

Edgewood Independent School District

H.B. Gonzalez Elementary School

2019-2020

Accountability Rating: D



Mission Statement

At Henry B. Gonzalez Elementary, we empower and prepare leaders to be proactive toward lifelong success. As a collaborative team, we keep the end in mind by setting goals to reach our full potential.

Vision

A School of Excellence!

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Goals



Goal 1: Student Achievement: Improve academic achievement and prepare students to be career and college ready


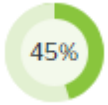


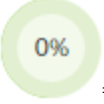

Performance Objective 1: READING/WRITING

- Increase the percentage of students meeting Approaches Grade level from 55% to 90%, Meets Grade Level from 26% to 60%, and Masters from 8% to 30% in STAAR 3-5 grade Reading. Increase percentage of students meeting Masters Grade Level on STAAR 3-5 Reading from 8% to 30%. Increase the percentage of students Approaching Grade Level on STAAR 4th grade Writing from 40% to 90%, Meets Grade Level from 17% to 60%, Masters Grade level from 4% to 30% on STAAR 4th Grade Writing by the end of school year 2020.

Evaluation Data Source(s) 1: The performance of this objective will be evaluated using 2019-2020 STAAR Scores.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) PreK-5 students will participate in a Balanced Literacy Model (shared reading & writing, guided reading & writing, independent reading & writing) to improve their skills in independent on-grade level reading & writing performance.	2.4, 2.5	Literacy Coach	Increased student achievement results on formative assessment, unit exams, benchmarks, STAAR, expected writing products embedded in the YAG and appropriate program assessments.				
				Funding Sources: 199 - State Compensatory PIC 30 - 5000.00			
2) Students will apply Leveled Literacy Intervention strategies to improve reading, writing, and testing taking skills.	2.4, 2.5	Literacy Coach	Increased student achievement results on formative assessments, unit exams, benchmarks, STAAR, Istation reading level reports and appropriate program assessments.				
				Funding Sources: 199 - State Compensatory PIC 30 - 16900.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
3) Students will develop the knowledge and skills to include phonic awareness by participating in research-based literacy instruction with a focus on best instructional practices to promote early reading success in primary grades. Pre-Kinder through 1st grade will use Sound Wall for phonemic awareness.	2.4, 2.5, 2.6	Literacy Coach	Increased student performance on the iStation Indicators of Progress (ISIP) Reading Assessment, NSGRA testing, Fountas & Pinnell reading levels, "Look-for" document and assessments.				
4) Students will apply research-based writing strategies that ensure Writing Texas Essential Knowledge and Skills (TEKS) objectives are addressed with appropriate depth and complexity. Kinder -5th grade implementation Writer's Workshop.	2.4, 2.5	Literacy Coach	Increased student achievement results on formative assessment, unit exams, benchmarks, STAAR, expected writing products embedded in the YAG and appropriate program assessments.				
Funding Sources: 199 - Local - 1700.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: Student Achievement: Improve academic achievement and prepare students to be career and college ready

Performance Objective 2: EARLY LITERACY

Increase the percentage of students scoring at least 25 of 28 points on the Phonological Awareness section of the Center for Improving Readiness of Children for Learning and Education (CIRCLE) assessment.

-The percentage of students in grades K-3 reading comprehension will increase from 47% to 90% by the end of school year 2020.



-The percentage of students in grades Kinder listening comprehension from 42% to 90%, 1st grade listening comprehension who are reading on or above grade level will increase from 56% to 90% by the end of school year 2020.












-The percentage of students in 2nd Grade who are comprehending reading on or above grade level will increase from 39% to 90% by the end of school year 2020.

-The percentage of students in 3rd grade who are reading comprehension from 52% to 90% on or above grade level will increase from 63% to 90% by the end of school year 2020.

Evaluation Data Source(s) 2: The performance of this objective will be evaluated using CIRCLE and IStation results.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Pre-Kindergarten students will participate in progress monitoring of literacy skills from the administration of CIRCLE.	2.4	Literacy Coach	Increased student performance on the CIRCLE, end of year assessment				
2) Pre-K 2nd grade students will take the Istation Indicators of Progress (ISIP) monthly assessment to measure the student's reading ability and skill development over time.	2.4, 2.5	Literacy Coach	Increase student performance on Circle, beginning-of-year (BOY), middle-of-year (MOY), end-of-year (EOY) and Istation reports				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
3) Pre-K through 2nd grade students will participate in Istation intervention program based on their individual tier. Tier 3 students use the program for 150 or more minutes per week. Tier 2 students use the program for 100 minutes per week. Tier 1 students use the program for 75 minutes per week.	2.4, 2.5	Literacy Coach	Increase student performance on Circle, BOY, MOY, EOY and monthly Istation reports				
4) Pre-K students will engage in developmentally appropriate lessons that incorporate the Prekindergarten Guidelines (social and emotional development, language and communication, emergent literacy reading and writing, science, and social studies) to ensure Kindergarten Readiness.	2.4	Literacy Coach	Increase student performance on CIRCLE, BOY, MOY, EOY and Istation reports				
Funding Sources: 211 - Title I - 3600.68							
5) Pre-K and Kinder students will engage in developmentally appropriate outdoor lessons that incorporate the social and emotional development, language and communication, emergent literacy reading and writing, science, math and social studies to ensure School Readiness.		Instructional Coaches	Increase student performance on CIRCLE, BOY, MOY, EOY performance assessments.				
Funding Sources: 211 - Title I - 4000.00							
6) PreK4 and Kinder English Language Learners (ELL) students will participate in kinesthetic phonemic awareness and early literacy research based strategies	2.6	Principal	Increase student achievement in phonemic awareness and early literacy.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: Student Achievement: Improve academic achievement and prepare students to be career and college ready





