Statement

Sam Houston Collegiate Prep will prepare students for college/life by providing a challenging curriculum that connects student's lives and future in a safe, supportive and nurturing environment.

Vision

At Sam Houston Collegiate Prep Elementary we will provide a safe, caring learning environment where all scholars are challenged and prepared for college.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	8
Curriculum, Instruction, and Assessment	10
Parent and Community Engagement	11
School Context and Organization	14
Technology	15
Comprehensive Needs Assessment Data Documentation	16
Goals	18
Goal 1: The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase from 63% to 69% by the end of school year 2018-2019	18
Goal 2: The percentage of students in grades 3-8 who meet standard on both reading and math STAAR will increase from 46% to 75% by the end of school year 2019.	22
Goal 3: 100% of Midland ISD Instructional Expectations for 2018-2019 will be met.	29
Comprehensive Support Strategies	39
Campus Funding Summary	41

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

Sam Houston Collegiate Prep is a Pre K - 5 campus with LEAP, Pre K, and Life Skills as part of our campus. We currently have 404 students. Due to our campus being new we will update this document with specific student demographics as data is released.

SHCP employees 37 instructional staff. We have 17 general education teacher PK-5th grade. We have 5 Special Education teacher who serve our life skills, LEAP, and resource scholars. We have 7 paraprofessionals on staff who are assigned to life skills and LEAP classrooms. We have a reading specialist who facilitates small group instruction for tier 2 and tier 3 scholars. We have a fine arts, PE and AVID professor.

Demographics Strengths

Demographics Strengths

Students under special populations (i.e. dyslexia, special education) are supported by teachers with knowledge of their needs.

Class sizes remain within the 22:1 ratio for kindergarten through 4th grade. Fifth grade class sizes are consistently under 25 students. Classroom teachers provide low performing students with differentiated, targeted instruction as well as to provide enrichment activities for students in need for a more challenging curriculum.

The district provided a reading specialist - she provided assistance in 1st, 2nd, 4th and 5th grade reading. Her major focus was 1st grade below level readers. Our reading specialist also works with professors in planning, assessment, instruction and classroom management.

The consistent programs across the district and federal funds (i.e. iStations and Imagine Math) ensure that the needs of the students who move around the district frequently, will continue to be met. The use of the Instructional Support Plan, the use of TEKS Resource YAG, PLC, AVID and STAAR4ward provide support for instruction for all students. The availability of district and Title I money for field trips helps to give disadvantaged students access to additional experiences and cultural events.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Being a brand new campus the student data is not readily available. **Root Cause:** Creating a new choice school has resulted in SHCP receiving students from across the district.

Student Achievement

Student Achievement Summary

The primary instrument for determining student achievement for the 2018-2019 school year is the state assessment, STAAR test. Even though we are a new campus we continue to carry the improvement required score from the 2017-2018 school year.

Many gains were made in the 2017-2018 school year and we will continue to make large strides in this area of improvement through the new foundation of our campus. We have adopted a college going atmosphere along with the AVID system.

The campus employs other instruments such as Istation, Fountas and Pinnell, TEMI, as well as district and campus developed assessments to track scholar progress and growth.

Student Achievement Strengths

We are in the third year of PLC's and continue to utilize Lead4ward tools and now have added AVID for planning and disaggregation of data. The foundation of teacher planning is built on the Student Learning Reports, Vocabulary Reports, Instructional Strategies, and the Field Guides.

SHCP teachers track data in various ways. RenStar and IStation scores are collected monthly. Students record CFA and Checkpoint scores in their individual data folders. Each grade level displayed student and class performance data in their grade level hallway to motivate students towards improvement.

Grade Level and Vertical content PLCs met every other week to discuss instructional strategies, content, and growth of students.

Grade level interventions were moved to the beginning of the day this year. This has led to increased growth in those lower level performers. These students are fresher in the morning and more receptive to unique individualized interventions.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Number of students reading on grade level continues to be a negative piece of campus data. **Root Cause:** Focus on ALL students begin successful at learning on grade level standards

School Culture and Climate

School Culture and Climate Summary

All teachers will follow the district expectation of implementing the Teachers of Excellence model, the district positive discipline system-CHAMPS, Restorative Practices, STAAR4ward and PLC process. We will also embrace and implement the system of AVID campus wide. Administration will monitor the above process and continue to develop professional development and support for all teachers.

The TEKS resource system will be utilized for our instructional scope and sequence.

Staff development will be provided in PLC, literacy, science, math and writing strategies to assist teachers in targeting the areas that will be most beneficial for student success.

School Culture and Climate Strengths

SHCP will work to build the relationship between teacher and student and school and home. We will be building a PTA board and work collaboratively to ensure support for everyone.

SHCP is building a college-going environment with the support of the AVID system. We have also implemented a uniform that all students are expected to follow that fosters the prestigious environment that has been created.

