

Midland Independent School District
Long Elementary
2019-2020 Campus Improvement Plan

Accountability Rating: D



Mission Statement

ALL students will graduate prepared and ready for college or career.

Value Statement

We are respectful. We believe in ourselves and never give up. We achieve goals together. We are a team. We are Jane Long.

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Comprehensive Needs Assessment

Revised/Approved: September 23, 2019

Demographics

Demographics Summary

Long Elementary is a bilingual campus located in the southwest section of Midland. This year the campus has approximately 548 students in grades Prekindergarten through sixth grade. The student population consists of students who live in the neighborhood as well as bilingual/ESL students who are bused from Jones, Henderson, Emerson, and Santa Rita Elementary. Approximately 35% of our student population are English Learners with over 8 different home languages represented in that. The mobility rate of students moving in and out of Long is at 21%.

The attendance rate at Long is at 95%. Attendance has been low at every grade level ranging from 93%-96%.

Grade	PK	K	1 st	2 nd	3 rd	4 th	5 th	6 th
# of st	41	79	73	73	71	75	74	70

Asian	African American	Hispanic	Multi Race	White	Eco Dis	SPeD	ELL
5%	3%	82%	1%	10%	75%	9%	35%

Attendance	PK	Kinder	1 st	2 nd	3 rd	4 th	5 th	6 th	total
18/19 Avg	94%	93%	94%	95%	96%	96%	96%	95%	95%

	Bilingual	ESL
Pre-k	18	4
Kinder	27	7
1 st	24	8
2 nd	26	8
3 rd	23	5
4 th	29	6
5 th	NA	25

	Bilingual	ESL
6 th	NA	22
Total	147	85

Demographics Strengths

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students are not performing at the higher levels of performance in Reading **Root Cause:** Need to focus on rigor in reading at tier 1 and enrichment

Student Achievement

Student Achievement Summary

See 2019 data located in the Addendum.

On the STAAR state accountability report card Jane Long had an overall score of "**Met Standard**". Student growth was the weakest domain scoring "Improvement Required". School progress and closing the gaps domains were both scored at "Met Standards". Jane Long was given a "D" rating for the 2019 year.

Jane Long had the highest score in many years of students scoring at the approaching level (Passing). The campus must continue to get more students performing at the higher levels (Meets & Masters). This would impact our student performance and Student growth domains.

The students at Jane Long continue to make progress on all assessments. More students are showing on grade levels on multiple measures in K-2 & 57% of students passed both Reading & Math in 3rd-6th.

Student Achievement Strengths

Strengths

- Math is showing an increase in the number of students scoring at Approaches and Meets
- More students passing both reading and math on STAAR
- Closing the Gaps in Math, all six indicators were met on Academic Growth Status.
- More ELs met the target in Academic Achievement (meets grade level or above) and showed progress in language proficiency.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students are not performing at the higher levels of performance in Reading **Root Cause:** Need to focus on rigor in reading at tier 1 and enrichment

Problem Statement 2: Students lack the social/emotional skills to resolve conflicts. **Root Cause:** Need to focus conflict resolution on Restorative Practices and explicitly teach character education.

Problem Statement 3: Students are not reaching the meets and masters levels academically. **Root Cause:** Lack of teacher knowledge and experience in providing enrichment opportunities.

Problem Statement 4: Technology needs to be updated and replaced. **Root Cause:** Some of our computers were too old to be updated to Windows 10.

School Culture and Climate

School Culture and Climate Summary

A positive and safe environment is critical to the academic performance of students. Jane Long Elementary will promote a positive school culture and climate through CHAMPS, STOIC, Restorative Practices, and character education. A positive school culture and climate will be a joint effort by staff, parents, students, and community. We will work together to make our school a place where everyone feels safe and welcomed, and where students can thrive.

School Culture and Climate Strengths

- * All teachers, parents, and students are greeted positively as they enter the campus.
- * Students and staff begin each week at a school-wide assembly called Pioneer Prep.
- * Jane Long is scoring high on culture surveys given to students, staff, and parents.
- * Parent involvement activities are held regularly (math night, literacy night, science night, art show, open house, meet the teacher, family fun nights, etc).
- * All classrooms follow the CHAMPS model for whole group, small group, independent work, and common areas for student expectations.
- * Teachers participate in collaborative groups weekly to ensure strong classroom instruction.
- * Staff is focused on recognizing and celebrating the positives through "Shout Outs," "High Paw" awards, attendance awards, and celebrating the students of the week.
- * Grade levels have "Academic Showcases" every six weeks to recognize student achievement and academic growth.
- * Every morning staff and students recite the campus mission statement together: We are respectful. We believe in ourselves and never give up. We work together to achieve goals. We are a team. We are Jane Long.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students lack the social/emotional skills to resolve conflicts. **Root Cause:** Need to focus conflict resolution on Restorative Practices and explicitly teach character education.

Problem Statement 2: Students are not performing at the higher levels of performance in Reading **Root Cause:** Need to focus on rigor in reading at tier 1 and enrichment

Problem Statement 3: Students are not reaching the meets and masters levels academically. **Root Cause:** Lack of teacher knowledge and experience in providing enrichment opportunities.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Jane Long consists of a staff of less than 60 employees. Thirty of them are classroom teachers. The campus administrators and leadership team at Long will continue to interview and obtain highly qualified staff members. A math and a part-time Reading Specialist are paid out of title 1 funds to support the teachers on the campus.

Staff

PK	2 teachers + 2 assistants
Kinder	5
First	4
Second	5
Third	4
Fourth	5
Fifth	3
Sixth	3
Specialist (SPED, ESL, Math, Interventionist)	4
Specials (PE, MUSIC, Library)	3 1 librarian + Assistant
Office (Secretary, Clerk, Nurse, Counselor, AP, and Principal)	6
Custodians	2
CNN workers	4
Shared with other campuses (dyslexia, reading specialist, Speech)	3
	58

Staff Quality, Recruitment, and Retention Strengths

- * The Long teaching staff will continue to participate in professional development through the use of Lead4Ward/STAAR4Ward, and PLC systems.
- * Several Jane Long staff members led professional development at the district Academic Summit/Elevate prior to the start of the school year.
- * Teachers will participate in curriculum planning, writing formative assessments, and data analysis of lessons. Teachers will meet weekly in professional learning communities to address the following questions: "What do we want students to learn? How will we know if they have learned it? What do we do if they have not learned it? What do we do if they already know it?"
- * Jane Long has a math specialist, a reading interventionist, and a part-time reading specialist to support, plan with, and coach teachers.
- * There has been low staff turn over in the past two years.
- * All teachers are certified as highly qualified.
- * We currently have one long-term sub with a college degree who will be taking her certification test in September.
- * We will need to open another bilingual class soon with a long-term sub.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Students lack the social/emotional skills to resolve conflicts. **Root Cause:** Need to focus conflict resolution on Restorative Practices and explicitly teach character education.

Problem Statement 2: Students are not reaching the meets and masters levels academically. **Root Cause:** Lack of teacher knowledge and experience in providing enrichment opportunities.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Jane Long staff is committed to continuous professional development for the 2019-2020 school year.

- * CIA planning
- *Weekly collaboratives
- *Monthly vertical alignment collaboratives
- *Restorative practices
- *CHAMPS/STOIC
- *Guided Math and Number Talks
- *Reading/Writing with consultant
- *EL strategies

CIA planning is built into the District calendar. All classroom teachers receive a full day each 6 weeks to plan collaboratively with grade level/content teams. Jane Long has established protocols for CIA planning and PLC meetings. TEachers will have weekly PLC collaboration time built into the daily schedule to assist with CIA planning, intervention/enrichment planning, and data analysis. All grade levels utilize common formative assessments to measure student learning. Intervention and enrichment time is built into the master schedule to ensure time is spent addressing those who have learned the content and those who need more reinforcement without losing critical Tier 1 instruction time.

All grade levels utilize data boards to track student growth and progress. Every student sets data goals and has a data folder to track their own progress.

Curriculum, Instruction, and Assessment Strengths

- * Weekly PLC time is built into the master schedule.
- *CIA days are built into the district calendar.

- *Teachers disaggregate and analyze essential standards.
- *Each grade level has a PLC leader.
- *Reading and math specialists and reading interventionist meet with each PLC.
- *RTI meetings are scheduled and held at least once every six weeks.
- *Teachers use research-based best practices for classroom instruction.
- *Teachers understand data and have data conversations with peers, students, and parents.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students are not reaching the meets and masters levels academically. **Root Cause:** Lack of teacher knowledge and experience in providing enrichment opportunities.

Problem Statement 2: Students are not performing at the higher levels of performance in Reading **Root Cause:** Need to focus on rigor in reading at tier 1 and enrichment

Problem Statement 3: Technology needs to be updated and replaced. **Root Cause:** Some of our computers were too old to be updated to Windows 10.

Parent and Community Engagement

Parent and Community Engagement Summary

Jane Long Elementary offers a variety of opportunities for parents to participate in their child's education. We host Family Involvement nights, Academic Showcases, and parent information meetings. Attendance at these activities has increased each year.

Jane Long has an active PTA. The PTA supports the students, parents, and staff at Jane Long. They purchased a new electronic marquee for the campus that was installed in August 2019. They provide field trips and rewards for the students. The PTA supports parent involvement activities such as game night and family nights. They support teachers and staff through volunteer hours and staff appreciations. We continue to encourage an increase in our PTA membership and volunteer hours.

Jane Long Elementary students also benefit from a partnership between the school and our Partners in Education (Crestview Baptist Church, Hospice/Rays of Hope, Kinder Morgan, and Jane Long PTA). School necessities such as supplies, backpacks, jackets, uniforms, and weekend food snacks are provided through these partnerships.

Parent and Community Engagement Strengths

*Last year, parents participated in math night, literacy night, meet the teacher, open house, title 1 informational meeting, science night, family night, and EL parent night. The PTA board actively supports our staff and students.

*A monthly calendar is sent home to parents.

*Notes home are translated into Spanish for better communication.

*Jane Long has a Facebook page to support family communication.

*We have installed a new electronic marquee that is updated regularly for communication.

*Teachers use Class Dojo as a form of communication with parents.

*Jane Long has a PTA and a PTA board. They continue to see growth in membership each year.

*We have parents who volunteer to be trained and serve on the LPAC committee.

*Jane Long Partners in Education are Crestview Baptist Church, Hospice, and Kinder Morgan.

*Jane Long is seeing an increase in the number of volunteer hours.