Performance Objective 3: MATHEMATICS







- Increase the percentage of students meeting Approaches Grade Level from 58% to 90%, Meets Grade Level from 29% to 60%, Masters from 13% to 30% on STAAR 3-5 grade Math by the end of school year 2020.

Increase the end-of-year percentage of students on level in early Pre-K math skills (CIRCLE) to an average score of 25 out of 28. Increase end-of-year percentage of students on level in math skills in Kindergarten and First grade from 72% in 2018-2019 to 90% in 2019-2020.

Evaluation Data Source(s) 3: The performance of this objective will be evaluated using 2018-2019 STAAR Scores; The performance of this objective will be evaluated using CIRCLE and TEMI results.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Students will use the district problem solving approach that incorporates analyzing, planning, solving, justifying, and evaluating.	2.4, 2.5, 2.6	Content Coach	Increased student achievement on formative and unit assessments, benchmarks, STAAR, student "Look for" products and documents that indicates instructional strategy is utilized.				
2) K-5 teachers will utilize district suggested quality, research based resources that align with TEKS and incorporates student centered, problem solving tasks that promote growth in problem solving.	2.4, 2.5, 2.6	Content Coach	Increased student achievement results assessments, benchmarks, and STAAR.				
Funding Sources: 211 - Title I - 10200.00							
3) Students will use internet-based instructional materials on a variety of platforms to increase learning and achievement in the math classroom, such as Dreambox and Estar/Mstar.	2.4, 2.5, 2.6	Content Coach	Increased student performance on unit assessments, benchmarks, STAAR and software usage skills evident through performance data.				
4) K-1 students will participate in intervention for math fluency based upon the data received from the administration of the Texas Early Mathematics Inventory (TEMI). 2-5 students will participate in intervention for math fluency and problem solving tasks based on data from checkpoints, unit assessments, benchmarks, ESTAR/MSTAR and (prior) STAAR.	2.4, 2.5, 2.6	Content Coach	Increased student achievement results on assessments and grade level performance.				
Funding Sources: 211 - Title I - 1000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
5) Pre-kindergarten students will participate in progress monitoring of early math skills from the administration of CIRCLE.	2.4, 2.5, 2.6	Content Coach	Increased student achievement results on CIRCLE, and BOY, MOY, EOY assessments				
6) Pre-K students will engage in developmentally appropriate lessons that incorporate the Prekindergarten Guidelines (mathematics) to ensure Kindergarten Readiness.	2.4, 2.5, 2.6	Content Coach	Increased student achievement results on LAP 3, CIRCLE, and BOY, MOY, EOY assessments				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: Student Achievement: Improve academic achievement and prepare students to be career and college ready

Performance Objective 4: SCIENCE

- Increase the percentage of students Approaches Grade Level from 52% to 90%, Meets Grade Level from 12% to 60%, Masters from 0% to 30% on STAAR 5th grade Science by the end of school year 2020.

Evaluation Data Source(s) 4: The performance of this objective will be evaluated using 2019-2020 STAAR Scores.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Students will utilize research-based, TEKS aligned supplemental product Scientific Minds to improve and strengthen science vocabulary and engage in inquiry-based instruction.	2.4	Content Coach	Increased student achievement results on unit assessments, benchmarks, STAAR and appropriate program assessments.				
2) Students will engage in interactive conceptual Science word wall to reinforce and build science vocabulary and comprehension.	2.4	Content Coach	Increased student achievement results on unit assessments, benchmarks, and STAAR assessments.				
3) K-5 students will participate in a STEM Night. Students will explore scientific processes and applications of real-world scenarios.	2.4	Content Coach	Student sign-in logs of attendance.				
Funding Sources: 199 - Local - 0.00							
4) Students will engage in vertically aligned science lessons that focus on vocabulary development with depth and complexity based on intensive grade level planning that utilizes Science resources, such as, STEMScopes TCMPC Vertical Alignment document.	2.4	Content Coach	Increased student achievement results on CBA, benchmarks, STAAR, appropriate content performance assessments.				
5) Pre-K -5th grade teachers will incorporate STEMScopes into weekly science instruction.	2.4, 2.5	Content Coach	Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments.				
TEA Priorities Improve low-performing schools		Principal	Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments				
6) K-5 students will participate in a Science Mill experience. Students will explore scientific processes and applications of real-world scenarios at Science Mill in Johnson City.							
Funding Sources: 211 - Title I - 3500.00							

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

Goal 1: Student Achievement: Improve academic achievement and prepare students to be career and college ready

Performance Objective 5: SOCIAL STUDIES

- Increase the percentage of students meeting Passing Grade level to 90% on Performance Assessments K-5 grade Social Studies.