The Professional Learning Communities meet weekly to identify the upcoming objectives based on the TEKS. These objectives are tied to our campus and district goals. During this time teachers also disaggregate data that drive instruction for all students. This process is monitored by campus administration.

We have partnered with some community members as we grow SHCP. We have partnered with First Baptist Church, Cotton, Bledsoe, Tighe and Dawson Law Firm, Fun Club and Complex Community Credit Union. These partnerships will assist with student mentors, building an outside learning area, and AVID.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Our campus is creating processes for our PLC teams and a college-going culture. **Root Cause:** We are a new campus and the staff is built from inside and outside the district with various knowledge of AVID and PLC.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

In the spring and summer of 2018 Sam Houston became Sam Houston Collegiate Prep. With that transition all staff reapplied through an interview process. Staff came to us from inside and outside the district.

Continuous professional development is provided around all content areas and AVID to support the growth of all staff members.

100% of Sam Houston teachers are considered Highly Qualified.

Current Staff:

Library Services	One half time Librarian; one part time Librarian Aide
Counseling	One full time Counselor
Administrative Services	One Principal; one Assistant Principal, one secretary, one full time clerk
Health Services	One full time RN
PE	One teacher
Fine Arts & AVID Teacher	Two Teachers
PreK/LEAP	3 teachers; 5 full time aides
Kindergarten	3 Teachers
First Grade	3 Teachers
Second Grade	2 Teachers
Fourth Grade	3 Teachers
Fifth Grade	2 Teachers
Special Education	Two Life Skills teachers; Three full time aides, one Resource teacher
Reading Specialist	One full time teacher

Staff Quality, Recruitment, and Retention Strengths

The following strengths have been identified and are listed in priority order per the spring 2019 information:

1. The staff is highly qualified.
2. College going cultural with the support of AVID
3. PLC meetings provide opportunities for teachers to collaborate by grade level and vertical teams.
4. Campus data meetings to reflect on student progress and chart next steps.
5. Weekly recognition of teachers/staff via weekly calendar, staff meetings and or grade level meetings.
6. Vertical teams during PLC/Staff meetings provide opportunities for teachers recognize needs of all grade levels.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Sam Houston became Sam Houston Collegiate Prep in the fall of 2018. **Root Cause:** Due to the opening of a new campus our staff is 70% new to SHCP.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

SHCP teachers continue training and coaching on the PLC framework for collaboration. We will also begin the journey and professional development of AVID. They continue to keep our focus on the rigor of instruction. We utilize Lead4ward/ STAAR4ward training tools, AVID, and resources along with the district curriculum management plan. SHCP teachers attend after school and summer training for reading, math, writing and science. Teachers also plan once a week with their grade level team to ensure consistency and promote collaboration. They also meet with vertical teams to collaborate on common taught subjects. Teachers also identify students that may need additional support and enter the information into an RTI form. Teachers update current students on RTI and brought in new student to provide additional support they may need.

Curriculum, Instruction, and Assessment Strengths

As a campus the following were identified as strengths for SHCP:

1. Focus on Lesson Planning, Formative Assessment, and CFA's
2. PLC, grade level, and vertical team meetings
3. STAAR4Ward training
4. Data meetings
5. Setting individual goals through T-Tess
6. Scheduled intervention time daily

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: As a campus we identified that the level of rigor in instruction and in our assessments did not rise to the level of STAAR or the critical thinking needed for each subsequent grade level. **Root Cause:** Staff turn over and minimal on going professional development on rigor.

Parent and Community Engagement

Parent and Community Engagement Summary

Meaningful activities that support student's learning at SHCP are:

Meet the Teacher and Open House which are always well-attended activities. Parent/child projects (Career Day, recycled crafts, storybook character day, Dr. Seuss celebrations, Math/ Science Night, Cowboy Christmas, Meet the Teacher, Open House, Awards Ceremonies, Literacy Day, Home Visits, Grade Level PTA programs, All Pro Dads, Muffins with Mom, Field Day, etc.). Community Partnerships with First Baptist, Cotton, Bledsoe, Tighe, and Dawson, Complex Community Credit Union, who provide different activities throughout the year for our students. Most parents or caregivers show up for parties and participate in activities with their children. Some attend our community based instruction trips, Adaptive PE trips and field trips. Parents and family members are involved in attending six week's awards ceremony to celebrate student's success and PTA meetings to see their child participate in grade level performance. Pre-K has FIT (Family Involvement Time) once a month for their parents and students. Parent training on Conscience Discipline has also been offered to families.