*Weekly Sunday night call outs are used to inform parents of activities and are translated into Spanish.

*A weekly story time is posted on the Facebook page every Sunday evening.

School Context and Organization

School Context and Organization Summary

There are 30 classrooms at Long. Grades PreK through 2nd are self-contained, 2 & 3 Bilingual do a combo split, and 3rd--6 are departmentalized. Jane Long has 2 PE teachers and a fine arts teacher. There is an ESL teacher, a reading interventionist, a math and ½ time reading specialist, a dyslexia teacher, a special education teacher, and a speech teacher to support the students at Jane Long. Jane Long is fully staffed and all teachers are highly qualified, with one long-term sub waiting to test for certification in September.

ndrdth

Currently, Jane Long has two classrooms over the state teacher/student ratio: Bilingual kindergarten has 27 students, and Bilingual 1st grade has 24. Third grade bilingual is at capacity with 24 students.

Jane Long is a bilingual and ESL campus. We serve EL students from Santa Rita, Emerson, Henderson, and Jones. Every monolingual classroom has ESL students. We have at least 8 different home languages represented on our campus. One ESL teacher serves the 83 ESL students through pull-out and push-in programs.

Jane Long administrators strive to maximize the amount of time spent in instruction when designing the master schedule. The campus follows the district requirements for time allotments. Time was built into the master schedule for intervention and enrichment time that would not take away from Tier 1 instruction. Long Elementary actively participates in the district initiatives such as PLC, Lead4Ward, No Excused, CHAMPS, and Restorative Practices. It is the expectation of Jane Long staff to do our part in meeting the district's mission of "All students will graduate prepared and ready for college and career."

	PreK	Kinder	First	Second	Third	Fourth	Fifth	Sixth	
Bilingual Classes	1	2	1	2	2	2	0	0	8
Monolingual Classes	1	3	3	3	2	3	3	3	22

School Context and Organization Strengths

*Teachers belong to task force committees.

*We have a campus leadership team that helps implement campus and district initiatives.

- *We have a coaching collaborative that meets weekly to analyze data and plan coaching strategies for the next week.
- *We have a behavior task force that created a campus behavior/positive reinforcement plan and rolled it out to staff.
- *Weekly teacher collaboration is built into the master schedule.
- *Most class sizes remain within 22:1 ratio for Kindergarten through 4th. Fifth and sixth grade class sizes are under 25.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Students lack the social/emotional skills to resolve conflicts. **Root Cause:** Need to focus conflict resolution on Restorative Practices and explicitly teach character education.

Problem Statement 2: Technology needs to be updated and replaced. **Root Cause:** Some of our computers were too old to be updated to Windows 10.

Technology

Technology Summary

- *The district and campus expectations for the use of technology is to be aligned with the 21st century and technologically literate.
- *Every classroom has either a Smart Board or a JTouch, a document camera, teacher iPad, and 5 student computers.
- *The campus has a computer lab with 28 computers.
- *We have one set of Chromebooks/cart for each grade level 3-6. We would like to increase that to one class set for each teacher.
- *The following programs are utilized: Istation, Imagine Math, Blueprint, Edusmart, Google Classroom

Technology Strengths

- *Teachers in 5th and 6th grade use Google Classroom in their instruction.
- *Internet is located throughout the campus.
- *There is a campus technologist to service computers.

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology needs to be updated and replaced. **Root Cause:** Some of our computers were too old to be updated to Windows 10.

Priority Problem Statements

Problem Statement 1: Students are not reaching the meets and masters levels academically.

Root Cause 1: Lack of teacher knowledge and experience in providing enrichment opportunities.

Problem Statement 1 Areas: Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment

Problem Statement 2: Students are not performing at the higher levels of performance in Reading

Root Cause 2: Need to focus on rigor in reading at tier 1 and enrichment

Problem Statement 2 Areas: Demographics - Student Achievement - School Culture and Climate - Curriculum, Instruction, and Assessment

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Observation Survey results
- 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 between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia 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
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 23, 2019

Goal 1: The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase from 68% to 78% by the end of school year 2019-2020.

Performance Objective 1: The percentage of students in grades K-2 who are reading on or above grade level on Istation and Istation Espanol will increase from 69% to 79% by the end of school year 2020.

Evaluation Data Source(s) 1: Istation/Espanol monthly reports and EOY report.

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Teachers will meet weekly in PLC collaborative planning teams and utilize resources from Lead4Ward, data from Eduphoria, and PLC protocols to address these 4 questions: a. What do we want students to learn? b. How do we know if they have learned it? c. What do we do if they haven't learned it? d. What do we do if they have learned it?</p>	2.4, 2.5, 2.6	Principal Assistant principal Leadership team Math & Reading specialists District support personnel	Evidence: PLC agendas/minutes Products from PLC Impact: Increase in Istation scores				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>2) Teachers will utilize research based best practices in daily instruction. (guided reading)</p> <p>Teachers will use Lead4Ward and cooperative learning strategies learned in Professional Development to enhance student thinking and engagement.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Reading Specialist Reading interventionist District reading director	<p>Evidence: Instructional Focus Visits Lesson Plans Istation reports</p> <p>Impact: Increase in the numbers of students performing at tier 1 on Istation.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>3) Teachers will meet weekly in PLC collaborative planning teams to discuss data from common formative assessments, district assessments, Istation, and F&P. Reading specialist and interventionist will support. Grade level data boards and campus data will be utilized.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Reading consultant Reading specialist Reading interventionist Leadership team	<p>Evidence: PLC minutes Data Boards</p> <p>Impact: Student performance will increase from BOY to MOY to EOY.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>4) Teachers will be involved in professional development and collaboration with district/campus interventionists/consultants to improve tier 1 instruction and student performance. CIA planning</p>	2.4, 2.5, 2.6	Principal Assistant Principal Reading specialist Reading interventionist Leadership team	<p>Evidence: Instructional Focus Visits Agendas and sign in sheets</p> <p>Impact: Increase the students reading at or above grade level.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>5) Teachers will utilize individual student data folders to track students' Istation reading progress. Students will set individual goals. The school will celebrate growth and student success.</p>	2.4, 2.6	Principal Assistant Principal Reading interventionist Reading specialist Reading teachers	<p>Evidence: Student data tracking folders</p> <p>Impact: Increase in the number of student reading at or above grade level.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>6) Intervention/Enrichment time has been built in the master schedule for all grade levels. TEachers will work with students during this block of time to address individual needs. Additional staff will be utilized to support grade levels with the most need.</p>	2.4, 2.6	Principal Assistant Principal REading specialist Reading interventionist Reading teachers	<p>Evidence: Intervention/Enrichment logs Tracking sheets</p> <p>Impact: All students will show 1 to 1.5 years growth.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>7) Teachers will participate in Curriculum, Instruction, and Assessment (CIA) planning sessions to identify essentials, gain a deep understanding of these standards, plan assessments, and ensure implementation through best instructional practices. All teachers will collaborate with grade/content teams. CIA days have been built into the calendar. Reading consultant with work with campus teachers.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Math & Reading specialists Reading interventionist Leadership team Teachers District support personnel	<p>Evidence: Products in Google folder Pacing guides Planning guides</p> <p>Impact: Increase in students performing at or above grade level on CFAs and district assessments.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>8) The RTI committee will meet at least every 6 weeks with teachers about student concerns. Intervention ideas will be shared and student progress will be reviewed. (Academic and Behavior concerns)</p>	2.4, 2.6	Principal Assistant Principal Campus RTI team Leadership team SPED teacher	<p>Evidence: RTI documentation progress tracking</p> <p>Impact: Increased performance for students on RTI.</p>				
<p>9) The campus will employ a math specialist and a part-time reading specialist. Both specialists will attend additional trainings, plan and lead staff professional development, prep materials and plan CIA sessions for grade levels. They will facilitate additional after school professional development</p>	2.4, 2.5, 2.6	Principal Assistant principal Specialists	<p>Evidence: PD agendas and sign in sheets</p> <p>Impact: Increase in student performance on Istation, Imagine Math, and district assessments.</p>				

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

Goal 1: The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase from 68% to 78% by the end of school year 2019-2020.

Performance Objective 2: The percentage of students in grades K-2 who are reading on or above grade level on Fountas & Pinnell (F&P) will increase from 67% to 77% by the end of school year 2020.