Evaluation Data Source(s) 5: The performance of this objective will be evaluated using 2019-2020 Performance Assessment Scores.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Students will engage in Social Studies instruction designed around process standards by incorporating stimuli, various instructional strategies and identified critical thinking skills	2.4, 2.5, 2.6	Campus Social Studies Content Coach	Increased student achievement results on CBA, benchmarks, STAAR and Laserfische reports.				
2) Students will analyze primary sources and experience historical places such as the Museum of Texas History, The State Capitol, the Alamo and the Missions Trail other to deepen their understanding of Texas history in grades 4.	2.4, 2.5, 2.6	Campus Social Studies Content Coach	Increased student achievement results on unit assessment, benchmarks, STAAR, interactive notebook samples, campus walkthroughs and appropriate program assessments.				
Funding Sources: 211 - Title I - 1000.00							
3) Students will utilize dual coded STAAR based assessment questions to help increase conceptual understanding of social studies TEKS.	2.4, 2.5, 2.6	Campus Social Studies Content Coach	Increased student achievement results on unit assessments, benchmarks, STAAR and appropriate program assessments.				
4) Students will participate in strategies for direct vocabulary instruction involving content and academic terminology in Social Studies grades K-5.	2.4, 2.5, 2.6	Campus Social Studies Content Coach	Increased student achievement results on unit assessments, benchmarks, STAAR and Laserfische reports.				
= Accomplished = Continue/Modify = No Progress = Discontinue							






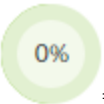

Goal 1: Student Achievement: Improve academic achievement and prepare students to be career and college ready

Performance Objective 6: COLLEGE and CAREER READY

- Post-Secondary Readiness: To increase performance in Master Level from 7% to 30% in STAAR 3-5.

Evaluation Data Source(s) 6: The performance of this objective will be evaluated using College Board Reports, and advanced level III STAAR performance.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Students will participate in curricular knowledge in real world situations by participating in extra curricular activities such as: -UIL -Robotics -Chess - Fine Arts -Athletics	2.4, 2.5, 2.6	Principal	Student performance in extra curricular activities as evidenced by increased student performance on STAAR.				
2) Students will participate in the externally operated after school 21st Century Program providing K-5 students with homework assistance, educational games, and enrichment activities such as fine arts, nutrition, and physical fitness.	2.6	Principal	Increased student attendance and academic achievement				
3) Counselors and Social Workers will Conduct Career Day at each campus where speakers discuss course of study students need to follow in order to enter chosen career/profession.	2.4	Counselor	Increased career awareness.				
4) Tier 3 students will participate in twice weekly reading tutoring after school to close the achievement gap, increase on or above grade level reading and ensure CCMR.	2.4, 2.5, 2.6	Principal	Increased student achievement results on CBA's, benchmarks, STAAR, formative assessments and appropriate program assessments.				
Funding Sources: 199 - Local - 17500.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							










Goal 1: Student Achievement: Improve academic achievement and prepare students to be career and college ready

Performance Objective 7: ATTENDANCE

To increase campus wide student attendance from 94% to 98% or higher by the end of school year 2020.

Evaluation Data Source(s) 7: PEIMS reports on student attendance rates

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Develop parent/student "Attendance Agreement" to promote family accountability and responsibility in increasing attendance.	2.6	Assistant Principal	Review attendance data				
2) Students will participate in a reward/incentive to encourage attendance.	2.6	Assistant Principal	Review attendance data				
3) Provide daily home visits for absent students to support increase in student attendance.	2.6	Assistant Principal	Review attendance data				
4) Provide daily phone calls to parents or guardians of absent students to support increase in student attendance.	2.6	Assistant Principal Classroom Teachers	Review attendance data				
5) Families will participate in attendance incentives such as: family lunch/dinner, gift cards, gift baskets.	2.6	Assistant Principal	Review attendance data				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 2: Strong School Leadership and Planning

Performance Objective 1: HIGHLY EFFECTIVE, WELL SUPPORTED INSTRUCTIONAL STAFF and TEACHER RETENTION

Decrease teacher retention from 29% in 2017-2019 by 20% for 2019-2020.