Ways that families and community members are involved in school decisions are:

We have family and community members involved in PTA and CEIC. Parent input surveys are completed each year to help establish our campus plans for activities, learning, and engagement. Pre-K has also sent out Family Engagement Surveys to their parents. Parents and community members are allowed to attend School Board Meetings where they are allowed to voice their opinions on school decisions. The School Board takes their input into consideration and announces their decisions during follow-up meetings. PTA also includes parents and community members at their meetings. The school offers parents the ability to use technology to communicate with the school and give their thoughts and opinions. They are also using technology to keep tabs on their student's progress. The school communicates using the marquee to let parents know about upcoming meetings and any important information that parents need to know. Teachers use daily communication folders and several technology tools to keep parents informed. ParentLink is used to get messages out to a large number of parents and community members. Sign in sheets or documentation are filed with the office to provide proof of family and community involvement in decision making. Reading Logs and behavior calendars are signed by parents on a daily basis.

Services available to support families, our community, and students which encourage healthy family relationships are:

Rays of Hope, The Stay Together Program from High Sky Children's Ranch, Counseling services, Midland County Angel's 3:11 Ministries, North "A" Church of Christ, First United Methodist Church, first Baptist Church, parent/teacher conferences, Meet the Teacher, Title One informational meeting, Open House, Fall Festival, Cowboy Christmas, Family Book Fair Night, Math/Science Night, STAAR Parent Meetings, PTA programs, CATCH Night, etc. School Staff provides a list of agency resources to families and students who have a specific need or situation. Counseling resources are readily available outside of the counselor's office for parents, students, and staff to access at any time of the day.

Services available to support students in special programs are:

Life Skills offers CBI and Adaptive PE field trips to their students. The SHARE program offers assistance to the families of special needs children through the MCRC (Midland Children's Rehabilitation Center). Special Olympic flyers are also made available to the students. Several staff and family members have participated in the Autism Walk. Rays of Hope offers free grief work for children working through a loss. The Stay Together program works with families of children who have been abused or are in danger of abuse due to a lack of parenting skills. Big Brothers / Big Sisters have several of our students enrolled in their program. Parents attend ARD meetings for sped students and are offered support through these services.

Community partnerships that exist to support families and students at SHCP are:

First Baptist provides a several programs throughout the year. The Chuck Wagon program is a Weekend Food To Kids Program that gives students in need of weekend nourishment, a bag of snacks and food to take home every weekend throughout the year. Their After School Kids program provides a time of learning afterschool for any student that wants to participate. They also provide mentors that help students succeed in the classroom and build character through the monthly character trait being taught at school. Cotton, Bledsoe law firm provides reading buddies and support for mentoring students as well. The IMentor program sponsored by the district helps underachieving students. The MAGS (Midland Academic Guides)

mentoring program which is a community sponsored mentoring program helps students by mentoring that student from 3rd grade to High School Graduation. This year we added a new mentoring program to Sam Houston. The Kids Hope USA mentoring program for Christ Church also mentors kids in character education, decision making, and career awareness.

Parent and Community Engagement Strengths

Family and Community Involvement Strengths

1. The number of activities that are offered at Sam Houston for families to participate in that offer strengthening the partnership is varied and will

continue to grow as our PTA and school staff look for ways to bring our families and the school together.

1. The number of mentoring programs have increased which will continue to help students succeed academically, emotionally, and relationally.
1. We have several agencies that help students and families get through tough times including Rays of Hope, The Stay Together Program from High Sky Children's Ranch, Midland County Angel's 3:11 Ministries, North "A" Church of Christ, First United Methodist Church, and First Baptist Church.
1. The school has several ways for parents to be involved in their child's academic life and continues to provide them with new and updated technological means to stay aware and in touch with what is happening every day.
1. Our PTA continues to become an integral part of making SHCP an amazing place of learning and to help students succeed on a daily basis.

School Context and Organization

School Context and Organization Summary

School Context and Organization Summary

Sam Houston Collegiate Prep is supported at the district level by program directors, and other learning professionals from the school district. The curriculum and pacing guide are determined by the teaching and learning department and implemented across the district. A specific amount of time is allotted for each subject and schedules are created accordingly. SHCP has had a focus this year on including PLC and intervention time into our schedule. We have extended the PLC time 80 minutes each week. Teachers are given opportunities to help in the decision making process through CEIC, DEIC, Leadership team, and grade level representatives. We are working towards giving parents a voice and involving them within our school community. SHCP feels that parents are an important part of the school and need to be involved.

School Context and Organization Strengths

As a campus SHCP has identified the following as School Context and Organization Strengths:

1. Recognizing student achievement through goal setting and award ceremonies.
2. Recognizing and addressing weaknesses in TEKS instruction based on data.
3. Implementing STAAR4WARD and AVID strategies to support instruction and to ensure rigor.
4. Utilizing PLC framework as a way to collaboratively keep the focus on student learning.

Technology

Technology Summary

Technology Summary

Every classroom was equipped with a Smartboard that can be adjusted, mounted projector, a document camera, five student computers and a teacher computer. 3rd through 5th grade classrooms have one to one chrome books.