Evaluation Data Source(s) 2: LLI/EDL
Fountas & Pinnell (BOY, MOY, EOY) data





Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Teachers will meet weekly in PLC collaborative planning teams and utilize resources from Lead4Ward, data from Eduphoria, and PLC protocols to address these 4 questions: a. What do we want students to learn? b. How do we know if they learned it? c. What do we do if they haven't learned it? d. What do we do if they have learned it?</p>	2.4, 2.5, 2.6	Principal Assistant Principal Leadership team Math & Reading Specialist District support personnel	<p>Evidence: PLC agendas/minutes Products from PLC Impact: Increase in F&P scores</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Teachers will utilize research-based best practices in daily instruction (guided reading). Teachers will use Lead4Ward and cooperative learning strategies learned in professional development to enhance student thinking and engagement.</p>	2.4, 2.5, 2.6	Principal Assistant principal Reading specialist District reading coordinator	<p>Evidence: Instructional Focus Visits Lesson Plans F&P running records Impact: Increase in the number of students showing growth on F&P benchmarks.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Teachers will meet weekly in PLC collaborative planning teams to discuss data from common formative assessments, district assessments, Istation, and F&P. Reading specialist and interventionist will provide support. Grade level data boards and campus data will be utilized.</p>	2.4, 2.5, 2.6	Principal Assistant principal Reading specialist Reading interventionist Leadership team	<p>Evidence: Data folders Data tracking boards PLC minutes</p> <p>Impact: Student progress from BOY to MOY to EOY.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Teachers will be involved in professional development and collaboration with district/campus specialists/consultants to improve tier 1 instruction and student performance. CIA planning.</p>	2.4, 2.6	Principal Assistant principal Reading specialist Reading interventionist Leadership team	<p>Evidence: Instructional Focus Visits Agendas and sign in sheets</p> <p>Impact: Increase the number of students reading at or above grade level.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Teachers will utilize individual student data folders to track students' reading progress. Students will set individual goals. The school will celebrate student growth and student success.</p>	2.4, 2.6	Principal Assistant principal Reading interventionist Reading specialist Reading teachers	<p>Evidence: Student data tracking folders</p> <p>Impact: Increase in the number of students reading at or above grade level.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>6) Intervention/enrichment time has been built in the master schedule for all grade levels. Teachers will work with students during this block of time to address individual needs. Additional staff will be utilized to support grade levels with the most need.</p>	2.4, 2.5, 2.6	Principal Assistant principal Reading specialist Reading interventionist Reading teachers	<p>Evidence: Intervention/enrichment logs Tracking sheets</p> <p>Impact: All students will show 1 to 1.5 years growth.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>7) Teachers will participate in Curriculum, Instruction, and Assessment (CIA) planning sessions to identify essentials, gain a deep understanding of these standards, plan assessments, and ensure implementation through best instructional practices. All teachers will collaborate with grade/content teams. CIA days have been built into the district calendar.</p>	2.4, 2.5, 2.6	Principal Assistant principal Math & Reading specialists Leadership team Teachers District support personnel	<p>Evidence: Products in Google folder Pacing guides Planning guides</p> <p>Impact: Increase in students performing at or above grade level on CFAs and district assessments.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>8) Opportunities will be provided to encourage volunteers. These volunteers will be assigned to kindergarten and first grade classes to listen to students reading their leveled books.</p>	2.6, 3.1	Principal Assistant principal Counselor Teachers Clerk PTA	<p>Evidence: Sign in sheet</p> <p>Impact: Increase the number of students reading at or above grade level.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 9) Teachers will create common formative assessments to assess students throughout the unit and prior to district assessments. This information will be used to reteach during tier 1, identify students for intervention in tier 2, and identify students who need enrichment.</p>	2.4, 2.6	Principal Assistant principal Specialists Teachers	<p>Evidence: CFAs Agendas Data protocol</p> <p>Impact: Increase student performance in reading and math.</p>				
<p>Problem Statements: Demographics 1 - Student Achievement 1, 3 - School Culture and Climate 2, 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2</p>							
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 10) The RTI committee will meet at least every 6 weeks with teachers about student concerns. Intervention ideas will be shared and student progress will be reviewed. (Academic and behavior concerns).</p>	2.4, 2.6	Principal Assistant principal Campus RTI team Leadership team SPED teacher	<p>Evidence: RTI documentation progress tracking</p> <p>Impact: Increase performance for students in RTI.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 11) The campus will employ a math specialist and a part-time reading specialist. Both specialists will attend additional trainings, plan and roll out staff development, prep materials and plan CIA sessions for grade levels. They will facilitate additional after school professional development.</p>	2.4, 2.5, 2.6	Principal Assistant principal Specialists	<p>Evidence: PD agendas and sign in sheets</p> <p>Impact: Increase in student performance on Istation, Imagine Math, F&P, and district assessments.</p>				
<p>Problem Statements: Demographics 1 - Student Achievement 1, 3 - School Culture and Climate 2, 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2</p> <p>Funding Sources: 211 Title 1 - 87000.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Students are not performing at the higher levels of performance in Reading Root Cause 1: Need to focus on rigor in reading at tier 1 and enrichment</p>

Student Achievement

Problem Statement 1: Students are not performing at the higher levels of performance in Reading **Root Cause 1:** Need to focus on rigor in reading at tier 1 and enrichment

Problem Statement 3: Students are not reaching the meets and masters levels academically. **Root Cause 3:** Lack of teacher knowledge and experience in providing enrichment opportunities.

School Culture and Climate

Problem Statement 2: Students are not performing at the higher levels of performance in Reading **Root Cause 2:** Need to focus on rigor in reading at tier 1 and enrichment

Problem Statement 3: Students are not reaching the meets and masters levels academically. **Root Cause 3:** Lack of teacher knowledge and experience in providing enrichment opportunities.

Staff Quality, Recruitment, and Retention

Problem Statement 2: Students are not reaching the meets and masters levels academically. **Root Cause 2:** Lack of teacher knowledge and experience in providing enrichment opportunities.

Curriculum, Instruction, and Assessment

Problem Statement 1: Students are not reaching the meets and masters levels academically. **Root Cause 1:** Lack of teacher knowledge and experience in providing enrichment opportunities.

Problem Statement 2: Students are not performing at the higher levels of performance in Reading **Root Cause 2:** Need to focus on rigor in reading at tier 1 and enrichment

Goal 2: The percentage of students in grades 3-6 who met standard on both reading and math STAAR will increase from 57% to 67% by the end of school year 2019-2020.

Performance Objective 1: The percentage of students in grades 3-6 who score Approaches on STAAR will increase from 68% to 81% by the end of school year 2020.

Evaluation Data Source(s) 1: Progress will be tracked during the year by 9 week checkpoints and benchmark testing in the Spring.

Summative Evaluation 1:


Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>1) Teachers will meet weekly in PLC collaborative planning teams and utilize resources from Lead4Ward, data from Eduphoria, and PLC protocols to address these 4 questions: a. What do we want students to learn? b. How do we know if they have learned it? c. What do we do if they haven't learned it? d. What do we do if they have learned it?</p>	2.4, 2.5, 2.6	Principal Assistant principal Leadership team Math & Reading specialists District support personnel	<p>Evidence: PLC agendas/minutes Products from PLC</p> <p>Impact: Increase number of students meeting standard on both reading and math district assessments and STAAR.</p>				
Problem Statements: Demographics 1 - Student Achievement 1, 3 - School Culture and Climate 2, 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2							
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>2) Teachers will utilize research-based best practices in daily instruction. (guided reading, guided math, math talks)</p> <p>Teachers will use Lead4Ward and cooperative learning strategies learned in professional development to enhance student thinking and engagement.</p>	2.4, 2.5, 2.6	Principal Assistant principal Reading specialist Math specialist District support personnel	<p>Evidence: Instructional Focus Visits Lesson Plans Data reports</p> <p>Impact: Increase the number of students meeting standard on both math and reading district assessments and STAAR.</p>				
Problem Statements: Demographics 1 - Student Achievement 1, 3 - School Culture and Climate 2, 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Teachers will meet weekly in PLC collaborative planning teams to discuss data from common formative assessments, district assessments, Istation, and Imagine Math. Reading specialist, math specialist, and interventionist will provide support. Grade level data boards and campus data will be utilized.</p>	2.4, 2.6	Principal Assistant principal Reading specialist Math specialist Reading interventionist Leadership team	<p>Evidence: Instructional Focus Visits Lesson plans Data reports</p> <p>Impact: Increase the number of students meeting standard on both math and reading district assessments and STAAR.</p>				
<p>Problem Statements: Demographics 1 - Student Achievement 1, 3 - School Culture and Climate 2, 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2</p>							
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Teachers will be involved in professional development and collaboration with district/campus interventionists/consultants to improve tier 1 instruction and student performance. CIA planning Number Talks Guided Math Restorative practices</p>	2.4, 2.5, 2.6	Principal Assistant principal Reading specialist Math specialist Reading interventionist Leadership team	<p>Evidence: Instructional Focus Visits Agendas and sign in sheets</p> <p>Impact: Increase the students reading at or above grade level. Increase the number of students meeting standard on both math and reading district assessments and STAAR.</p>				
<p>Problem Statements: Demographics 1 - Student Achievement 1, 3 - School Culture and Climate 2, 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2</p> <p>Funding Sources: 211 Title 1 - 10500.00, 199 Local - 500.00</p>							
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Teachers will utilize individual student data folders to track students' progress. Students will set individual goals. The school will celebrate growth and student success.</p>	2.4, 2.6	Principal Assistant principal Reading interventionist Reading specialist Math specialist Teachers	<p>Evidence: Student data tracking folders</p> <p>Impact: Increase the number of students meeting standard on both math and reading district assessments and STAAR.</p>				
<p>Problem Statements: Demographics 1 - Student Achievement 1, 3 - School Culture and Climate 2, 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 6) Intervention/enrichment time has been built in the master schedule for all grade levels. Teachers will work with students during this block of time to address individual needs. Additional staff will be used to support grade levels with the most need.</p>	2.4, 2.5, 2.6	Principal Assistant principal Reading specialist Math specialist Reading interventionist Teachers	<p>Evidence: Intervention/enrichment logs Tracking sheets</p> <p>Impact: All students will show 1 to 1.5 years growth.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 7) Teachers will participate in Curriculum, Instruction, and Assessment (CIA) planning sessions to identify essentials, gain a deep understanding of these standards, plan assessments, and ensure implementation through best instructional practices. All teachers will collaborate with grade/content teams. CIA days have been built into the district calendar.</p>	2.4, 2.6	Principal Assistant principal Math & Reading specialists Leadership team Teachers District support personnel	<p>Evidence: Products in Google folder Pacing guides Planning guides</p> <p>Impact: Increase in students' performance at or above grade level on CFAs and district assessments.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 8) Teachers will utilize supplemental materials to support district curriculum to facilitate the growth of all students.</p> <p>(Istation, F&P, LLI, Guided Math, Imagine Math, Nessy, etc)</p>	2.4, 2.6	Principal Assistant principal Teachers	<p>Evidence: Usage reports Instructional Focus Visits</p> <p>Impact: Increase performance for all students in math and reading.</p>				
Funding Sources: 199 Local - 6500.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 9) Teachers will create common formative assessments to assess students throughout the unit and prior to district assessments.</p> <p>This information will be utilized to reteach during tier 1, identify students for intervention in tier 2, and identify students who need enrichment.</p>	2.4, 2.5, 2.6	Principal Assistant principal Specialists Teachers	<p>Evidence: CFAs Agendas Data protocol</p> <p>Impact: Increase student performance in reading and math.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 10) The RTI committee will meet at least every 6 weeks with teachers about student concerns. Intervention ideas will be shared and student progress will be reviewed. (Academic and Behavior concerns).</p>	2.4, 2.6	Principal Assistant principal Campus RTI team Leadership team SPED teacher Math & Reading specialists	<p>Evidence: RTI documentation Progress tracking</p> <p>Impact: Increase performance for all students on RTI.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 11) The campus will employ a math specialist and a part-time reading specialist. Both specialists will attend additional after school trainings, plan and roll out staff professional development, prep materials and plan CIA sessions for grade levels. They will facilitate additional after school professional development.</p>	2.4, 2.6	Principal Assistant principal Specialists	<p>Evidence: PD agendas and sign in sheets</p> <p>Impact: Increase student performance on Istation, Imagine Math, district assessments, and STAAR.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 12) Saturday Academies and before/after school tutorials will be utilized to provide students with intervention and enrichment.	2.4, 2.5, 2.6	Principal Assistant principal Specialists Teachers	Evidence: Attendance sign in sheets Instructional Focus Visits Impact: Increase student performance on district checkpoints and STAAR.				
Problem Statements: Student Achievement 3 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: 211 Title 1 - 5000.00							
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students are not performing at the higher levels of performance in Reading Root Cause 1: Need to focus on rigor in reading at tier 1 and enrichment
Student Achievement
Problem Statement 1: Students are not performing at the higher levels of performance in Reading Root Cause 1: Need to focus on rigor in reading at tier 1 and enrichment
Problem Statement 3: Students are not reaching the meets and masters levels academically. Root Cause 3: Lack of teacher knowledge and experience in providing enrichment opportunities.
School Culture and Climate
Problem Statement 2: Students are not performing at the higher levels of performance in Reading Root Cause 2: Need to focus on rigor in reading at tier 1 and enrichment
Problem Statement 3: Students are not reaching the meets and masters levels academically. Root Cause 3: Lack of teacher knowledge and experience in providing enrichment opportunities.
Staff Quality, Recruitment, and Retention
Problem Statement 2: Students are not reaching the meets and masters levels academically. Root Cause 2: Lack of teacher knowledge and experience in providing enrichment opportunities.