- Offer and support the implementation of targeted needs-based professional development in accordance with district initiatives to 100%
- Offer support through coaching cycles implemented by instructional coaches on content specific area of need
- Offer classroom support to teachers and students to ensure that all learners are given opportunities to grow to their fullest potential

Evaluation Data Source(s) 1: The performance of this objective will be measured using Eduphoria reports, classroom observation reports, and TTESS evaluations.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Comprehensive Support Strategy 1) Increase expertise in TEKS through development of supplemental materials, teacher created checkpoints and unit assessments, data analysis, curriculum review.	2.4, 2.5, 2.6	Instructional Coach	Increased student performance in academic engagement and on curriculum based assessments and STAAR				
Comprehensive Support Strategy 2) Elementary K-5 teachers will participate in training and coaching sessions in writing and/or reading to ensure that all components of the Balanced Literacy Model are addressed and implemented. Additionally, in math, K-5 teachers will participate in training and coaching sessions to ensure all components of Math Workshop are addressed and implemented.	2.4, 2.5, 2.6	Instructional Coach	CWT's using look for documents, classroom components, student products, to increase student instructional reading levels and writing performances. Also including, math workshop components, to include evidence from student produced products, unit assessments, and STAAR data.				
Comprehensive Support Strategy 3) Science classroom teacher will participate in monthly science Professional Development and lesson planning sessions to develop science concepts, increase rigor and to improve delivery of science instruction.	2.4, 2.5, 2.6	Content Coach	Increased student achievement results on unit assessments, benchmarks, STAAR and appropriate program assessments.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Comprehensive Support Strategy</p> <p>4) K to 5th grade math teachers will participate in grade-level appropriate staff development focused on pedagogy and content knowledge to improve student problem solving skills and conceptual understanding.</p>	2.4, 2.5, 2.6	Content Coach	Increased student achievement results on unit assessments, benchmarks, STAAR and appropriate program assessments.				
<p>Comprehensive Support Strategy</p> <p>5) Teachers will attend the Literacy and Math professional development in order to identify and implement best instructional practices in the areas of reading and math.</p>	2.4, 2.5, 2.6	Instructional Coaches	Increased student performance on the ISIP Reading Assessment, Dreambox, Fountas & Pinnell reading levels, and unit assessments.				
<p>Comprehensive Support Strategy</p> <p>6) Participate in local and national conferences and staff development sessions to advance improvement in education and target campus and district needs with a focus on accountability, innovation and school improvement through research-based practices.</p>	2.4, 2.5, 2.6	Literacy Coach Content Coach	Increased research based strategies that target school improvement and student success				
<p>Comprehensive Support Strategy</p> <p>7) Provide a three day New Teacher Academy which will familiarize participants with Technology, CHAMPS Classroom Management/PBIS, Texas Teacher Evaluation and Support System (TTESS) training and a Curriculum Overview. The Academy will also provide an opportunity for team building for the Principal and New Teachers.</p>	2.5	Principal	Eduphoria Workshop Reports				
<p>Comprehensive Support Strategy</p> <p>8) Provide a qualified mentor to newly hired teachers with 0-3 years of experience. New Teacher Mentoring program includes Texas Beginning Educator and Support System (TxBESS) training for the mentor and regular mentor and new teacher meetings and new teacher observations of peers.</p>	2.5	Principal	Mentor Training Schedule, Mentor Support Logs, New Teacher Peer Observation Logs, end of the year surveys				
<p>Comprehensive Support Strategy</p> <p>9) New Teacher Induction and Mentoring Leads will support our teachers in their first year and build leadership capacity among our EISD teachers who have served as mentors. By: leading training, new teacher support meetings, an online New Teacher Professional Learning Community, modeling best practices and attending a professional learning event</p>	2.4, 2.5, 2.6	Principal	Session Survey Feedback and End of the Year New Teacher Survey Reduce the percentage of First Year Teachers leaving from 50% (2014-2015 percentage) to 25%				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Comprehensive Support Strategy</p> <p>10) Provide professional development opportunities for teachers, (Region 20, CAST, Dana Center and STEM Conference) to keep up to date with current instruction in order to increase student engagement and performance.</p>	2.4, 2.5, 2.6	Science Content Coach	Student performance on unit assessments, benchmarks and STAAR EOC.				
<p>Comprehensive Support Strategy</p> <p>11) Classroom Teachers will attend afterschool training classes on each campus on an on-going basis at the campus and district level to enhance and plan in core content areas. Training topics will include, but are not limited to technology integration, iPad use by students in classroom, virtual learning, use of applications like Powerpoint, Word and Excel, Exceed Rtl, intervention systems for student use and distance learning activities.</p>	2.4, 2.5, 2.6	Instructional Coach	Implementation of technology strategies through Classroom Walk Through (CWT's)				
<p>Comprehensive Support Strategy</p> <p>12) Librarian will provide program support and training to teachers on devices such as iPads and Promethean boards and programs such as txGradebook, SchoolWires, and ActiveInspire throughout the school day by modeling lessons for teachers and coteaching alongside teachers in the classroom or computer lab setting.</p>	2.4, 2.5, 2.6	Librarian	Implementation of technology strategies through CWT's				
<p>Comprehensive Support Strategy</p> <p>13) Teachers will participate in professional campus planning, development conferences and workshops.</p>	2.4, 2.5, 2.6	Principal	Increased student achievement results on unit assessments, benchmarks, STAAR and appropriate program assessments.				
<p>Comprehensive Support Strategy</p> <p>14) Teachers will attend professional development focusing on Social Studies process standards and integration of a variety of stimuli.</p>	2.4, 2.5, 2.6	Instructional Coach	Increased student achievement results on unit and performance assessments, benchmarks, STAAR and samples of interactive notebooks.				
<p>Comprehensive Support Strategy</p> <p>15) Science classroom teachers will receive professional development to increase critical thinking and rigorous lessons. The professional development will help teachers encourage and support Science related academic programs.</p>	2.4, 2.5, 2.6	Content Coach	Increased student achievement results on unit assessments, benchmarks, STAAR, Laiser Fische reports and appropriate program assessments.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
16) Provide a book study for administrators on coaching/leadership using the Institute of Professional Excellence in Coaching (IPEC) strategies.	2.5	Principal	Participants will use their knowledge of coaching in their conferences with teachers. This will be measured using a survey.				