PK- 2nd grade classrooms have at least 5 ipads per classroom. Teachers are also equipped with microphones.

We also have a campus computer lab that is available to all students.

Technology Strengths

Technology Strengths

The following strengths have been identified:

1. Each class has a teacher computer, SmartBoard, document camera, and a projector. Five student computers in every class.
2. Supplies for colored printers were provided for every hallway.
3. 3rd-5th grade have one to one chrome books.

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology instruction is limited and lacks age appropriate resources especially for lower grades. **Root Cause:** Due to an out dated computer lab and broken headphones.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent 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
- Budgets/entitlements and expenditures data
- Study of best practices

Goals




Goal 1: The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase from 63% to 69% by the end of school year 2018-2019

Performance Objective 1: The percentage of students in grades K-2 who are reading on or above grade level on iStation/iEspañol will increase from 63% to 69% by the end of school year 2019.

Evaluation Data Source(s) 1: IStation - monthly reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) All ELA teachers will have on going training with Reading and Writing CIA to develop independent readers and writers.</p>	Teachers Reading Specialist Administration	<p>Running Records, MOY and EOY F/P will show student progress in reading.</p> <p>ISIP Reports each month will show and increase of students on TIER I level.</p>				
<p>Comprehensive Support Strategy Critical Success Factors CSF 2 CSF 4 CSF 6</p> <p>2) Reading specialist will pull guided reading groups daily to support 1st, 2nd and 4th grade - with the emphasis on 1st grade.</p>	Teachers Reading Specialist Administration	<p>On Demand writing pieces each six weeks will show an increase of 2+ papers.</p> <p>Running Records, MOY and EOY F/P will show student progress in reading.</p> <p>ISIP Reports each month will show and increase of students on TIER I level.</p>				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Teachers will participate in Curriculum, Instruction and Assessment planning sessions to identify Essential Standards for each unit per six weeks, create CFA's and plan to the rigor of the standards in core content areas.</p>	Teachers Instructional Specialist Administrators T&L Directors	<p>Quality lesson plans that are focused CFA's that are to the rigor of the standard Collaboration</p>				
Funding Sources: 211 Title 1 - 27000.00						

<p>Comprehensive Support Strategy</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) Staff will participate in the design of Sam Houston's Turn Around plan - to move to a College Prep Elementary</p>	<p>Teachers Instructional Specialist Administrators DCSI</p>	<p>To transform Sam Houston into a College Prep Elementary for the 18-19 school year.</p>				
--	--	---	--	--	--	--

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase from 63% to 69% by the end of school year 2018-2019

Performance Objective 2: The percentage of students in grades K-2 who are reading on or above grade level on Fountas & Pinnell will increase from 72% to 80% by the end of the school year 2019.

Evaluation Data Source(s) 2: Fountas & Pinnell BOY, MOY, EOY

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 2 CSF 4 CSF 6</p> <p>1) Teachers will provide guided reading and or small group reading at the students instructional level during intervention and or guided reading time daily.</p>	Teachers Reading Specialist Administration	<p>On Demand writing pieces each six weeks will show an increase of 2+ papers.</p> <p>Running Records, MOY and EOY F/P will show student progress in reading.</p> <p>ISIP Reports each month will show and increase of students on TIER I level.</p>				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) All students new to the district will be tested at the beginning of the year with F&P assessment.</p>	Teachers Reading Specialist Administration	<p>Beginning of the year F&P levels will be identified and students will be placed in appropriate guided reading groups.</p>				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Using the PLC process, teacher will collaboratively analyze F&P data to establish individual, small group and whole group instruction plans ensuring academic growth and success.</p>						
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 1: The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase from 63% to 69% by the end of school year 2018-2019

Performance Objective 3: 80% of K-2 students will be at or above benchmark on the Texas Early Mathematics Inventory by the end of the school year 2019.

Evaluation Data Source(s) 3: TEMI Results

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teachers K-5 will participate in on going Professional Development on Guided Math to provide on going intervention and enrichment to all students during daily math instruction.</p>	Teachers Administrators Director of Math	<p>CFA and Checkpoint will show student progress with a focus on Essential Standards.</p> <p>MOY and EOY TEMI results will be on or above benchmark</p>				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Teachers will participate in Curriculum, Instruction and Assessment planning sessions to identify Essential Standards for each unit per six weeks, create CFA's and plan to the rigor of the standards in core content areas.</p>	Teachers Administrators T&L Directors	<p>Quality lesson plans that are focused</p> <p>CFA's that are to the rigor of the standard</p> <p>Collaboration</p>				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>3) Students in K-2nd grade will be administered the TEMI assessment at the BOY, MOY, and EOY.</p>						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Teachers in K-2 will utilize TEMI resources in Tier 1, Tier 2, and Tier 3 lessons.</p>						











 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 1: The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase from 63% to 69% by the end of school year 2018-2019

Performance Objective 4: The percentage of prekindergarten students producing 40 letter sounds on a District checkpoint will increase from 83% to 85% by the end of school year 2019.