Curriculum, Instruction, and Assessment

Problem Statement 1: Students are not reaching the meets and masters levels academically. **Root Cause 1:** Lack of teacher knowledge and experience in providing enrichment opportunities.

Problem Statement 2: Students are not performing at the higher levels of performance in Reading **Root Cause 2:** Need to focus on rigor in reading at tier 1 and enrichment

Goal 2: The percentage of students in grades 3-6 who met standard on both reading and math STAAR will increase from 57% to 67% by the end of school year 2019-2020.

Performance Objective 2: The percentage of students in grades 3-6 who score Meets on STAAR will increase from 33% to 45% by the end of school year 2020.

Evaluation Data Source(s) 2: Progress will be tracked during the year by 9 week checkpoints and benchmark testing in the Spring.


Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>1) Teachers will meet weekly in PLC collaborative planning teams and utilize resources from Lead4Ward, data from Eduphoria, and PLC protocols to address these 4 questions: a. What do we want students to learn? b. How do we know if they have learned it? c. What do we do if they haven't learned it? d. What do we do if they have learned it?</p>	2.4, 2.5, 2.6	Principal Assistant principal Leadership team Math & Reading specialists District support personnel	<p>Evidence: PLC agendas/minutes Products from PLC</p> <p>Impact: Increase number of students performing at the Meets level on district assessments and STAAR.</p>				
Problem Statements: Demographics 1 - Student Achievement 1, 3 - School Culture and Climate 2, 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2							
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>2) Teachers will utilize research-based best practices in daily instruction. (guided reading, guided math, math talks)</p> <p>Teachers will use Lead4Ward and cooperative learning strategies learned in professional development to enhance student thinking and engagement.</p>	2.4, 2.5, 2.6	Principal Assistant principal Reading specialist Math specialist District support personnel	<p>Evidence: Instructional Focus Visits Lesson Plans Data reports</p> <p>Impact: Increase the number of students performing at the Meets level on district assessments and STAAR.</p>				
Problem Statements: Demographics 1 - Student Achievement 1, 3 - School Culture and Climate 2, 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Teachers will meet weekly in PLC collaborative planning teams to discuss data from common formative assessments, district assessments, Istation, and Imagine Math. Reading specialist, math specialist, and interventionist will provide support. Grade level data boards and campus data will be utilized.</p>	2.4, 2.6	Principal Assistant principal Reading specialist Math specialist Reading interventionist Leadership team	<p>Evidence: Instructional Focus Visits Lesson plans Data reports</p> <p>Impact: Increase the number of students performing at the Meets level on district assessments and STAAR.</p>				
Problem Statements: Demographics 1 - Student Achievement 1, 3 - School Culture and Climate 2, 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2							
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Teachers will be involved in professional development and collaboration with district/campus interventionists/consultants to improve tier 1 instruction and student performance. CIA planning Number Talks Guided Math Restorative practices</p>	2.4, 2.5, 2.6	Principal Assistant principal Reading specialist Math specialist Reading interventionist Leadership team	<p>Evidence: Instructional Focus Visits Agendas and sign in sheets</p> <p>Impact: Increase the students reading above grade level. Increase the number of students performing at the Meets level on district assessments and STAAR.</p>				
Funding Sources: 211 Title 1 - 10500.00, 199 Local - 500.00							
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Teachers will utilize individual student data folders to track students' progress. Students will set individual goals. The school will celebrate growth and student success.</p>	2.4, 2.6	Principal Assistant principal Reading interventionist Reading specialist Math specialist Teachers	<p>Evidence: Student data tracking folders</p> <p>Impact: Increase the number of students performing at the Meets level on district assessments and STAAR.</p>				
Problem Statements: Demographics 1 - Student Achievement 1, 3 - School Culture and Climate 2, 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 6) Intervention/enrichment time has been built in the master schedule for all grade levels. Teachers will work with students during this block of time to address individual needs. Additional staff will be used to support grade levels with the most need.</p>	2.4, 2.5, 2.6	Principal Assistant principal Reading specialist Math specialist Reading interventionist Teachers	<p>Evidence: Intervention/enrichment logs Tracking sheets</p> <p>Impact: All students will show 1 to 1.5 years growth.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 7) Teachers will participate in Curriculum, Instruction, and Assessment (CIA) planning sessions to identify essentials, gain a deep understanding of these standards, plan assessments, and ensure implementation through best instructional practices. All teachers will collaborate with grade/content teams. CIA days have been built into the district calendar.</p>	2.4, 2.6	Principal Assistant principal Math & Reading specialists Leadership team Teachers District support personnel	<p>Evidence: Products in Google folder Pacing guides Planning guides</p> <p>Impact: Increase in students' performance at the Meets level on CFAs and district assessments.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 8) Teachers will utilize supplemental materials to support district curriculum to facilitate the growth of all students. (Istation, F&P, LLI, Guided Math, Imagine Math, Nessy, etc)</p>	2.4, 2.6	Principal Assistant principal Teachers	<p>Evidence: Usage reports Instructional Focus Visits</p> <p>Impact: Increase performance for all students in math and reading.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 9) Teachers will create common formative assessments to assess students throughout the unit and prior to district assessments.</p> <p>This information will be utilized to reteach during tier 1, identify students for intervention in tier 2, and identify students who need enrichment.</p>	2.4, 2.5, 2.6	Principal Assistant principal Specialists Teachers	<p>Evidence: CFAs Agendas Data protocol</p> <p>Impact: Increase student performance in reading and math.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 10) The campus will employ a math specialist and a part-time reading specialist. Both specialists will attend additional after school trainings, plan and roll out staff professional development, prep materials and plan CIA sessions for grade levels. They will facilitate additional after school professional development.</p>	2.4, 2.6	Principal Assistant principal Specialists	<p>Evidence: PD agendas and sign in sheets</p> <p>Impact: Increase student performance on Istation, Imagine Math, district assessments, and STAAR.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 11) Saturday Academies and before/after school tutorials will be utilized to provide students with intervention and enrichment.</p>	2.4, 2.5, 2.6	Principal Assistant principal Specialists Teachers	<p>Evidence: Attendance sign in sheets Instructional Focus Visits</p> <p>Impact: Increase student performance on district checkpoints and STAAR.</p>				
							

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Students are not performing at the higher levels of performance in Reading **Root Cause 1:** Need to focus on rigor in reading at tier 1 and enrichment

Student Achievement

Problem Statement 1: Students are not performing at the higher levels of performance in Reading **Root Cause 1:** Need to focus on rigor in reading at tier 1 and enrichment

Problem Statement 3: Students are not reaching the meets and masters levels academically. **Root Cause 3:** Lack of teacher knowledge and experience in providing enrichment opportunities.

School Culture and Climate

Problem Statement 2: Students are not performing at the higher levels of performance in Reading **Root Cause 2:** Need to focus on rigor in reading at tier 1 and enrichment

Problem Statement 3: Students are not reaching the meets and masters levels academically. **Root Cause 3:** Lack of teacher knowledge and experience in providing enrichment opportunities.

Staff Quality, Recruitment, and Retention

Problem Statement 2: Students are not reaching the meets and masters levels academically. **Root Cause 2:** Lack of teacher knowledge and experience in providing enrichment opportunities.

Curriculum, Instruction, and Assessment

Problem Statement 1: Students are not reaching the meets and masters levels academically. **Root Cause 1:** Lack of teacher knowledge and experience in providing enrichment opportunities.

Problem Statement 2: Students are not performing at the higher levels of performance in Reading **Root Cause 2:** Need to focus on rigor in reading at tier 1 and enrichment

Goal 2: The percentage of students in grades 3-6 who met standard on both reading and math STAAR will increase from 57% to 67% by the end of school year 2019-2020.

Performance Objective 3: The percentage of students in grades 3-6 who score Masters on STAAR will increase from 15% to 25% by the end of school year 2020.

Evaluation Data Source(s) 3: Progress will be tracked during the year by 9 week checkpoints and benchmark testing in the Spring.