Goal 2: Strong School Leadership and Planning


Performance Objective 2: EFFECTIVE LEADERSHIP

Providing professional development and resources dedicated to building leadership and best practices systems. For 2019-2020, 100% of the instructional staff will attend professional development provided on campus.

Evaluation Data Source(s) 2:

State assessment scores and monitoring reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Students will participate in hands-on, engaging lessons in all content areas of math, science, ELAR and social studies that include Texas Curriculum Management Program Cooperative (TCMPC), and district supplemental documents as a supplemental resource.	2.4, 2.5, 2.6	Coach	Increased student performance on curriculum based assessments, STAAR, Kindergarten-1st TEMI screener, 2nd-5th ESTAR/MSTAR screener, and Kinder-5th Istation performance indicators				
Funding Sources: 211 - Title I - 0.00							
TEA Priorities Improve low-performing schools 2) Administrators will attend professional development to practice or implement learned strategies.	2.4, 2.5, 2.6	Principal	Principal will attend Professional development dedicated to building leadership and best practices systems (Academy for Transformational Leadership, TASA Fall, Midwinter, Summer conference)				
Funding Sources: 199 - Local - 5000.00							
3) Teachers will be provided feedback on lesson plans focusing on objectives/learning targets, clear defined goals, and demonstration of learning.	2.4, 2.5	Principal					
							


Goal 2: Strong School Leadership and Planning


Performance Objective 3: Professional development will utilize a continuous cycle of improvement, for 100% of classroom teachers, to facilitate effective and responsive job-embedded professional development activities that are aligned to district instructional initiatives to support Tier 1 instructional strategies.


Evaluation Data Source(s) 3: State assessment and summative assessments


Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Content and literacy coaches will engage in professional development activities that meet the needs of the campus to include, classroom management, content deepening, and pedagogical implementation .	2.4	Content Coaches	Increased student achievement results on common assessments, benchmarks, performance assessments, and STAAR.				
2) Literacy and Content Coordinators, Instructional Coaches and Teachers, will collaborate on the development and refinement of curriculum, to include the alignment of supplemental materials, assessment, data analysis, and curriculum review.	2.4	Principial	Increased student achievement results on common assessments, benchmarks, performance assessments, and STAAR.				
3) Content and literacy coaches will engage in a Trainer of Trainer model to support the implementation of the TEKS Resource System and backward design planning documents.	2.4	Principal	Increased student achievement results on common assessments, benchmarks, performance assessments, and STAAR.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 3: Exceptional Learners: To Improve Instructional programs to meet the needs of all exceptional learners.

Performance Objective 1: SPECIAL EDUCATION

Increase the number of Special Education students meeting the STAAR passing standard Approaches grade level in grades 3 - 5 (PBMAS Indicators)





- Increase Special Education student performance in Reading STAAR (3-5) from 11% to 75%
- Increase Special Education student performance in Math STAAR (3-5) from 12% to 75%.
- Increase Special Education student performance in 4th grade Writing STAAR from 0% to 75%
- Increase Special Education student performance in Science STAAR 5th grade from 20% to 75%