Evaluation Data Source(s) 4: District Checkpoint, CLI Engage

Summative Evaluation 4:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Critical Success Factors CSF 2</p> <p>1) Teachers in Pre K and LEAP will use Frog Street to provide direct instruction in letter sounds and spiral lessons during the year.</p>	Teachers, Early Childhood Directors and Administration	Student growth will be charted monthly to show progress.				
<p>Critical Success Factors CSF 2</p> <p>2) Teachers in Pre K and LEAP will progress monitor and display data on letter sounds.</p>	Teachers and Administration	On going monitoring of student progress.				
<p>Critical Success Factors CSF 2</p> <p>3) CIRCLE assessment will be administrated at the BOY, MOY and EOY.</p>	PK/LEAP teachers PK Director Administration	Students will increase letter knowledge monthly throughout the year.				
<p>Critical Success Factors CSF 2</p> <p>4) Teachers will attend PK Plan-It meetings quarterly.</p>	Teachers PK Director Administration	Collaboration among PK teachers within the district will increase student performance.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						










Goal 2: The percentage of students in grades 3-8 who meet standard on both reading and math STAAR will increase from 46% to 75% by the end of school year 2019.

Performance Objective 1: The percentage of students in grades 3-8 on track to meet approaches on both reading and math district checkpoints will increase from 46% to 65% by the end of the school year 2019.

Evaluation Data Source(s) 1: District checkpoints

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Teachers will meet regularly as a grade level, using PLC framework to use data that will drive instruction to meet the diverse needs of our students.</p>	Teachers Reading specialist Administration	CFA and Checkpoint results				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Teachers will participate in Curriculum, Instruction and Assessment planning sessions to identify Essential Standards for each unit per six weeks, create CFA's and plan to the rigor of the standards in core content areas.</p>	Teachers Reading specialist Administrators T&L Directors	Quality lesson plans that are focused CFA's that are to the rigor of the standard Collaboration				
<p>Critical Success Factors CSF 2</p> <p>3) Teachers will monitor CFA's and district checkpoints via data room, grade level data walls and individual student data folders - with a focus on all sub populations</p>	Teachers Reading Specialist Administrators	Monitoring the data will determine intervention and enrichment groups for daily instruction and Saturday School.				

<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Teachers in 2nd-3rd will participate in on going Professional Development in Number Talks that will provide on going intervention and enrichment to all students during daily math instruction.</p>	<p>Teachers Administrators Director of Math</p>	<p>CFA and Checkpoint will show student progress with a focus on Essential Standards.</p>				
<p>Funding Sources: 211 Title 1 - 1164.00</p>						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) All ELA teachers will have on going training with Reading and Writing Workshop to develop independent readers and writers.</p>	<p>Teachers Reading Specialist Administration</p>	<p>On Demand writing pieces each six weeks will show an increase of 2+ papers.</p> <p>Running Records, MOY and EOY F/P will show student progress in reading.</p> <p>ISIP Reports each month will show and increase of students on TIER I level.</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>6) Utilize research based curriculum programs, materials and supplies, to supplement district curriculum in facilitating student growth for all sub groups in all subjects.</p>	<p>Teachers Reading specialist Administration</p>	<p>Increase performance in all content areas.</p>				
<p>Funding Sources: 211 Title 1 - 31391.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: The percentage of students in grades 3-8 who meet standard on both reading and math STAAR will increase from 46% to 75% by the end of school year 2019.

Performance Objective 2: The percentage of economically disadvantaged students in grades 3-8 on track to meet approaches on both reading and math district checkpoints will increase from 39% to 50% by the end of school year 2019.

Evaluation Data Source(s) 2: District Checkpoints

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6</p> <p>1) Teachers will monitor student growth by setting personal goals with each student and track progress on individual data folders.</p>	Teachers, support staff, administration	Student data folders to chart individual growth and class/grade level data boards to chart growth				
<p>Critical Success Factors CSF 2</p> <p>2) Teachers will monitor CFA's and district checkpoints via data room, grade level data walls.</p>	Teachers Instructional Specialist Administrators	Monitoring the data will determine intervention and enrichment groups for daily instruction and Saturday School.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>3) Using the PLC process, teachers will identify data of students' strengths and weaknesses in our sub populations</p>	Teachers Reading specialist Administration	sub population data will be collected, charted and monitored in order to track these student groups.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>4) Using the RTI process with staff, students will be identified and accommodations will be put in place.</p>	Teachers Reading specialist Administration	Students will show growth in STAAR.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>5) All students will access technology and supplemental educational programs to promote academic growth in all core content areas.</p>	Teachers Reading specialist Administration	Students will show growth in STAAR.				
		Funding Sources: 211 Title 1 - 18783.00				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: The percentage of students in grades 3-8 who meet standard on both reading and math STAAR will increase from 46% to 75% by the end of school year 2019.

