

**Midland Independent School District**  
**Yarbrough Elementary**  
**2016-2017 Campus Improvement Plan**  
**Accountability Rating: Met Standard**

# Mission Statement

Yarbrough Elementary Mission Statement: We will provide a safe environment where ALL students will become independent learners with the skills and abilities for lifelong learning. We will encourage students to be confident, knowledgeable, responsible, and productive citizens. Through collaboration and engagement, we will prepare our students for a diverse and ever-changing world.

# Vision

Yarbrough Elementary Vision Statement: At Yarbrough Elementary, ALL learners believe in their power to embrace learning, to excel, and to own their future.

# Value Statement

Yarbrough Elementary, building a new foundation for student success.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Yarbrough Elementary is beginning its second year of operation. There are 692 students attending the school. Of those students 42% are economically disadvantaged making Yarbrough a Title 1 school. The ethnicity breakdown is as follows: 3% Asian, <1% American Indian, 3% African American, 56% Hispanic and 31% White. Several neighborhoods are bused into Yarbrough from apartments and mobile home parks. Over half of the students are able to walk or ride bikes to school because they live in the neighborhood.

### Demographics Strengths

One of the demographic strengths is that approximately 50% of the students live in the school's neighborhood and are able to walk or ride bicycles to school. Since the district follows the same scope and sequence, the students who come from within the district do not come with deficits or gaps in their performance caused by changes in curriculum. On the 2016 STAAR the African Americans and Hispanic students scored higher than the White students.

### Demographics Needs

In 2016, being a new campus, Economically Disadvantaged students were all that counted toward our rating. Only 56% meet Level II Satisfactory Standard. In reading, Eco. Dis. students had 59% satisfactory. In Math, 56% and Writing had only 32% scoring Level II Satisfactory. Economically Disadvantaged students' performance in all areas needs to be monitored and improved. Programs will need to be developed to encourage attendance. Students' attendance started being an issue within the first weeks of school.

## **Student Achievement**

### **Student Achievement Summary**

In 2016, Yarbrough a TEA accountability rating of Satisfactory. A summary of the 2016 STAAR scores for Yarbrough students were as follows at the Level II Satisfactory Standard: Reading-68%, Mathematics- 64%, Writing-48%, Science-68%, and All Subjects-64%. The campus will use District assessments, TELPAS, Fountas and Pinnell, iStation, Do the Math and classroom performance to set goals for student progress.

### **Student Achievement Strengths**

Yarbrough Achievement Strengths begin with our second grade students. As first graders, 75% of them scored below grade level on F&P and iStations assessments. Our second graders only have approximately 10% reading below grade level. STAAR results showed Hispanic students performing at a higher percentage than White students. African American students also scored higher. Economically Disadvantage students had 63% meeting Level II Satisfactory in the area of Science.

### **Student Achievement Needs**

Students' needs include early reading intervention in first and second grade in order to have more students reading on grade level by third grade. Students need to learn the basis math facts of addition, subtraction and multiplication and problem solving strategies. Handwriting, grammar skills, and writing process skills need to improve. A district interventionist will work with first grade students and a Title 1 paid teacher will be teaching reading strategies and word attack skills to second grade students and a few identified upper grade students. Intervention will be given to Special Education students as well. Writing will be a campus focus for improvement.

## **School Culture and Climate**

### **School Culture and Climate Summary**

Yarbrough staff is building a new culture of collaboration and flexibility. PLC norms have been established to encourage respect for others during the planning process. The students will be the focus for all decision making. CHAMPS, the district positive discipline system, has been implemented campuswide. A PLC Coach will be working closely with our campus as part of the full PLC implementation process.

### **School Culture and Climate Strengths**

Our building is a strength in itself. The design of the building has a collaboration teacher lab in each grade level. Data can be accessed and teachers can adjust plans for teaching student expectations by planning lessons meeting the ability and learning styles of the individual students. Sharing ideas and strategies will provide students with the instruction and support to achieve the intended outcomes. Parent comments have been very positive about the school. Some have indicated that their students are very happy and enjoy coming to school.

### **School Culture and Climate Needs**

Great progress has been made in pulling the staff together as a team. We are also working to build necessary relationships with students and learn their backgrounds so we can better serve them. Family activities will be planned to encourage parental involvement and provide parent education. Attendance has got to be a priority this year. Students are not learning if they are not at school.