Evaluation Data Source(s) 1: This objective will be evaluated using 2019-2020 PBMAS and iSTATION results.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Comprehensive Support Strategy 1) Students will participate in specialized instruction by a special education teacher targeting individual student needs utilizing a variety of modalities.	2.4, 2.5, 2.6	Principal	Increased student achievement results on Istation Data, Dreambox, benchmarks, STAAR and appropriate program assessments.				
Funding Sources: 199 - Local - 974.00							
Comprehensive Support Strategy 2) Students will receive special education services and will have an assigned case manager that will maintain data, monitor progress, and ensure modifications and accommodations are in place, to guide stakeholders to make informed decisions.	2.4, 2.5, 2.6	Principal	Review of case manager data, IEPs, and other appropriate program assessments.				
3) Students will receive related services as identified by the ARDC. Consultants will provide services such as: speech therapy, OT/PT Therapy, Deaf Interpreters, language interpretation, music therapy and psychological assessment.	2.4, 2.5, 2.6	Principal	Increased student performance on Unit Assessments, benchmarks, STAAR, and appropriate program assessments.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
4) Students will participate in guided reading instruction in resource classrooms, that incorporates both formal and informal reading assessments.	2.4, 2.5, 2.6	Assistant Principal	Increased student achievement results on Unit Assessments, benchmarks, STAAR and appropriate program assessments.				
Comprehensive Support Strategy 5) Students will utilize academic applications on iPads to extend and/or enhance lessons in the classroom.	2.4, 2.5	Librarian	Increased student achievement results on Unit Assessment, benchmarks, STAAR and appropriate program assessments.				
Comprehensive Support Strategy 6) Students will engage in differentiated instruction that addresses individual student needs as specified in their Individualized Education Plans (IEPs).	2.4, 2.5	Principal	Increased student achievement based on IEP report card				
Comprehensive Support Strategy 7) Students will participate in specialized instruction by a special education teacher targeting individual student needs utilizing a variety of a modalities.	2.4, 2.5, 2.6	Principal	Increased student achievement results on Unit Assessment, benchmarks, STAAR and appropriate program assessments.				
8) Special education teachers will use eSped to document ARDs. Bilingual ARDs will be audio recorded. Parents will receive an audio copy of the ARD. Program specialists are meeting with teachers to ensure that teachers have a complete understanding of eSped. Professional development: Ongoing	2.4, 2.5	Principal	use of eSped for all ARDs				
Comprehensive Support Strategy 9) Special education department staff members and teachers will participate in professional development sessions to include research based instructional practices and strategies, accommodations, and modifications that address the academic, functional, and behavioral needs of students with disabilities.	2.4, 2.5, 2.6	Principal	Increased student achievement among students who participate in Special Education				
Comprehensive Support Strategy 10) Classroom teachers, Coaches, and Special Education teachers, will participate in planning sessions utilizing resources to ensure appropriate vertical alignment, vocabulary development, depth and complexity.	2.6	Principal	Increased student achievement results on Unit Assessments, benchmarks, STAAR, "Look for" document and appropriate program assessments.				
Comprehensive Support Strategy 11) Special education teachers will provide consultation and support to general education teachers in the instruction of students with disabilities.	2.5, 2.6	Principal	Increased student achievement results on Unit Assessment, benchmarks, STAAR and appropriate program assessments.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Comprehensive Support Strategy 12) Provide professional development opportunities for paraprofessionals who work with students having academic and/or behavioral difficulties.	2.4, 2.6	Assistant Principal	Increased student achievement results on Unit Assessment, benchmarks, STAAR and appropriate program assessments.				
<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: Exceptional Learners: To Improve Instructional programs to meet the needs of all exceptional learners.

Performance Objective 2: ENGLISH LANGUAGE LEARNERS (BILINGUAL/ESL)

Increase the percentage of English language students (ELL) (3-5) meeting or exceeding their progress measure on STAAR from 0% to 90%.

Increase the number of English learners students meeting the STAAR passing in grades 3 - 5 (PBMAS Indicators)


- Increase English learners performance in Reading STAAR (3-5) from 47% to 90%.
- Increase English learners performance in Math STAAR (3rd only) from 58% to 90%.
- Increase English learners performance in Writing STAAR (3-5) from 57% to 90%
- Increase English learners performance in Science STAAR (3-5) from 20% to 90%
- Decrease TELPAS beginning and intermediate Composite Rating levels for students in U.S. schools multiple years from 2018-2019 Beginning 16%, Intermediate 25% ; Advanced 42%, to 2019-2020 Beginning at 5%, Intermediate 25%; Advanced to 75%.