Performance Objective 3: The percentage of students in grades 3-8 on track to meet Master on both math and reading will increase from 6% to 9% by the end of school year 2019.

Evaluation Data Source(s) 3: STAAR results

Summative Evaluation 3:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Students who are working at or above grade level will be provided small group lessons at a higher level of rigor.</p>	Teachers, Support Staff, Administration	Results of CFAs and Checkpoints will determine intervention and enrichment groups and spiraling of essentials standards.				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Teachers K-6 will participate in on going Professional Development on Guided Math to provide on going intervention and enrichment to all students during daily math instruction.</p>	Teachers Instructional Specialist Administrators Director of Math	CFA and Checkpoint will show student progress with a focus on Essential Standards. MOY and EOY TEMI results will be on or above benchmark				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) All ELA teachers will have on going training with Reading and Writing Workshop to develop independent readers and writers.</p>	Teachers Reading Specialist Instructional Specialist Administration	On Demand writing pieces each six weeks will show an increase of 2+ papers. Running Records, MOY and EOY F/P will show student progress in reading. ISIP Reports each month will show and increase of students on TIER I level.				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 2: The percentage of students in grades 3-8 who meet standard on both reading and math STAAR will increase from 46% to 75% by the end of school year 2019.

Performance Objective 4: The percentage of students in grades 3-8 who score on or above grade level in reading (utilizing iStation/iEspañol) and score proficient or advanced in math (utilizing Imagine Math) will increase from 32% to 42% by the end of school year 2019.

Evaluation Data Source(s) 4: Istation EOY data

Summative Evaluation 4:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Comprehensive Support Strategy 1) Teachers will provide intervention in reading daily to students in Tier 2 and Tier 3.</p>	Teachers, support staff and administration	Decrease in the # of students in Tier 3 on Istation.				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) Teachers K-5 will participate in on going Professional Development on Istation to provide on going intervention and enrichment to all student.</p>	Teachers Instructional Specialist Administrators Director of Math	Monthly ISIP data.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: 100% of Midland ISD Instructional Expectations for 2018-2019 will be met.

Performance Objective 1: By providing ongoing professional development and a variety of instructional strategies in Reading, Math, Science and Writing will increase Domain 1 from 46% to 75% on STAAR in 2019.

Evaluation Data Source(s) 1: district assessments, and STAAR scores

Summative Evaluation 1:










Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teachers K-5 will participate in on going Professional Development in all core content areas</p>	<p>Teachers Reading Specialist Administrators</p>	<p>CFA and Checkpoint will show student progress with a focus on Essential Standards.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: 100% of Midland ISD Instructional Expectations for 2018-2019 will be met.

Performance Objective 2: The number of K-12 students on track toward graduation will be 88.1% or greater.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) College Focus of the Month, college shirts and College visits will provide students with an introduction to college and careers.	Counselor Teachers Adminstration	Students in grades 4-6 will visit colleges				
Funding Sources: 211 Title 1 - 4000.00						
2) Teachers will utilize AVID strategies every day in their classrooms.	Teachers AVID teacher Administration	Students will be apart of a college going cultural.				
3) SHCP teachers will incorporate the growth mindset principles into their daily classroom routines and expectations.	Administration Teachers Counselor Leadership Team	Student, parent and teacher surveys, office referral percentages, student participation, successful walkthroughs, TTESS documentation.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						









Goal 3: 100% of Midland ISD Instructional Expectations for 2018-2019 will be met.

Performance Objective 3: STAAR - EOC (3-EOC) performance will increase by 10% (based on accountability results) for:

- Approaches Grade Level Performance
- Meets Grade Level Performance
- Masters Grade Level Performance
- Progress Measure

Evaluation Data Source(s) 3: STAAR/EOC Scores
District Checkpoints

Summative Evaluation 3:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teachers K-6 will participate in on going Professional Development on Guided Math to provide on going intervention and enrichment to all students during daily math instruction.</p>	<p>Teachers Instructional Specialist Administrators Director of Math</p>	<p>CFA and Checkpoint will show student progress with a focus on Essential Standards.</p> <p>MOY and EOY TEMI results will be on or above benchmark</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) All ELA teachers will have on going training with Reading and Writing Workshop to develop independent readers and writers.</p>	<p>Teachers Reading Specialist Instructional Specialist Administration</p>	<p>On Demand writing pieces each six weeks will show an increase of 2+ papers.</p> <p>Running Records, MOY and EOY F/P will show student progress in reading.</p> <p>ISIP Reports each month will show and increase of students on TIER I level.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: 100% of Midland ISD Instructional Expectations for 2018-2019 will be met.

Performance Objective 4: MISD will put into operation programs, activities and procedures for all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).