Summative Evaluation 3:





Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Teachers will meet weekly in PLC collaborative planning teams and utilize resources from Lead4Ward, data from Eduphoria, and PLC protocols to address these 4 questions: a. What do we want students to learn? b. How do we know if they have learned it? c. What do we do if they haven't learned it? d. What do we do if they have learned it?</p>	2.4, 2.5, 2.6	Principal Assistant principal Leadership team Math & Reading specialists District support personnel	Evidence: PLC agendas/minutes Products from PLC Impact: Increase number of students performing at the Masters level on district assessments and STAAR.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>2) Teachers will utilize research-based best practices in daily instruction. (guided reading, guided math, math talks)</p> <p>Teachers will use Lead4Ward and cooperative learning strategies learned in professional development to enhance student thinking and engagement.</p>	2.4, 2.5, 2.6	Principal Assistant principal Reading specialist Math specialist District support personnel	<p>Evidence: Instructional Focus Visits Lesson Plans Data reports</p> <p>Impact: Increase the number of students performing at the Masters level on district assessments and STAAR.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>3) Teachers will meet weekly in PLC collaborative planning teams to discuss data from common formative assessments, district assessments, Istation, and Imagine Math. Reading specialist, math specialist, and interventionist will provide support. Grade level data boards and campus data will be utilized.</p>	2.4, 2.6	Principal Assistant principal Reading specialist Math specialist Reading interventionist Leadership team	<p>Evidence: Instructional Focus Visits Lesson plans Data reports</p> <p>Impact: Increase the number of students performing at the Masters level on district assessments and STAAR.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>4) Teachers will be involved in professional development and collaboration with district/campus interventionists/consultants to improve tier 1 instruction and student performance. CIA planning Number Talks Guided Math Restorative practices</p>	2.4, 2.5, 2.6	Principal Assistant principal Reading specialist Math specialist Reading interventionist Leadership team	<p>Evidence: Instructional Focus Visits Agendas and sign in sheets</p> <p>Impact: Increase the students reading above grade level. Increase the number of students performing at the Masters level on district assessments and STAAR.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>5) Teachers will utilize individual student data folders to track students' progress. Students will set individual goals. The school will celebrate growth and student success.</p>	2.4, 2.6	Principal Assistant principal Reading interventionist Reading specialist Math specialist Teachers	<p>Evidence: Student data tracking folders</p> <p>Impact: Increase the number of students performing at the Masters level on district assessments and STAAR.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>6) Intervention/enrichment time has been built in the master schedule for all grade levels. Teachers will work with students during this block of time to address individual needs. Additional staff will be used to support grade levels with the most need.</p>	2.4, 2.5, 2.6	Principal Assistant principal Reading specialist Math specialist Reading interventionist Teachers	<p>Evidence: Intervention/enrichment logs Tracking sheets</p> <p>Impact: All students will show 1 to 1.5 years growth.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>7) Teachers will participate in Curriculum, Instruction, and Assessment (CIA) planning sessions to identify essentials, gain a deep understanding of these standards, plan assessments, and ensure implementation through best instructional practices. All teachers will collaborate with grade/content teams. CIA days have been built into the district calendar.</p>	2.4, 2.6	Principal Assistant principal Math & Reading specialists Leadership team Teachers District support personnel	<p>Evidence: Products in Google folder Pacing guides Planning guides</p> <p>Impact: Increase in students' performance at the Masters level on CFAs and district assessments.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>8) Teachers will utilize supplemental materials to support district curriculum to facilitate the growth of all students.</p> <p>(Istation, F&P, LLI, Guided Math, Imagine Math, etc)</p>	2.4, 2.6	Principal Assistant principal Teachers	<p>Evidence: Usage reports Instructional Focus Visits</p> <p>Impact: Increase performance for all students in math and reading.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>9) Teachers will create common formative assessments to assess students throughout the unit and prior to district assessments.</p> <p>This information will be utilized to reteach during tier 1, identify students for intervention in tier 2, and identify students who need enrichment.</p>	2.4, 2.5, 2.6	Principal Assistant principal Specialists Teachers	<p>Evidence: CFAs Agendas Data protocol</p> <p>Impact: Increase student performance in reading and math.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>10) The campus will employ a math specialist and a part-time reading specialist. Both specialists will attend additional after school trainings, plan and roll out staff professional development, prep materials and plan CIA sessions for grade levels. They will facilitate additional after school professional development.</p>	2.4, 2.6	Principal Assistant principal Specialists	<p>Evidence: PD agendas and sign in sheets</p> <p>Impact: Increase student performance on Istation, Imagine Math, district assessments, and STAAR.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>11) Saturday Academies and before/after school tutorials will be utilized to provide students with intervention and enrichment.</p>	2.4, 2.5, 2.6	Principal Assistant principal Specialists Teachers	<p>Evidence: Attendance sign in sheets Instructional Focus Visits</p> <p>Impact: Increase student performance on district checkpoints and STAAR.</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 2: The percentage of students in grades 3-6 who met standard on both reading and math STAAR will increase from 57% to 67% by the end of school year 2019-2020.

Performance Objective 4: The percentage of students in grades 3-6 who score on or above grade level in reading (utilizing Istation and Istation Espanol) will increase from 64% to 74% by the end of school year 2020.

Evaluation Data Source(s) 4: Progress will be monitored through Istation monthly.

Summative Evaluation 4:


Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Teachers will meet weekly in PLC collaborative planning teams and utilize resources from Lead4Ward, data from Eduphoria, and PLC protocols to address these 4 questions: a. What do we want students to learn? b. How do we know if they have learned it? c. What do we do if they haven't learned it? d. What do we do if they have learned it?</p>	2.4, 2.5, 2.6	Principal Assistant principal Leadership team Math & Reading specialists District support personnel	Evidence: PLC agendas/minutes Products from PLC Impact: Increase number of students performing on or above grade level on Istation.				
<p>Problem Statements: Demographics 1 - Student Achievement 1, 3 - School Culture and Climate 2, 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Teachers will utilize research-based best practices in daily instruction. (guided reading, guided math, math talks)</p> <p>Teachers will use Lead4Ward and cooperative learning strategies learned in professional development to enhance student thinking and engagement.</p>	2.4, 2.5, 2.6	Principal Assistant principal Reading specialist Math specialist District support personnel	<p>Evidence: Instructional Focus Visits Lesson Plans Data reports</p> <p>Impact: Increase the number of students at or above grade level on district assessments and STAAR.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Teachers will meet weekly in PLC collaborative planning teams to discuss data from common formative assessments, district assessments, Istation, and Imagine Math. Reading specialist, math specialist, and interventionist will provide support. Grade level data boards and campus data will be utilized.</p>	2.4, 2.6	Principal Assistant principal Reading specialist Math specialist Reading interventionist Leadership team	<p>Evidence: Instructional Focus Visits Lesson plans Data reports</p> <p>Impact: Increase the number of students performing at or above grade level on district assessments and STAAR.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Teachers will be involved in professional development and collaboration with district/campus interventionists/consultants to improve tier 1 instruction and student performance. CIA planning Number Talks Guided Math Restorative practices</p>	2.4, 2.5, 2.6	Principal Assistant principal Reading specialist Math specialist Reading interventionist Leadership team	<p>Evidence: Instructional Focus Visits Agendas and sign in sheets</p> <p>Impact: Increase the students reading above grade level. Increase the number of students at or above grade level on district assessments and STAAR.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Teachers will utilize individual student data folders to track students' progress. Students will set individual goals. The school will celebrate growth and student success.</p>	2.4, 2.6	Principal Assistant principal Reading interventionist Reading specialist Math specialist Teachers	<p>Evidence: Student data tracking folders</p> <p>Impact: Increase the number of students at or above grade level on district assessments and STAAR.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 6) Intervention/enrichment time has been built in the master schedule for all grade levels. Teachers will work with students during this block of time to address individual needs. Additional staff will be used to support grade levels with the most need.</p>	2.4, 2.5, 2.6	Principal Assistant principal Reading specialist Math specialist Reading interventionist Teachers	<p>Evidence: Intervention/enrichment logs Tracking sheets</p> <p>Impact: All students will show 1 to 1.5 years growth.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 7) Teachers will utilize supplemental materials to support district curriculum to facilitate the growth of all students. (Istation, F&P, LLI, Guided Math, Imagine Math, Nessy, etc)</p>	2.4, 2.6	Principal Assistant principal Teachers	<p>Evidence: Usage reports Instructional Focus Visits</p> <p>Impact: Increase performance for all students in math and reading.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 8) The campus will employ a math specialist and a part-time reading specialist. Both specialists will attend additional after school trainings, plan and roll out staff professional development, prep materials and plan CIA sessions for grade levels. They will facilitate additional after school professional development.</p>	2.4, 2.6	Principal Assistant principal Specialists	<p>Evidence: PD agendas and sign in sheets</p> <p>Impact: Increase student performance on Istation, Imagine Math, district assessments, and STAAR.</p>				
<p>Problem Statements: Demographics 1 - Student Achievement 1, 3 - School Culture and Climate 2, 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2</p> <p>Funding Sources: 211 Title 1 - 87000.00</p>							
							

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Students are not performing at the higher levels of performance in Reading Root Cause 1: Need to focus on rigor in reading at tier 1 and enrichment
Student Achievement
Problem Statement 1: Students are not performing at the higher levels of performance in Reading Root Cause 1: Need to focus on rigor in reading at tier 1 and enrichment
Problem Statement 3: Students are not reaching the meets and masters levels academically. Root Cause 3: Lack of teacher knowledge and experience in providing enrichment opportunities.
School Culture and Climate
Problem Statement 2: Students are not performing at the higher levels of performance in Reading Root Cause 2: Need to focus on rigor in reading at tier 1 and enrichment
Problem Statement 3: Students are not reaching the meets and masters levels academically. Root Cause 3: Lack of teacher knowledge and experience in providing enrichment opportunities.

Staff Quality, Recruitment, and Retention

Problem Statement 2: Students are not reaching the meets and masters levels academically. **Root Cause 2:** Lack of teacher knowledge and experience in providing enrichment opportunities.

Curriculum, Instruction, and Assessment

Problem Statement 1: Students are not reaching the meets and masters levels academically. **Root Cause 1:** Lack of teacher knowledge and experience in providing enrichment opportunities.

Problem Statement 2: Students are not performing at the higher levels of performance in Reading **Root Cause 2:** Need to focus on rigor in reading at tier 1 and enrichment

Goal 2: The percentage of students in grades 3-6 who met standard on both reading and math STAAR will increase from 57% to 67% by the end of school year 2019-2020.

Performance Objective 5: The percentage of students in grades 3-6 who pass grade level lessons on Imagine Math will increase from 72% to 82% by the end of school year 2020.

Evaluation Data Source(s) 5: Progress will be monitored monthly using Imagine Math.