Evaluation Data Source(s) 2: The performance of this objective will be measured using STAAR Progress measure or ELL progress measure data.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) ELL students will develop English language proficiency through participation in sheltered instruction classes, dual language classes, and cultural/academic activities.	2.4, 2.5, 2.6	Assistant Principal	ELL student performance on curriculum based assessments, Texas English Language Proficiency Assessment System (TELPAS) and STAAR				
2) ELL students will engage in instructional programs to address their linguistic needs based on Language Proficiency Assessment Committee (LPAC) recommendations utilizing the ELlevation Platform.	2.4, 2.5, 2.6	Assistant Principal	Increased student achievement results on Unit Assessments, benchmarks, STAAR, appropriate program assessments and ELL student performance on TELPAS				
Funding Sources: 199 - Local - 855.00							
3) ELL students will participate in sheltered instruction classes, dual language classes, and cultural/academic activities to assist with making content comprehensible, develop academic language and increase student achievement.	2.4, 2.5, 2.6	Assistant Principal	Increased student achievement results on Unit Assessment, benchmarks, STAAR, TELPAS and appropriate program assessments.				
Funding Sources: 211 - Title I - 602.82							
4) ELL student writing samples and TELPAS proficiency level descriptors (PLDs) will be consistently used to rate ELL students	2.4, 2.6	Assistant Principal	Students will engage in writing activities based on ELPS English Language Proficiency Standards.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
5) ELL students will engage in instructional programs to address their linguistic needs based on LPAC recommendations utilizing the ELLevation Platform.	2.4, 2.5, 2.6	Assistant Principal	ELL student performance on TELPAS, STAAR				
6) Provide training to teachers in sheltered instruction strategies to address the needs of EL students, such as Questioning, integrating language skills (reading, writing, listening and speaking), use of cognates, building academic language, visual tools, response signals, structured conversations, structured reading and writing activities, and others.	2.4, 2.5, 2.6	Assistant Principal	Increased ELL student achievement results on CBA's, benchmarks, STAAR, TELPAS and appropriate program assessments.				



100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

Goal 3: Exceptional Learners: To Improve Instructional programs to meet the needs of all exceptional learners.

Performance Objective 3: MIGRANT EDUCATION

Migrant Identification and Recruitment (ID&R) Action Plan. Identify and recruit migrant families residing in the Shared Service Agreement (SSA) and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet. Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on Certificate of Eligibility (COE).

MIGRANT EDUCATION

Ensure that identified Priority for Service (PFS) migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children. 100% of Priority for Service (PFS) migrant students will receive priority access to supplemental instructional and support opportunities.


Increase the number of Migrant students meeting the STAAR passing standard in grades 3 - 5 (PBMAS Indicators)

- Increase Migrant student performance in Reading, Math, Writing, and Science STAAR (3-5) from 57% to 85% for Approaches, 28% to 35% for Meets, and 0% to 15% for Masters.

Evaluation Data Source(s) 3: Provided through Shared Service Arrangement with Region 20.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Participate and complete Annual Identification & Recruitment (ID&R) Training and New Generation System (NGS) for recruiters training.	2.6	Region XX ESC Migrant Education Program (MEP)	Participation/completion certificate				
	Funding Sources: Region XX Shared Services Agreement - 0.00						
2) New employees attend MSIX training offered by ESC 20.	2.6	Region XX ESC	Participation/completion certificate				
	Funding Sources: Region XX Shared Services Agreement - 0.00						
3) Finalize all forms, documents and logs that will be utilized. Disseminate and train on all forms, documents, and logs, etc.	2.6	Region XX ESC MEP	Forms that meet Title I Part C Migrant Compliance Report				
	Funding Sources: Region XX Shared Services Agreement - 0.00						
4) Contact current eligible migrant families to determine if new qualifying moves have occurred. Complete new COEs as needed. Timeline: July 1 - Oct 1 and As needed	2.6	Region XX ESC MEP (Recruiters)	Completed COEs and documentation of contact attempts on First Contact Spreadsheet, Unique Student Count Report.				
	Funding Sources: Region XX Shared Services Agreement - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
5) Review Family Surveys for potential eligible students. Follow procedures as outlined in MEP procedural manual. Timeline Aug to Oct 31 for bng. of Sch Year and continue Year Round	2.6	Region XX ESC MEP staff	Complete COEs for qualifying family surveys.				
	Funding Sources: Region XX Shared Services Agreement - 0.00						
6) Review COEs and SDF for all families with a new QADs after June 1, 2015 to ensure documentation to support all four critical components is included. Timeline: Year round	2.6	Region XX ESC MEP (Recruiters, SEA Reviewer, System Specialist)	All children enrolled into NGS have been properly verified.				
	Funding Sources: Region XX Shared Services Agreement - 0.00						
							


Goal 3: Exceptional Learners: To Improve Instructional programs to meet the needs of all exceptional learners.

Performance Objective 4: GIFTED and TALENTED

Increase student performance of Gifted and Talented students in 3-5 grade Reading, Writing, and Math STAAR from 97% to 100% for Approaches, 66% to 85% for Meets, and 37% to 50% for Masters.

Evaluation Data Source(s) 4: Advanced Level III STAAR performance

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Provide GT orientation, in depth training and consultative support to EISD teachers through Region 20 CO-Op and professional development services.	2.4	Assistant Principal	Increased advanced level student performance				
2) Provide GT teachers and advanced academic specialist professional development opportunities in advanced instructional strategies.	2.4	G.T. Teacher	Increased student performance on AP exams				
	Funding Sources: 199 - Gifted & Talented PIC 21 - 0.00						
3) GT students will be offered a GT curriculum that includes the GT Texas Performance Standards.	2.4	GT Teacher	Project completion for every GT student				
	Funding Sources: 199 - Gifted & Talented PIC 21 - 371.00						
							


Goal 4: Student Support Services: To provide a well- rounded education that addresses the well-rounded, social-emotional development, in order to increase student achievement. For the 2018-2019 school year, these services will increase to 95% goal of completion.