Evaluation Data Source(s) 4: Sign-in sheets, agendas, campus and district surveys

Summative Evaluation 4:















Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Opportunities will be provided which will ensure parental involvement such as PTA meetings, programs, instructional learning nights, parent conferences, online access to grades and online access to campus web pages. Including: Meet the Teacher Open House CATCH Math/Science Night Literacy Night Cowboy Christmas PTA Programs Awards Ceremonies	Principal Teachers Counselor PTA	Increase in parent involvement to support student learning will increase student progress.				
Funding Sources: 211 Title 1 - 10000.00						
2) Sam Houston Elementary will increase parent communication through the use of Blackboard automated phone calls and posters on Parent welcome board. Teachers will communicate on a weekly basis through student binders that contain weekly behavior reports, class dojo, Facebook, campus webpage, Tuesday Folders and parent conferences.	Principal AP Counselor Teachers	Increase in parent involvement to support student learning will increase student progress.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: 100% of Midland ISD Instructional Expectations for 2018-2019 will be met.

Performance Objective 5: The attendance rate will increase from 94% to 96%.

Evaluation Data Source(s) 5: Attendance Data

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) 3) 1) Cowboy Up! Students will be identified and assigned a mentor that will meet individually with student each week to work on self-esteem, personal responsibility and respect for self, family, classmates, and educators.	Counselor Administration	Increase in attendance rate.				
2) 2) Daily recognition of classrooms receiving 100% attendance - Key to Success - a key will be hung on the class door.	Administration Attendance Clerk	Attendance rate will increase				
3) Administration and attendance clerks will implemnt the state complusory attendance law by educating families about the law via written notice, posting on social media and campus website.	Administration Secretary Attendance clerk Counselor	Families will understand Texas State Compulsory attendance law.				
4) Administration, attendance clerk and counselor will conference with families when a pattern of tardies, early outs or absences occur in a 4 week period	Attendance clerk Secretary Counselor Administration	Monitoring of individual student attendance will stabilize our Daily Attendance Rate.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						











Goal 3: 100% of Midland ISD Instructional Expectations for 2018-2019 will be met.

Performance Objective 6: SHCP will promote a safe and welcoming environment for all students by decreasing office referrals by 10% and increasing our mentor programs and parent engagement participation by 20%.

Evaluation Data Source(s) 6: Discipline data

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) SHCP will utilize community Partners - First Baptist Church, CBT&D Law Firm, and Christ Church to promote community support and provide assistance through reading buddies, ASK after school program, and Chuck Wagon week end feeding program			✓	✓	✓	
2) Opportunities will be provided which will ensure parental involvement such as PTA meetings, programs, instructional learning nights, parent conferences,online access to grades and online access to campus web pages. Including: Meet the Teacher Open House CATCH Math/Science Night Literacy Night Cowboy Christmas PTA Programs Awards Ceremonies						
3) SHCP Elementary will increase parent communication through the use of Blackboard automated phone calls and posters on Parent welcome board. Teachers will communicate on a weekly basis through student binders that contain weekly behavior reports,class dojo, Facebook, campus webpage, Tuesday Folders and parent conferences.						

4) Staff will be trained on CHAMPS and Behavior Support and the campus will establish a behavior task force to support students and staff with classroom management and student behavior.						
5) SHCP will develop Task force teams for Cafeteria, Dismissal, Hallway/Restrooms, Attendance and Discipline to create protocols for the staff in each of the areas and provide support for improvements throughout the year.						
6) SHCP will develop a Restorative Practice Team to begin to develop a sense of belonging for all students and staff.	Counselor Restorative Practice Team Administration	Build a cultural of belonging and safety to all students and staff				
7) SHCP will create an environment of college going and college readiness through AVID and No Excuse.	Admin, campus leadership					
Funding Sources: 211 Title 1 - 3750.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: 100% of Midland ISD Instructional Expectations for 2018-2019 will be met.

Performance Objective 7: 100% of the staff will complete training in the areas of safety, bullying, sexual harassment, blood borne pathogens, bullying and civil rights.

Evaluation Data Source(s) 7: Safety drill reports, agendas, certification of competition

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Staff will be trained on safety for fire, lock down, shelter in place and severe weather.	Teacher Administration	Students and staff will be safe when all procedures are followed correctly for specific drills.	✓	✓	✓	
2) SHCP staff will utilize radios while on campus to ensure open communication during an emergency.	Teachers Administration	Drills schedule	✓	✓	✓	
3) Staff will be trained in aspects and attributes of bullying.	Counselor Administration	Staff will be able to better access situation that arise with student conflict.	✓	✓	✓	
4) Staff will complete online training in the areas of sexual harassment, FERPA, blood borne pathogens, child abuse/neglect, bullying and suicide prevention	Administration Teachers	After all training is complete staff will be equipped with knowledge to ensure a safe environment for our campus.	✓	✓	✓	
5) Teachers will attend a back to school professional development over growth mindset and filling your bucket before filling student buckets.	Administration Teachers	Professional development that will continue to build up staff so that they can build up students.				
Funding Sources: 211 Title 1 - 2500.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: 100% of Midland ISD Instructional Expectations for 2018-2019 will be met.