Summative Evaluation 5:


Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Teachers will meet weekly in PLC collaborative planning teams and utilize resources from Lead4Ward, data from Eduphoria, and PLC protocols to address these 4 questions: a. What do we want students to learn? b. How do we know if they have learned it? c. What do we do if they haven't learned it? d. What do we do if they have learned it?</p>	2.4, 2.5, 2.6	Principal Assistant principal Leadership team Math & Reading specialists District support personnel	Evidence: PLC agendas/minutes Products from PLC Impact: Increase number of students performing on or above grade level on Imagine Math.				
<p>Problem Statements: Demographics 1 - Student Achievement 1, 3 - School Culture and Climate 2, 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>2) Teachers will utilize research-based best practices in daily instruction. (guided reading, guided math, math talks)</p> <p>Teachers will use Lead4Ward and cooperative learning strategies learned in professional development to enhance student thinking and engagement.</p>	2.4, 2.5, 2.6	Principal Assistant principal Reading specialist Math specialist District support personnel	<p>Evidence: Instructional Focus Visits Lesson Plans Data reports</p> <p>Impact: Increase the number of students at or above grade level on district assessments and STAAR.</p>				
<p>Problem Statements: Demographics 1 - Student Achievement 1, 3 - School Culture and Climate 2, 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2</p>							
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>3) Teachers will meet weekly in PLC collaborative planning teams to discuss data from common formative assessments, district assessments, Istation, and Imagine Math. Reading specialist, math specialist, and interventionist will provide support. Grade level data boards and campus data will be utilized.</p>	2.4, 2.6	Principal Assistant principal Reading specialist Math specialist Reading interventionist Leadership team	<p>Evidence: Instructional Focus Visits Lesson plans Data reports</p> <p>Impact: Increase the number of students performing at or above grade level on district assessments and STAAR.</p>				
<p>Problem Statements: Demographics 1 - Student Achievement 1, 3 - School Culture and Climate 2, 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2</p> <p>Funding Sources: 211 Title 1 - 3600.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Teachers will be involved in professional development and collaboration with district/campus interventionists/consultants to improve tier 1 instruction and student performance. CIA planning Number Talks Guided Math Restorative practices</p>	2.4, 2.5, 2.6	Principal Assistant principal Reading specialist Math specialist Reading interventionist Leadership team	<p>Evidence: Instructional Focus Visits Agendas and sign in sheets</p> <p>Impact: Increase the students reading above grade level. Increase the number of students at or above grade level on district assessments and STAAR.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Teachers will utilize individual student data folders to track students' progress. Students will set individual goals. The school will celebrate growth and student success.</p>	2.4, 2.6	Principal Assistant principal Reading interventionist Reading specialist Math specialist Teachers	<p>Evidence: Student data tracking folders</p> <p>Impact: Increase the number of students at or above grade level on district assessments and STAAR.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>6) Intervention/enrichment time has been built in the master schedule for all grade levels. Teachers will work with students during this block of time to address individual needs. Additional staff will be used to support grade levels with the most need.</p>	2.4, 2.5, 2.6	Principal Assistant principal Reading specialist Math specialist Reading interventionist Teachers	<p>Evidence: Intervention/enrichment logs Tracking sheets</p> <p>Impact: All students will show 1 to 1.5 years growth.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>7) Teachers will utilize supplemental materials to support district curriculum to facilitate the growth of all students.</p> <p>(Istation, F&P, LLI, Guided Math, Imagine Math, Nessy, etc)</p>	2.4, 2.6	Principal Assistant principal Teachers	<p>Evidence: Usage reports Instructional Focus Visits</p> <p>Impact: Increase performance for all students in math and reading.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 8) The campus will employ a math specialist and a part-time reading specialist. Both specialists will attend additional after school trainings, plan and roll out staff professional development, prep materials and plan CIA sessions for grade levels. They will facilitate additional after school professional development.</p>	2.4, 2.6	Principal Assistant principal Specialists	Evidence: PD agendas and sign in sheets Impact: Increase student performance on Istation, Imagine Math, district assessments, and STAAR.				
<p>Problem Statements: Demographics 1 - Student Achievement 1, 3 - School Culture and Climate 2, 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2 Funding Sources: 211 Title 1 - 87000.00</p>							
							

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Students are not performing at the higher levels of performance in Reading Root Cause 1: Need to focus on rigor in reading at tier 1 and enrichment
Student Achievement
Problem Statement 1: Students are not performing at the higher levels of performance in Reading Root Cause 1: Need to focus on rigor in reading at tier 1 and enrichment
Problem Statement 3: Students are not reaching the meets and masters levels academically. Root Cause 3: Lack of teacher knowledge and experience in providing enrichment opportunities.
School Culture and Climate
Problem Statement 2: Students are not performing at the higher levels of performance in Reading Root Cause 2: Need to focus on rigor in reading at tier 1 and enrichment
Problem Statement 3: Students are not reaching the meets and masters levels academically. Root Cause 3: Lack of teacher knowledge and experience in providing enrichment opportunities.

Staff Quality, Recruitment, and Retention

Problem Statement 2: Students are not reaching the meets and masters levels academically. **Root Cause 2:** Lack of teacher knowledge and experience in providing enrichment opportunities.

Curriculum, Instruction, and Assessment

Problem Statement 1: Students are not reaching the meets and masters levels academically. **Root Cause 1:** Lack of teacher knowledge and experience in providing enrichment opportunities.

Problem Statement 2: Students are not performing at the higher levels of performance in Reading **Root Cause 2:** Need to focus on rigor in reading at tier 1 and enrichment





Goal 3: 100% of Midland ISD Instructional Expectations for 2019-2020 will be met.

Performance Objective 1: The attendance rate will increase from 95% to 97%.

Evaluation Data Source(s) 1: Weekly and Monthly attendance reports will be monitored.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Improve low-performing schools 1) Long will utilize motivation/incentives to increase attendance and promote student success.</p> <p>Each six weeks the top 3 classes will have an attendance wreath hung on their door. A no uniform pass will be given to those classes.</p> <p>Each week the top class will be recognized in Pioneer Prep and given a class award.</p> <p>Each month a primary and an intermediate student with perfect attendance and good behavior will be drawn for the Principal Prize Patrol.</p> <p>A drawing for bicycles will be at the end of the year for students with perfect attendance.</p>	2.5, 2.6	Principal Assistant principal Clerk Teachers Attendance Team Crestview	<p>Evidence: Attendance reports</p> <p>Impact: Growth in attendance rate Growth in student academic performance.</p>				
<p>TEA Priorities Improve low-performing schools 2) Teachers and administrators will make phone calls/conferences/home visits with parents of students with excessive absences and/or tardies.</p>	2.5, 2.6	Principal Assistant principal Counselor Attendance team Teachers Clerk	<p>Evidence: Communication log</p> <p>Impact; Growth in attendance rate Growth in student academic performance.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students are not performing at the higher levels of performance in Reading Root Cause 1: Need to focus on rigor in reading at tier 1 and enrichment
Student Achievement
Problem Statement 1: Students are not performing at the higher levels of performance in Reading Root Cause 1: Need to focus on rigor in reading at tier 1 and enrichment
Problem Statement 3: Students are not reaching the meets and masters levels academically. Root Cause 3: Lack of teacher knowledge and experience in providing enrichment opportunities.
School Culture and Climate
Problem Statement 2: Students are not performing at the higher levels of performance in Reading Root Cause 2: Need to focus on rigor in reading at tier 1 and enrichment
Problem Statement 3: Students are not reaching the meets and masters levels academically. Root Cause 3: Lack of teacher knowledge and experience in providing enrichment opportunities.
Staff Quality, Recruitment, and Retention
Problem Statement 2: Students are not reaching the meets and masters levels academically. Root Cause 2: Lack of teacher knowledge and experience in providing enrichment opportunities.
Curriculum, Instruction, and Assessment
Problem Statement 1: Students are not reaching the meets and masters levels academically. Root Cause 1: Lack of teacher knowledge and experience in providing enrichment opportunities.
Problem Statement 2: Students are not performing at the higher levels of performance in Reading Root Cause 2: Need to focus on rigor in reading at tier 1 and enrichment

Goal 3: 100% of Midland ISD Instructional Expectations for 2019-2020 will be met.

Performance Objective 2: In addition to required professional development, other opportunities will be offered that support targeted instructional expectations.

Evaluation Data Source(s) 2: Staff development sign in sheets, Instructional Focus Visits

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Teachers will be provided opportunities for professional development in the areas of reading and writing. ELAR CIA prep Team planning with Specialist PD with consultant</p>	2.4, 2.5, 2.6	Principal Assistant principal Reading specialist Reading director	<p>Evidence: Agendas and sign in sheets Instructional focus visits Impact: School culture Student growth in F&P, Istation, district assessments, and STAAR.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Teachers will be provided opportunities for professional development in the area of math. Guided Math Number Talks IMagine Math Blueprint</p>	2.4, 2.5, 2.6	Principal Assistant principal Math specialist Math director	<p>Evidence: Agendas and sign in sheets Instructional focus visits Impact: School culture Student growth and performance in Imagine math, blueprint, district assessments, and STAAR.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Writing teachers will have opportunities to work with a consultant on the 6+ Traits of writing.	2.4, 2.5, 2.6	Principal Assistant principal Reading specialist Reading director	Evidence: AGendas and sign in sheets Instructional focus visits Impact: School culture Student growth in writing.				
				Problem Statements: Demographics 1 - Student Achievement 1, 3 - School Culture and Climate 2, 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2 Funding Sources: 211 Title 1 - 11000.00			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) EL teachers will be provided opportunities for professional development to support their EL students.	2.4, 2.5, 2.6	Principal Assistant principal ESL teacher Reading specialist Bilingual director	Evidence: Agendas and sign in sheets Instructional focus visits Impact: School culture Student growth in the area of language development. Student growth on TELPAS at least one level.				
				Problem Statements: Demographics 1 - Student Achievement 1, 3 - School Culture and Climate 2, 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students are not performing at the higher levels of performance in Reading Root Cause 1: Need to focus on rigor in reading at tier 1 and enrichment
Student Achievement
Problem Statement 1: Students are not performing at the higher levels of performance in Reading Root Cause 1: Need to focus on rigor in reading at tier 1 and enrichment
Problem Statement 3: Students are not reaching the meets and masters levels academically. Root Cause 3: Lack of teacher knowledge and experience in providing enrichment opportunities.

School Culture and Climate

Problem Statement 2: Students are not performing at the higher levels of performance in Reading **Root Cause 2:** Need to focus on rigor in reading at tier 1 and enrichment

Problem Statement 3: Students are not reaching the meets and masters levels academically. **Root Cause 3:** Lack of teacher knowledge and experience in providing enrichment opportunities.

Staff Quality, Recruitment, and Retention

Problem Statement 2: Students are not reaching the meets and masters levels academically. **Root Cause 2:** Lack of teacher knowledge and experience in providing enrichment opportunities.

Curriculum, Instruction, and Assessment

Problem Statement 1: Students are not reaching the meets and masters levels academically. **Root Cause 1:** Lack of teacher knowledge and experience in providing enrichment opportunities.

Problem Statement 2: Students are not performing at the higher levels of performance in Reading **Root Cause 2:** Need to focus on rigor in reading at tier 1 and enrichment





Goal 3: 100% of Midland ISD Instructional Expectations for 2019-2020 will be met.

Performance Objective 3: Decrease the number of discipline referrals and discretionary placements to DAEP.