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

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

Yarbrough was redistricted this year. We were projected to lose 4 teaching positions. This downsize happened naturally through teacher resignations. Three other late resignations opened up six grade, resource, and pre-k positions. A new Assistant Principal was assigned to the campus. The staff leaving moved out of the city due to family moves. Teachers want to work at Yarbrough and are happy.

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

Retaining most of the staff caused us to have an extremely smooth opening of school. Staff members help in the interview process ensuring success of newly added members. As the PLC process has been implemented, more sharing and working together has developed. This year, there are no first year teachers on campus needing mentoring.

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

The Yarbrough campus is in need of African American teachers. Since there are no first year teachers, we can work on strengthening planning, instruction, and classroom management of all teachers.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Teachers plan instruction collaboratively. They discuss enrichment and modifications that are needed. They use the TEKS and district curriculum. Teachers developed their own scope and sequence that teaches the most frequently tested items more often than the district scope and sequence. Skills will be taught through genre instead of secondary to the genre. Lesson plans follow the Eduphoria Forethought templates. Common Assessments will be developed to help plan and drive instruction.

### **Curriculum, Instruction, and Assessment Strengths**

Teachers are planning instruction and intervention based on the common and district unit assessments. There are district assessments in reading given monthly as well as math assessments that report students' strengths and weaknesses. These programs then offer lessons the teacher can use and the student can do on the computer to strengthen weaknesses. Our teachers are now looking at students as ours instead of mine and using intervention time more effectively by moving students between teachers for help.

### **Curriculum, Instruction, and Assessment Needs**

Curriculum or the instruction is not producing enough students reading on grade level as it should. Also, when students move into our schools from out of state or even some of the private schools, they seem to be behind academically. Yarbrough has adopted a phonics program, a vocabulary program and math practice help to fill in student gaps in achievements.



## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Yarbrough is trying to grow its family and community involvement. A PTA has been established, but only about 1/3 of the parents have joined. The neighborhood home owners' association is being helpful in trying to get more parent involvement. A Meet the Teacher Night was well attended. Each grade level held a parent night to explain procedure and student outcomes for that grade. Title 1 Compacts were signed and SSI information was distributed. A survey conducted in May of parents and students was overwhelmingly positive. Students feel very safe and parents are happy with the education their students are receiving.

### **Family and Community Involvement Strengths**

Monthly family activities have been planned to get families involved with students' educational process. These activities include, Family Math Night, Family Literacy Night, CATCH Family Fitness programs, Art Night and Grade level Fine Arts programs. Grade levels hold grade level parent nights to explain student expectations and state accountability testing. Parents are invited to Academic Celebrations for grades and attendance at the end of each six weeks. The counselor will also be offering parent education classes.

### **Family and Community Involvement Needs**

Yarbrough needs community support from the business community. There is always a need for mentors to work with at-risk students. VIPS that can come listen to students read or help teachers with some of their projects would be helpful. We are working to get more members to join PTA. We are also working to provide more "authentic" involvement, not just having parents sit and watch, but become actively engaged in the academic areas.

# **Technology**

## **Technology Summary**

Yarbrough has wireless access throughout the building. The latest classroom and security technology is available in the building. Students in third, fourth and fifth have access to Learn Pads and Sixth graders have Crome Books.

## **Technology Strengths**

Technology is a strength on this campus. Most rooms have 5 student computers, Smartboards, document cameras, and presentation microphones. Technology will allow the entire school to be locked down by the touch of a button. Every teacher colab has a monitor and computer for planning. There are also 2 mobile computer carts. Students in grades 3-5 each have LearnPads to use in and out of the classroom and sixth graders have Crome Books.

## **Technology Needs**

The main technology need is for everthing to work as it should. There are many times that the internet goes down or the WiFi does not work as it should. We will continue to buy technology as the budget permits.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

- 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
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals






## Goal 1: Yarbrough will increase performance of all students.

**Performance Objective 1:** Yarbrough's 2017 STAAR performance of all student groups in the areas of Level II Satisfactory Performance, meeting or exceeding growth, and meeting Level II Advanced Performance will increase by 10%.

**Evaluation Data Source(s) 1:** All student groups will demonstrate progress on performance objectives using common formative assessments and summative assessments including, Unit assessment, iStation, RenStar, and 2017 STAAR.

### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 1) Using the PLC process, Yarbrough staff will collaboratively analyze data to establish individual, small group and whole group instruction plans ensuring academic growth and success. Students with disabilities will participate in general education curriculum and state testing. (STAAR).	1, 2, 3, 4, 7, 8, 10	Classroom Teachers Reading Interventionists Special Education Teacher Administration	Common Formative Assessments, iStation, Fountas and Pinnell reading levels, Eduphoria Data in Reading and Math.				
Funding Sources: 211 Title 1 - \$33110.00, 211 Title 1 - \$12000.00							
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 2) Yarbrough Elementary students will receive individualized instruction and intervention based on diagnostic data. Targeted Instruction will be provided using research based resources including, but not limited to iStation, Guided Reading Materials/Quick Reads, Really Great Reading Phonics, Flocabulary, LLI and Target the Question Math.	1, 2, 3, 4, 7, 8, 10	Classroom Teachers Reading Interventionists Special Education Teacher Administration	Common Formative Assessments, District and State Assessments. reading levels, IEP's.				
Funding Sources: 211 Title 1 - \$12000.00							
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 3) Data will be used to identify students needing intervention in reading and/or math. These students will be provided tutorials during the school day and during Saturday Accademy. Resources include iStation, TEMI, LLI, Think Through Math, and other District approved resources.	1, 2, 3, 4, 7, 8	Classroom Teachers Reading Interventionists Special Education Teacher Administration	Common Formative Assessments District and State Assessments Reading and Math Levels IEP's				
Funding Sources: 211 Title 1 - \$12000.00, 211 Title 1 - \$8000.00							

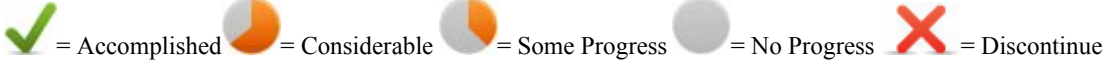
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>4) Through the PLC process, teachers will develop common assessments in all core subjects.</p>	<p>1, 2, 3, 4, 7, 8, 10</p>	<p>Teachers Administrators</p>	<p>Common assessments, iStation, Compass, RenStar and TEMI reports, 2017 STAAR.</p>				
<p>Funding Sources: 211 Title 1 - \$33110.00</p>							
<p>5) Yarbrough Staff will review and analyze student progress to determine what services should be put in place for all students for individual student success, including, LPAC, RTI, 504 processes.</p>	<p>1, 2, 3, 4, 7, 10</p>	<p>LPAC Facilitator Yarbrough Staff, 504 Coordinator, Administrators.</p>	<p>F&amp;P Testing, iStation, Compass, RenStar, and TEMI reports, 2017 STAAR</p>				
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>6) Yarbrough Staff will identify parent denial ELL students and ensure the development of their social and academic language.</p>	<p>1, 2, 3, 4, 7, 8, 10</p>	<p>Yarbrough Teachers Administrators PBMAS Committee</p>	<p>TELPAS results, state and district data, LPAC minutes, student products.</p>				
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>7) Students and teachers will set SMART goals in all core subjects and record, monitor, and celebrate student progress.</p>	<p>1, 2, 3, 4, 7, 8, 10</p>						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

**Goal 1:** Yarbrough will increase performance of all students.

**Performance Objective 2:** Increase the 2016-2017 daily attendance average to at least 96% for all student subgroups.

**Evaluation Data Source(s) 2:** Average Daily Attendance Reports

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Yarbrough Elementary will implement the state compulsory attendance law. Parents will be formed about the law via written notice and posting on the webpage. Phone calls will be made to absent students and written notices will be sent when parents are in violation. Severe cases will be reported to the Truancy Officer.	1, 2, 3, 4, 7, 8, 9, 10	Attendance Committee Teachers Truancy Officer Counselor Administration.	Daily attendance reports. Court filings.				
				Funding Sources: 199 Local - \$750.00			
2) Students along with parents, will be recognized for perfect attendance with no tardies each six weeks at an Academic Celebration. Each week, classes with no absences or tardies will be recognized with small prizes. Trophies will be given as a year end reward for Perfect Attendance.	1, 2, 3, 7, 8, 9, 10	Attendance Committee Teachers Counselor Clerk/Secretary Administration	Daily and yearly attendance reports.				
				Funding Sources: 199 Local - \$750.00			
							




**Goal 1:** Yarbrough will increase performance of all students.

**Performance Objective 3:** In 2017, Yarbrough Elementary will improve student fitness in Pre-K-6 Physical Education resulting in a 20% increase of students' Fitnessgram scores and improve wellness in health by 20% by using Coordinating School Health Program.