Performance Objective 8: In all 5 elements of the PLC implantation rubric , at least 80% of teams will achieve or maintain "Refinement or Internalized" and remaining teams will show annual growth by the end of the year.

Evaluation Data Source(s) 8: PLC Implantation rubric data

Summative Evaluation 8:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Teachers will meet weekly in PLC to utilize the instructional process to move student instruction.	Administration Leadership team	Teachers will building a collaborative cultural and improve instructional practices that will increase student performance.				
2) Teachers will disaggregate student data and set individual goals for growth in PLC.	Administration Leadership team	Data conference minutes and data analysis.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: 100% of Midland ISD Instructional Expectations for 2018-2019 will be met.

Performance Objective 9: Administration will use technology to monitor all campus data as well as teacher lesson plans and walkthrough.

Evaluation Data Source(s) 9: Easier monitoring at all times.

Summative Evaluation 9:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Administration will utilize laptops to monitor campus data and conduct classroom walkthrough.	Administration	Quicker, more effective feedback to teachers and more up to date with campus data.				
Funding Sources: 211 Title 1 - 2000.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Reading specialist will pull guided reading groups daily to support 1st, 2nd and 4th grade - with the emphasis on 1st grade.
1	1	3	Teachers will participate in Curriculum, Instruction and Assessment planning sessions to identify Essential Standards for each unit per six weeks, create CFA's and plan to the rigor of the standards in core content areas.
1	1	4	Staff will participate in the design of Sam Houston's Turn Around plan - to move to a College Prep Elementary
1	2	1	Teachers will provide guided reading and or small group reading at the students instructional level during intervention and or guided reading time daily.
1	2	2	All students new to the district will be tested at the beginning of the year with F&P assessment.
1	2	3	Using the PLC process, teacher will collaboratively analyze F&P data to establish individual, small group and whole group instruction plans ensuring academic growth and success.
1	3	1	Teachers K-5 will participate in on going Professional Development on Guided Math to provide on going intervention and enrichment to all students during daily math instruction.
1	3	2	Teachers will participate in Curriculum, Instruction and Assessment planning sessions to identify Essential Standards for each unit per six weeks, create CFA's and plan to the rigor of the standards in core content areas.
1	3	3	Students in K-2nd grade will be administered the TEMI assessment at the BOY, MOY, and EOY.
1	3	4	Teachers in K-2 will utilize TEMI resources in Tier 1, Tier 2, and Tier 3 lessons.
2	1	1	Teachers will meet regularly as a grade level, using PLC framework to use data that will drive instruction to meet the diverse needs of our students.
2	1	2	Teachers will participate in Curriculum, Instruction and Assessment planning sessions to identify Essential Standards for each unit per six weeks, create CFA's and plan to the rigor of the standards in core content areas.
2	1	4	Teachers in 2nd-3rd will participate in on going Professional Development in Number Talks that will provide on going intervention and enrichment to all students during daily math instruction.
2	2	1	Teachers will monitor student growth by setting personal goals with each student and track progress on individual data folders.
2	3	1	Students who are working at or above grade level will be provided small group lessons at a higher level of rigor.
2	3	2	Teachers K-6 will participate in on going Professional Development on Guided Math to provide on going intervention and enrichment to all students during daily math instruction.
2	4	1	Teachers will provide intervention in reading daily to students in Tier 2 and Tier 3.

Goal	Objective	Strategy	Description
2	4	2	Teachers K-5 will participate in on going Professional Development on Istation to provide on going intervention and enrichment to all student.
3	1	1	Teachers K-5 will participate in on going Professional Development in all core content areas
3	3	1	Teachers K-6 will participate in on going Professional Development on Guided Math to provide on going intervention and enrichment to all students during daily math instruction.

Campus Funding Summary

211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional Specialist		\$27,000.00
2	1	4		211 13 6329 00 109 9 30	\$1,164.00
2	1	6		211 11 6399 00 109 9 30	\$15,000.00
2	1	6		211 11 6329 00 109 9 30	\$16,391.00
2	2	5		211 11 6398 00 109 9 30	\$18,783.00
3	2	1	Field trips to colleges		\$4,000.00
3	4	1	Supplies	211 61 6399 00 109 9 30	\$10,000.00
3	6	7	title		\$3,750.00
3	7	5		211 13 6291 00 109 9 30	\$2,500.00
3	9	1		211 23 6398 00 109 9 30	\$2,000.00
Sub-Total					\$100,588.00
Grand Total					\$100,588.00