Evaluation Data Source(s) 3: Six week discipline reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Improve low-performing schools</p> <p>1) Teachers will follow the district classroom management program CHAMPS and STOIC in both classrooms and common areas.</p>	2.5, 2.6	Principal Assistant principal Behavior committee Teachers Counselor	<p>Evidence: Discipline reports Instructional focus visits</p> <p>Impact: Decrease in office referrals Improved campus culture and climate. Improved student academic performance.</p>				
<p>TEA Priorities Improve low-performing schools</p> <p>2) Jane Long will have a campus behavior team that will coordinate positive reward systems for behavior, assist with planning and supporting behavior interventions, and roll out campus behavior plan to staff.</p>	2.5, 2.6	Principal Assistant principal Behavior team Counselor Teachers	<p>Evidence: AGendas/sign in sheets More positive referrals</p> <p>Impact: Reduction in office referrals. Improved school culture and climate. Improved student academic performance.</p>				
<p>TEA Priorities Improve low-performing schools</p> <p>3) Jane Long will utilize Community Circles and Affective statements to build community in the classrooms.</p> <p>We will also have a weekly Pioneer Prep community meeting every Monday morning at the start of school.</p>	2.5	Principal Assistant principal Counselor Teachers	<p>Evidence: Instructional focus visits Pioneer prep attendance</p> <p>Impact: Improved school culture/climate. Reduction in office referrals. Improved student academic performance.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Improve low-performing schools</p> <p>4) Jane Long will promote and celebrate positive behaviors.</p> <p>Character building traits each six weeks with recognition for students who exhibit those traits: High Paw award and Pioneers of the week.</p> <p>Top Dog activity each six weeks for behavior.</p> <p>Restorative Community Circles.</p> <p>Shout Outs in morning announcements.</p>	2.5	Principal Assistant principal Counselor Teachers	<p>Evidence: List of students being recognized.</p> <p>Impact: Improved school culture/climate. Reduction in office referrals. Improved student academic performance.</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 3: 100% of Midland ISD Instructional Expectations for 2019-2020 will be met.


Performance Objective 4: Jane Long will recruit and retain highly qualified teachers and staff.

Evaluation Data Source(s) 4: Staff survey and staff turnover rates

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>1) Teachers will meet weekly in PLC collaborative planning teams and utilize resources from Lead4Ward, data from Eduphoria, and PLC protocols to address these four questions: a. What do we want students to learn? b. How will we know if they have learned it? c. What do we do if they have not learned it? d. What do we do if they have learned it?</p>	2.4, 2.5, 2.6	Principal Assistant principal Leadership team Math and Reading specialist	<p>Evidence: PLC agendas/minutes Products from PLC</p> <p>Impact: Increase teacher efficacy and capacity. Provide opportunities for collaboration and coaching.</p>				
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>2) Teachers will meet weekly in grade level PLC collaborative planning teams and monthly in vertical alignment teams to discuss data from common formative assessments, district assessments, Istation, Blueprint, and Imagine Math. Reading specialist, math specialist, reading interventionist will support. Grade level data boards and campus data will be utilized.</p>	2.4, 2.6	Principal Assistant principal math specialist reading specialist reading interventionist Leadership team	<p>Evidence: Instructional focus visits Lesson plans Data reports Agendas/minutes</p> <p>Impact: Increase teacher efficacy and capacity. Provide opportunities for collaboration and coaching in order to improve student performance.</p>				
<p>Problem Statements: Demographics 1 - Student Achievement 1, 3 - School Culture and Climate 2, 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2</p> <p>Funding Sources: 211 Title 1 - 3600.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 3) Teachers will participate in Curriculum, Instruction, and Assessment (CIA) planning sessions to identify essentials, gain a deep understanding of these standards, plan assessments, and ensure implementation through best instructional practices. All teachers will collaborate with grade/content teams. CIA days have been built into the district calendar.</p>	2.4, 2.5, 2.6	Principal Assistant principal Math and Reading Specialists Leadership team Teachers District support personnel	<p>Evidence: Products in Google folder Pacing guides Planning guides</p> <p>Impact: Increase in teacher efficacy and capacity. Provide opportunities for collaboration and coaching in order to improve student performance.</p>				
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 4) Long teachers will be involved in professional development and collaboration with campus specialists and consultants to improve PLC and CIA process.</p>	2.4, 2.6	Principal Assistant principal Specialists Consultants	<p>Evidence: Agendas/sign in sheets PLC minutes Instructional focus visits</p> <p>Impact: Increase in student performance. School culture Increase in teacher efficacy and capacity. Provide opportunities for collaboration and coaching.</p>				
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 5) Teachers will be encouraged to take care of themselves and strategies/activities will be utilized throughout the year to acknowledge, celebrate, and motivate teachers.</p> <p>PTA-Monthly appreciation Woot Woot Wagon Teacher Shout Outs</p>		Principal Assistant principal Counselor PTA	<p>Evidence: Staff survey Instructional focus visits</p> <p>Impact: School culture</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 6) Teachers and specialists will serve in leadership roles at Jane Long. Leadership team will be utilized for teacher input on things like the master schedule, campus needs, campus goals, etc. Most of this will take place May-August prior to the new school year.	2.5	Principal Assistant principal Leadership team	Evidence: Staff survey Agendas Impact: School culture Increased efficacy and capacity in teachers.				
							

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Students are not performing at the higher levels of performance in Reading Root Cause 1: Need to focus on rigor in reading at tier 1 and enrichment
Student Achievement
Problem Statement 1: Students are not performing at the higher levels of performance in Reading Root Cause 1: Need to focus on rigor in reading at tier 1 and enrichment
Problem Statement 3: Students are not reaching the meets and masters levels academically. Root Cause 3: Lack of teacher knowledge and experience in providing enrichment opportunities.
School Culture and Climate
Problem Statement 2: Students are not performing at the higher levels of performance in Reading Root Cause 2: Need to focus on rigor in reading at tier 1 and enrichment
Problem Statement 3: Students are not reaching the meets and masters levels academically. Root Cause 3: Lack of teacher knowledge and experience in providing enrichment opportunities.
Staff Quality, Recruitment, and Retention
Problem Statement 2: Students are not reaching the meets and masters levels academically. Root Cause 2: Lack of teacher knowledge and experience in providing enrichment opportunities.
Curriculum, Instruction, and Assessment
Problem Statement 1: Students are not reaching the meets and masters levels academically. Root Cause 1: Lack of teacher knowledge and experience in providing enrichment opportunities.

Curriculum, Instruction, and Assessment


Problem Statement 2: Students are not performing at the higher levels of performance in Reading **Root Cause 2:** Need to focus on rigor in reading at tier 1 and enrichment

Goal 3: 100% of Midland ISD Instructional Expectations for 2019-2020 will be met.

Performance Objective 5: In all 5 elements of the PLC Implementation 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 school year 2020.

Evaluation Data Source(s) 5: PLC Implementation Rubric BOY, MOY, EOY.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 1) Long teachers will be involved in professional development and collaboration with campus specialists and consultants to improve their understanding of CIA and PLC process.	2.5	Principal Assistant principal Specialists Consultants	Evidence: Agendas/sign in sheets PLC minutes Instructional focus visits Impact: Increase student performance. Improve productivity of PLCs.				
TEA Priorities Improve low-performing schools 2) Teachers will meet weekly with grade level PLC collaboration teams and monthly with vertically aligned PLC collaboration teams.	2.4, 2.5, 2.6	Principal Assistant principal Leadership team Math and reading specialists District support personnel	Evidence: PLC agendas/minutes Products from PLC Impact: Increase student academic performance. Increase teacher efficacy and capacity. Provide opportunities for collaboration and coaching for teachers.				
							

Goal 3: 100% of Midland ISD Instructional Expectations for 2019-2020 will be met.


Performance Objective 6: 80% of EL students will demonstrate a minimum increase of one level growth on TELPAS.

Evaluation Data Source(s) 6: ELPS and TELPAS

Summative Evaluation 6:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) EL teachers will attend professional development and participate in teacher collaborative teams to discuss research based strategies to improve proficiency levels.</p>	2.4, 2.5, 2.6	Principal Assistant principal Reading specialist ESL teacher EL teachers	<p>Evidence: Agendas/sign in sheets</p> <p>Impact: TELPAS scores Language proficiency growth</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Parent involvement opportunities will be provided for EL parents to increase the awareness of language development. Once each semester</p>	2.6, 3.2	Principal Assistant principal ESL teacher EL teachers	<p>Evidence: Sign in sheets AGendas/flyers</p> <p>Impact: School culture TELPAS growth</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Teachers of EL students will track proficiency levels and use a rubric to move students to the next level.</p>	2.6	Principal Assistant principal ESL teacher Reading specialist EL teachers	<p>Evidence: Data tracking folders</p> <p>Impact: TELPAS growth</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Teachers will utilize best practices to promote student growth in all areas of TELPAS/ELPS proficiency levels.</p> <p>Chromebooks and computer lab will be utilized to provide practice opportunities for speaking, listening, and reading for TELPAS.</p>	2.4, 2.5	Principal Assistant principal Teachers ESL teacher Bilingual teachers	<p>Evidence: TELPAS report</p> <p>Impact: Growth on TELPAS levels</p>				
<p>Problem Statements: Demographics 1 - Student Achievement 1, 3 - School Culture and Climate 2, 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2</p> <p>Funding Sources: 211 Title 1 - 2000.00, 199 Local - 2000.00</p>							
							

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Students are not performing at the higher levels of performance in Reading Root Cause 1: Need to focus on rigor in reading at tier 1 and enrichment
Student Achievement
Problem Statement 1: Students are not performing at the higher levels of performance in Reading Root Cause 1: Need to focus on rigor in reading at tier 1 and enrichment
Problem Statement 3: Students are not reaching the meets and masters levels academically. Root Cause 3: Lack of teacher knowledge and experience in providing enrichment opportunities.
School Culture and Climate
Problem Statement 2: Students are not performing at the higher levels of performance in Reading Root Cause 2: Need to focus on rigor in reading at tier 1 and enrichment
Problem Statement 3: Students are not reaching the meets and masters levels academically. Root Cause 3: Lack of teacher knowledge and experience in providing enrichment opportunities.
Staff Quality, Recruitment, and Retention
Problem Statement 2: Students are not reaching the meets and masters levels academically. Root Cause 2: Lack of teacher knowledge and experience in providing enrichment opportunities.

Curriculum, Instruction, and Assessment

Problem Statement 1: Students are not reaching the meets and masters levels academically. **Root Cause 1:** Lack of teacher knowledge and experience in providing enrichment opportunities.