**Evaluation Data Source(s) 3:** Fitnessgram Reports, Parent Surveys, P.E. Teacher Observations

**Summative Evaluation 3:**

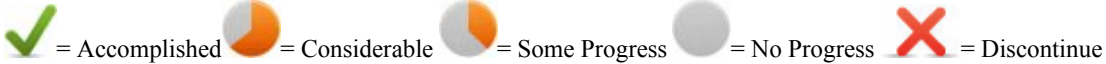
Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Dec	Feb	Apr	June
1) Ensure that moderate to vigorous physical activity is implemented in the PE Curriculum Guides and to include CSHP with more moderate to vigorous physical activity.	1, 2, 3, 4, 7, 8, 9, 10	PE Teachers PE Coordinator Administrators	Fitnessgram Score Analysis, PE teachers' observations.				
Funding Sources: 199 Local							
2) CATCH and TEA approved Coordinated School Health Instructional Program, as required by Senate Bill 530, SB 7 emphasizing moderate to vigorous physical activity.	1, 2, 3, 4, 7, 8, 9, 10	PE Teachers	Fitnessgram, CATCH Participation, Lesson Plans				
Funding Sources: 199 Local							
3) Monitor and analyze Fitnessgram data as well as Fitnessgram mini-assessments looking for the areas of weakness. Provide Fitnessgram data to parents.	1, 2, 3, 4, 7, 8, 9, 10	PE Teachers Administrators CATCH Team	CATCH activities Fitnessgram mini assessments and EOY results				
Funding Sources: 199 Local							
4) Teachers will participate in professional development based upon state law requirements (SB350, SB7) and student performance on the Fitnessgram Test results for grades 3-6.	1, 2, 3, 4, 7, 8, 9, 10	PE Teachers Administrators	Fitnessgram results				
Funding Sources: 199 Local							
							

**Goal 1:** Yarbrough will increase performance of all students.

**Performance Objective 4:** Yarbrough will recruit, develop, and support highly motivated staff members who maximize student success and meet the criteria of 100% of the staff being Highly Qualified, annually.

**Evaluation Data Source(s) 4:** Yarbrough teachers will be highly qualified and recognized for leadership ability.

**Summative Evaluation 4:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Applicants for available positions will be interviewed by the administrators, grade level teachers, CEIC members and counselor. The appropriate applicant will be recommended based on qualifications, certification, references and the ability to collaborate with others.	1, 2, 3, 4, 5, 8, 10	Administrators Grade level teachers Counselor CEIC members	District report of highly qualified teachers, IFV's, TTESS				
2) Teachers new to Yarbrough will be supported with mentors as well as PLC's for the purpose of planning for teacher and student success.	1, 2, 3, 4, 5, 8, 10	Administrators PLC's Counselor	PLC agendas and notes Lesson Plans IFV's TTESS				
3) Yarbrough teachers will participate in team building activities. They will be provided leadership roles in coordination of Lead4ward, PLC, and RTI staff development	1, 2, 3, 4, 5, 8, 10	Administrators Teacher Leadership Teams	Staff Development Agendas and Sign In sheets Lesson Plans IFV's TTESS				
							

## Goal 2: Yarbrough will close the achievement gap between all student groups.

**Performance Objective 1:** All student groups including Economically Disadvantaged, African American, Hispanic and white students will close performance gaps in all core subjects. Each subgroup will make at least a 10% increase 2017 STAAR scores in the areas of reading, math and science. Writing will have at least a 20% increase on STAAR.

### Evaluation Data Source(s) 1: 2017 STAAR Performance Data

### Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 1) Teachers will use best practices ensuring effectiveness of instruction including lesson planning and meaningful work reflecting the district scope, sequence and standards.	1, 2, 3, 4, 7, 8, 9, 10	Administration Teachers	STAAR Performance Data Lesson Plans				
Funding Sources: 199 Local							
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 2) Using data from developed formative assessments, Yarbrough PLC meetings will focus on at least one of four questions on improving or enriching student performance vertically and horizontally.	1, 2, 3, 4, 7, 8, 9, 10	Teachers Administration	PLC Agendas Assessment results in the areas of reading, writing, math, science.				
Funding Sources: 199 Local, 211 Title 1 - \$33110.00							
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 3) Teachers will apply Professional Development strategies for targeted intervention including LLI, STAAR4ward, district training in writing using district and campus created materials with all students.	1, 2, 3, 4, 7, 8, 9, 10	Lead4ward Team Reading Interventionists Teachers Administration	Common and district assessments Fountas and Pinnell levels, iStations levels, TEMI, Compass, RenStar				
Funding Sources: 199 Local							
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 4) Using Lead4ward academic vocabulary lists, Yarbrough students will see, hear, and use academic vocabulary across all core subject areas. Grades K-6 will implement the use of Flocabulary program to increase all levels of vocabulary.	1, 2, 3, 4, 7, 8, 9, 10	Teachers Administrators	Observations of students' products and conversations. Use of academic vocabulary in core subject journals.				
Funding Sources: 199 Local - \$2100.00							
							

**Goal 2:** Yarbrough will close the achievement gap between all student groups.

**Performance Objective 2:** In 2016-2017, Yarbrough Staff will be provided professional growth opportunities with emphasis on four targeted areas of improvement needed.

**Evaluation Data Source(s) 2:** IFV's, TTESS, Agendas, informal and formal observations, lesson plans along with student progress reports.

**Summative Evaluation 2:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 1) Yarbrough teachers will receive staff development in Professional Learning Communities on working and planning together for student progress and success.	1, 2, 3, 4, 7, 8, 9, 10	PLC Coach Administration Teachers	Staff Development Agendas, Teacher feedback, PLC agenda documentation.				
				Funding Sources: 211 Title 1 - \$33110.00			
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 2) Yarbrough teachers will collaborate through PLC's to identify ELL students who are parent denials. Teachers will receive appropriate TELPAS training and understand the importance of students performing at Advanced High on all levels of this assessment.	1, 2, 3, 4, 7, 8, 9, 10	ELL staff members Teachers Administration	TELPAS scores improving at level 1 level per year. Student products.				
				Funding Sources: 199 Local			
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 3) Yarbrough teachers will attend district professional development opportunities offered during the day, after school and on Saturdays, in the areas of reading, writing, science, math, social studies and technology.	1, 2, 3, 4, 7, 8, 9, 10	Instructional Directors Teachers Instructional Coaches Administration	Certificates of completion TTESS artifacts Lesson Plans IFV reports				
				Funding Sources: 199 Local			
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 4) During staff meetings, vertical meetings and staff development days, teachers will learn to use Lead4ward resources including identifying priority TEKS, Lead4ward IQ Released Tests, TEKS Scaffold Documents, Academic Vocabulary Documents, and Field Guides and High Yield strategies to align instruction across grade levels.	1, 2, 3, 4, 7, 8, 9, 10	Leadership Team Administrators Teachers	Lesson Plans TTESS artifacts IFV reports Staff Meeting Agendas and Sign ins				
				Funding Sources: 199 Local			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 2:** Yarbrough will close the achievement gap between all student groups.

**Performance Objective 3:** Yarbrough students performing below grade level including identified special education students, or students at-risk of performing below grade level, will receive additional research-based intervention daily.

**Evaluation Data Source(s) 3:** RTI, 504, IEP's, PLC meeting notes, and Intervention Logs will be used to monitor student progress.

**Summative Evaluation 3:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 1) All K-3 grade students identified as reading below grade level will receive small guided group instruction using Fountas and Pinnell Leveled Literacy Intervention with Reading Interventionists.	1, 2, 3, 4, 7, 8, 10	Reading Interventionists Teachers Administration	F&P results Running Records iStation reports				
Funding Sources: 199 Local, 211 Title 1 - \$12000.00							
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 2) Yarbrough students in need of individual academic or behavioral support will be referred to the RTI/504 process. Appropriate interventions and accommodations will be developed.	1, 2, 3, 4, 7, 8, 10	RTI Committee Teachers Administration	RTI update reports of progress				
Funding Sources: IDEA - Special Ed., 199 Local							
							

**Goal 2:** Yarbrough will close the achievement gap between all student groups.

**Performance Objective 4:** 100% of Yarbrough teachers and students will use technology as a way to enhance teaching and learning on a weekly basis.