Problem Statement 2: Students are not performing at the higher levels of performance in Reading **Root Cause 2:** Need to focus on rigor in reading at tier 1 and enrichment


Goal 3: 100% of Midland ISD Instructional Expectations for 2019-2020 will be met.

Performance Objective 7: 100% of staff will encourage parent involvement in order to create an atmosphere that promotes student learning.

Evaluation Data Source(s) 7: Parent, staff, and student surveys

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Improve low-performing schools</p> <p>1) Opportunities will be provided that will encourage parental and community involvement:</p> <p>Meet the teacher, Popsicles with the principals, Math night, literacy night, science night, Title I parent meetings, EL nights, PTA meetings, and Kinder program.</p>	3.1, 3.2	Principal Assistant principal Teachers	<p>Evidence: Flyers Sign in sheets</p> <p>Impact: School culture</p>				
<p>Problem Statements: Demographics 1 - Student Achievement 1, 3 - School Culture and Climate 2, 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2</p> <p>Funding Sources: 211 Title 1 - 250.00, PTA - 1500.00</p>							
<p>TEA Priorities Improve low-performing schools</p> <p>2) Parents will be invited to school to participate in activities in the classroom with their children. This will showcase some of the learning essentials from the previous six weeks. Students will also be recognized and receive awards at that time.</p>	3.2	Principal Assistant principal Teachers	<p>Evidence: Parent calendar Sign in sheets</p> <p>Impact: School culture Student performance</p>				
<p>Problem Statements: Demographics 1 - Student Achievement 1, 3 - School Culture and Climate 2, 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2</p>							
<p>TEA Priorities Improve low-performing schools</p> <p>3) Jane Long will utilize a variety of sources to communicate with parents such as Blackboard, dojo, facebook, newsletters, calendars, planners, gradebook, conferences and the school website.</p>	3.2	Principal Assistant principal Teachers	<p>Evidence: Flyers</p> <p>Impact: School culture</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 4) Opportunities will be provided to encourage individuals to volunteer: Back to school Beautification-Crestview Church Volunteers to read with K/1 classes PTA events: book fair, donuts with dads, family nights	3.2	Principal Assistant principal TEachers PTA	Evidence: Volunteer hours Flyers Impact: School culture Student performance				
							

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: Students are not performing at the higher levels of performance in Reading Root Cause 1: Need to focus on rigor in reading at tier 1 and enrichment
Student Achievement
Problem Statement 1: Students are not performing at the higher levels of performance in Reading Root Cause 1: Need to focus on rigor in reading at tier 1 and enrichment
Problem Statement 3: Students are not reaching the meets and masters levels academically. Root Cause 3: Lack of teacher knowledge and experience in providing enrichment opportunities.
School Culture and Climate
Problem Statement 2: Students are not performing at the higher levels of performance in Reading Root Cause 2: Need to focus on rigor in reading at tier 1 and enrichment
Problem Statement 3: Students are not reaching the meets and masters levels academically. Root Cause 3: Lack of teacher knowledge and experience in providing enrichment opportunities.
Staff Quality, Recruitment, and Retention
Problem Statement 2: Students are not reaching the meets and masters levels academically. Root Cause 2: Lack of teacher knowledge and experience in providing enrichment opportunities.
Curriculum, Instruction, and Assessment
Problem Statement 1: Students are not reaching the meets and masters levels academically. Root Cause 1: Lack of teacher knowledge and experience in providing enrichment opportunities.

Curriculum, Instruction, and Assessment

Problem Statement 2: Students are not performing at the higher levels of performance in Reading **Root Cause 2:** Need to focus on rigor in reading at tier 1 and enrichment

Goal 3: 100% of Midland ISD Instructional Expectations for 2019-2020 will be met.


Performance Objective 8: 100% of staff will promote a learning environment that supports high expectations, a positive attitude, and recognizes students.

Evaluation Data Source(s) 8: Parent, staff, and student surveys.

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Improve low-performing schools</p> <p>1) Students will participate in programs that promote a safe and positive campus environment.</p> <p>Red ribbon, bully prevention, drug awareness, fire safety, character lessons, and PTA reflections.</p>	2.6	Principal Assistant principal Teachers Counselor	<p>Evidence: Calendar Counselor's plans</p> <p>Impact: Campus culture</p>				
2) Jane Long will conduct required safety drills.		Principal Assistant principal Teachers	<p>Evidence: Drill log</p> <p>Impact: School culture</p>				
<p>TEA Priorities Improve low-performing schools</p> <p>3) Students in 4-6 grade will be involved in leadership opportunities.</p> <p>Leadership team, flag crew, and student council</p>	2.5	Principal Assistant principal Counselor TEachers	<p>Evidence: List of students involved</p> <p>Impact: School culture</p>				
<p>Problem Statements: Student Achievement 3 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: 199 Local - 300.00</p>							
<p>TEA Priorities Improve low-performing schools</p> <p>4) TEachers will implement CHAMPS, STOIC, and Community circles from Restorative practices.</p>	2.6	Principal ASsistant principal Counselor Teachers	<p>Evidence: Training agendas/sign in sheets Instructional focus visits</p> <p>Impact: School culture Improved student academic performance</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Improve low-performing schools</p> <p>5) Students and staff will be recognized for behavior, effort, attendance, and effort through shout outs and recognition awards.</p> <p>Teachers will use affirmations from restorative practices.</p>	2.6	Principal Assistant principal Counselor Teachers	<p>Evidence: Certificates</p> <p>Impact: School culture</p>				
<p>TEA Priorities Improve low-performing schools</p> <p>6) Planned campus activities will promote post secondary activities for students.</p> <p>College shirt days on Mondays, Go Get it Week in October, College visits.</p>	2.6	Principal Assistant principal Counselor Teachers	<p>Evidence: Student surveys</p> <p>Impact: School culture</p>				
<p>TEA Priorities Improve low-performing schools</p> <p>7) Jane Long will provide opportunity to ensure transition from grade level to grade level:</p> <p>Jr High visits PreK to Kinder vertical planning/alignment</p>	2.6	Principal Assistant principal Counselor Teachers	<p>Evidence: Student surveys</p> <p>Impact: School culture</p>				



Performance Objective 8 Problem Statements:

Student Achievement
Problem Statement 3: Students are not reaching the meets and masters levels academically. Root Cause 3: Lack of teacher knowledge and experience in providing enrichment opportunities.
School Culture and Climate
Problem Statement 3: Students are not reaching the meets and masters levels academically. Root Cause 3: Lack of teacher knowledge and experience in providing enrichment opportunities.

Staff Quality, Recruitment, and Retention

Problem Statement 2: Students are not reaching the meets and masters levels academically. **Root Cause 2:** Lack of teacher knowledge and experience in providing enrichment opportunities.

Curriculum, Instruction, and Assessment

Problem Statement 1: Students are not reaching the meets and masters levels academically. **Root Cause 1:** Lack of teacher knowledge and experience in providing enrichment opportunities.

State Compensatory

Budget for Long Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
174 E 11 6118	6118 Extra Duty Stipend - Locally Defined	\$3,000.00
6100 Subtotal:		\$3,000.00

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Tina Briley	Principal
Assistant Principal	Rebecca McCright	Assistant principal
Classroom Teacher	Brittany Davis	Kindergarten teacher
Classroom Teacher	Christi Sowell	1st grade teacher
Classroom Teacher	Rosa Flores	2nd grade teacher
Classroom Teacher	Hang Marquez	3rd grade teacher
Classroom Teacher	Mary Ann Permenter	4th grade teacher
Classroom Teacher	Isabel Reyes	5th grade teacher
Classroom Teacher	Tina Calloway	6th grade teacher
Classroom Teacher	Stacey Fivecoat	PE teacher
Interventionist	Nicole Burge	Reading interventionist
Specialist	Stephanie Cook	Reading Specialist
Specialist	Halston McCalla	Math Specialist
Counselor	Amanda Gomez	Counselor

Campus Funding Summary

211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Math and Reading Specialists		\$87,000.00
1	2	4	Reading Consultant for professional development		\$10,500.00
1	2	11	Reading and Math specialists		\$87,000.00
2	1	4	Reading consultant		\$10,500.00
2	1	11	Math and Reading specialists		\$87,000.00
2	1	12	Saturday academies and tutorials		\$5,000.00
2	2	4	Reading consultant		\$10,500.00
2	2	10	Math and Reading specialists		\$87,000.00
2	2	11	Saturday academies and tutorials		\$5,000.00
2	4	4	Reading Consultant		\$10,500.00
2	4	8	Math and Reading specialists		\$87,000.00
2	5	3	Substitute for PLC		\$3,600.00
2	5	4	Reading consultant		\$10,500.00
2	5	8	Math and Reading specialists		\$87,000.00
3	2	1	Reading consultant		\$10,500.00
3	2	2	Math conference for math specialist		\$150.00
3	2	3	Consultant		\$10,500.00
3	2	3	Substitutes for teacher training		\$500.00
3	4	2	Substitute for PLC		\$3,600.00
3	4	4	Reading consultant		\$10,500.00
3	4	4	Math and Reading specialists		\$87,000.00

211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	6	2	Materials for training parents		\$150.00
3	6	4	Chromebooks		\$2,000.00
3	7	1	Supplies for parent involvement		\$250.00
Sub-Total					\$713,250.00
199 Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	Number talks books and materials		\$500.00
2	1	8	Nessy online phonics program		\$2,500.00
2	1	8	LLI and balanced literacy materials		\$4,000.00
2	2	4	Number talks materials		\$500.00
2	2	8	Nessy phonics program		\$2,500.00
2	4	4	Numbers Talks materials		\$500.00
2	4	7	Nessy phonics program		\$2,500.00
2	5	4	Numbers Talks materials		\$500.00
2	5	7	Nessy phonics program		\$2,500.00
3	2	1	Region 18 trainings		\$300.00
3	2	1	Guided math visits		\$1,500.00
3	2	2	Math trainings		\$1,500.00
3	6	1	Bilingual PD		\$250.00
3	6	4	Chromebooks		\$2,000.00
3	8	3	Leadership workshops for students		\$300.00
Sub-Total					\$21,850.00
Donations					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Attendance incentives		\$1,500.00

Donations					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$1,500.00
PTA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	5	Appreciation activities		\$1,000.00
3	7	1	Supplies for parent involvement		\$1,500.00
Sub-Total					\$2,500.00
Grand Total					\$739,100.00