**Evaluation Data Source(s) 4:** STAR chart survey results.

**Summative Evaluation 4:**






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>State System Safeguard Strategy</b> 1) Yarbrough staff and students will have access and use technology (Smartboards, document camera, mics, Chromebooks, mobile computer carts, classroom computers) devices to enhance the instructional and assessment programs meeting SBEC standards.	1, 2, 3, 4, 7, 8, 10	Technology Department Teachers Administrators	Technology inventory IFV's Assessment Reports				
							

### Goal 3: Yarbrough will ensure a safe and welcoming environment.

**Performance Objective 1:** In 2016-2017, Yarbrough's students' and staff's learning and teaching environment will be safe and drug free and promote high expectations by demonstrating a decrease in discipline referrals by 10%.

**Evaluation Data Source(s) 1:** PEIMS discipline referral reports.

#### Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Dec	Feb	Apr	June
1) CHAMPS will be used as a campus-wide management plan which includes campus and classroom expectations and procedures.	1, 5, 6	Administrators Teachers CHAMPS Materials	PEIMS reports Discipline referrals Teacher and administrators observations Parent and student surveys				
2) Monthly character education programs featuring a core character trait will be presented to students by the counselor. Students exhibiting the traits will be recognized at the six weeks Academic Celebration.	1, 5, 6	Administrators Teachers Counselor	Parent attendance at Academic Celebrations Discipline Reports Counselor Plans				
Funding Sources: PTA							
3) TBSI trained personnel will implement the Texas Behavior Support Initiative to address appropriate behavioral intervention.	1, 5, 6	Department of Special Services Teachers Administrators	PEIMS reports Discipline Report Staff Certifications				
4) Safety drills will be practiced monthly.	1, 5, 6	Administrators Teachers	Crisis drill reports Fire Marshall Inspection Reports				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 3:** Yarbrough will ensure a safe and welcoming environment.

**Performance Objective 2:** In 2016-2017, Yarbrough Elementary will provide opportunities for parents and community members to become active partisans in daily and planned school activities and increasing attendance at events by 10%.

**Evaluation Data Source(s) 2:** Parent and community attendance sign in sheets at activities.

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Family activities will be planned to provide parent and community involvement. These opportunities include: Meet the Teacher, Family Math Night, Family Literacy Night, PTA, Family CATCH Night, Fine Arts Performances, Fall Family Art Night, Academic Celebrations.	1, 6	Administration Counselor PTA Teachers	Events sign in sheets Parent Feedback PTA Memberships				
2) Parents will be informed of student progress and school activities through folders, progress reports, at least 2 conferences, calls, DoJo, emails, notes, campus web page, and Blackboard communication system.	1, 6	Administration Teachers	Teacher Communication Logs Sign in documentation				
3) The counselor will serve as the Parent Involvement Coordinator helping plan parent trainings and ELL Family activities. She will provide Love and Logic training to parents and teachers.	1, 6	Counselor Administration Teachers	Agendas of Trainings and Sign ins				
Funding Sources: 211 Title I - \$2000.00							
4) In May, Yarbrough Elementary will host a Kindergarten Round -up to enroll future students and familiarize them with their future campus environment.	1, 6, 7	Kindergarten staff Office staff Administration	Early Enrollments Sign In documentation				
5) Yarbrough sixth grade students and parents will be introduced to middle school curriculum opportunities and the six year graduation plan through parent meetings, Junior High visits, and counselor presentations.	1, 6	Counselor Junior High Counselors Administration Parents	7th grade schedules Attendance at parent meetings				
							



## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Using the PLC process, Yarbrough staff will collaboratively analyze data to establish individual, small group and whole group instruction plans ensuring academic growth and success. Students with disabilities will participate in general education curriculum and state testing. (STAAR).
1	1	2	Yarbrough Elementary students will receive individualized instruction and intervention based on diagnostic data. Targeted Instruction will be provided using research based resources including, but not limited to iStation, Guided Reading Materials/Quick Reads, Really Great Reading Phonics, Flocabulary, LLI and Target the Question Math.
1	1	3	Data will be used to identify students needing intervention in reading and/or math. These students will be provided tutorials during the school day and during Saturday Academy. Resources include iStation, TEMI, LLI, Think Through Math, and other District approved resources.
1	1	4	Through the PLC process, teachers will develop common assessments in all core subjects.
1	1	6	Yarbrough Staff will identify parent denial ELL students and ensure the development of their social and academic language.
1	1	7	Students and teachers will set SMART goals in all core subjects and record, monitor, and celebrate student progress.
2	1	1	Teachers will use best practices ensuring effectiveness of instruction including lesson planning and meaningful work reflecting the district scope, sequence and standards.
2	1	2	Using data from developed formative assessments, Yarbrough PLC meetings will focus on at least one of four questions on improving or enriching student performance vertically and horizontally.
2	1	3	Teachers will apply Professional Development strategies for targeted intervention including LLI, STAAR4ward, district training in writing using district and campus created materials with all students.
2	1	4	Using Lead4ward academic vocabulary lists, Yarbrough students will see, hear, and use academic vocabulary across all core subject areas. Grades K-6 will implement the use of Flocabulary program to increase all levels of vocabulary.
2	2	1	Yarbrough teachers will receive staff development in Professional Learning Communities on working and planning together for student progress and success.
2	2	2	Yarbrough teachers will collaborate through PLC's to identify ELL students who are parent denials. Teachers will receive appropriate TELPAS training and understand the importance of students performing at Advanced High on all levels of this assessment.
2	2	3	Yarbrough teachers will attend district professional development opportunities offered during the day, after school and on Saturdays, in the areas of reading, writing, science, math, social studies and technology.

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
2	2	4	During staff meetings, vertical meetings and staff development days, teachers will learn to use Lead4ward resources including identifying priority TEKS, Lead4ward IQ Released Tests, TEKS Scaffold Documents, Academic Vocabulary Documents, and Field Guides and High Yield strategies to align instruction across grade levels.
2	3	1	All K-3 grade students identified as reading below grade level will receive small guided group instruction using Fountas and Pinnell Leveled Literacy Intervention with Reading Interventionists.
2	3	2	Yarbrough students in need of individual academic or behavioral support will be referred to the RTI/504 process. Appropriate interventions and accommodations will be developed.
2	4	1	Yarbrough staff and students will have access and use technology (Smartboards, document camera, mics, Chromebooks, mobile computer carts, classroom computers) devices to enhance the instructional and assessment programs meeting SBEC standards.

## Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Using the PLC process, Yarbrough staff will collaboratively analyze data to establish individual, small group and whole group instruction plans ensuring academic growth and success. Students with disabilities will participate in general education curriculum and state testing. (STAAR).
1	1	2	Yarbrough Elementary students will receive individualized instruction and intervention based on diagnostic data. Targeted Instruction will be provided using research based resources including, but not limited to iStation, Guided Reading Materials/Quick Reads, Really Great Reading Phonics, Flocabulary, LLI and Target the Question Math.
1	1	3	Data will be used to identify students needing intervention in reading and/or math. These students will be provided tutorials during the school day and during Saturday Academy. Resources include iStation, TEMI, LLI, Think Through Math, and other District approved resources.
1	1	4	Through the PLC process, teachers will develop common assessments in all core subjects.
1	1	6	Yarbrough Staff will identify parent denial ELL students and ensure the development of their social and academic language.
1	1	7	Students and teachers will set SMART goals in all core subjects and record, monitor, and celebrate student progress.
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2	2	2	Yarbrough teachers will collaborate through PLC's to identify ELL students who are parent denials. Teachers will receive appropriate TELPAS training and understand the importance of students performing at Advanced High on all levels of this assessment.
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## 2016-2017 Campus Education Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Jill Arthur	Principal
Administrator	Carlton Johnson	Assistant Principal
Classroom Teacher	Joscelynn Bachman	Teacher
Classroom Teacher	Gina Beauchamp-Downing	Teacher
Classroom Teacher	Courtney Bishop	Teacher
Classroom Teacher	Lilly Brown	Teacher
Classroom Teacher	Megan Holmstrom	Fine Arts Teacher
Classroom Teacher	Christina Thornhill	Teacher
Non-classroom Professional	Emma Gomez	Reading Specialist
Non-classroom Professional	April Madrid	Counselor
Parent	Megan Davis	Parent