Performance Objective 1: GUIDANCE PROGRAM

To a provide state required developmental guidance program that addresses responsive services that supports social and emotional well-being of students, parents and staff, with an effectiveness rate of 95% for the 2019-2020 school year.


Evaluation Data Source(s) 1: Increased academic achievement and ensure a well rounded education.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Comprehensive Support Strategy 1) Provide state required guidance content in a systematic way to all students via classroom guidance and small groups. Areas addressed through: GUIDANCE CURRICULUM Self-confidence development - Motivation to succeed - Decision-making, goal- setting, planning, and problem-solving skills - Interpersonal effectiveness - Communication Skills - Cross Cultural Effectiveness - Responsible Behavior -The 7 Habits of a Happy Kids	2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.2, 3.2	Counselor Social Worker	Increase Guidance lessons provided to students will promote student acievement and a well rounded education.				
	Funding Sources: 199 - Local - 1000.00						
Comprehensive Support Strategy 2) Counselor and social worker will conduct morning, lunch and during specials groups targeting students' needs such as social skills, character traits, grief and organizational skills	2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.2, 3.2	Counselor Social Worker	Decrease in the number of discipline referrals				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Comprehensive Support Strategy 3) Social workers will utilize curriculum and work with student groups to build social skills, increase morale, on campus and encourage community service opportunities completed by students e.g. Random Acts of Kindness, The 7 Habits of Happy Kids	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Counselor Social Worker	Decrease in the number of discipline referrals				
Comprehensive Support Strategy 4) Counselors and Social Workers will organize events to promote positive family relationships. (Donuts with dad, Muffins with Moms, Lunch with grandparents)	2.5, 2.5, 2.6, 2.6	Counselor Social Worker	Provide sign in logs and parent survey results.				
Funding Sources: 199 - Local - 600.00							
Comprehensive Support Strategy 5) Address the immediate concerns of student's behavior for the purpose of prevention and intervention including individual counseling, small groups, and reflective time (alone time). Areas addressed through RESPONSIVE SERVICES: -Academic Concerns - School-related issues - Tardiness -Absences - Truancy - Behavior - School-avoidance -Drop-out Prevention -Relationship concerns -Physical/sexual/emotional abuse -Grief/loss -Substance abuse -Family issues -Harassment Issues -Coping with stress -The 7 Habits of Happy Kids	2.4, 2.6, 3.1, 3.2	Counselor	Increase student attendance and achievement and decreased in bullying referrals.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Comprehensive Support Strategy 6) Assist students to monitor and understand their own development for the purpose of student planning and goal setting Areas addressed through: INDIVIDUAL PLANNING: Educational: - Acquisition of study skills - Awareness of educational opportunities - Lifelong learning - Utilization of test scores Career: - Knowledge of potential career opportunities - Knowledge of career and technical training - Knowledge of positive work habits Personal-Social: - Development of healthy self-concepts - Development of adaptive and adjustive social behavior -Counselor and Social Worker will organize Career Day Event.	2.4, 2.6	Counselor Social Worker	Students will gain awareness of personal/social development.				
	Funding Sources: 199 - Local - 300.00						
Comprehensive Support Strategy 7) Social Workers will provide case management to our students that need on-going counseling. They will provide intense case management to include home visits.	2.6, 2.6	Social Worker	Increase in Student Academic Success.				
	Funding Sources: 199 - Local - 500.00						
Comprehensive Support Strategy 8) Student Support Services Staff members will participate in department meetings, professional development conferences and workshops.	2.6, 2.6	Counselor Social Worker	Increase knowledge of researched based techniques.				
	Funding Sources: 199 - Local - 1000.00						
Comprehensive Support Strategy 9) Identify homeless students and coordinate support services to ensure that homeless students are present at school	2.6, 2.6, 3.1, 3.1	Social Worker Counselor Assistant Principal	Increased attendance rate for homeless student population				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Comprehensive Support Strategy 10) Provide CHAMPS Classroom Management Training to new teachers by August. Attendees will implement CHAMPS strategies to enhance classroom management and positively impact student achievement.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Assistant Principal	Sign-in Sheets from training, Survey Feedback from training, CHAMPS strategy sharing guide, Decrease in classroom referrals				
Comprehensive Support Strategy 11) Implementation of anti-bullying comprehensive curriculum in K-12 classrooms	2.5, 2.5	Counselor Social Worker	Decreased number of bullying incidents				
Comprehensive Support Strategy 12) Counselors and Social Workers will provide training opportunities on anti-bullying prevention, policy and procedures to students, staff and parents	2.5, 2.5	Social Worker Counselor	Positive survey results and reduced bullying incidents				
13) Childsafe will provide required training on child and sex abuse reporting policies to all staff members	2.6	Counselor Social Worker	Childsafe training logs and sign in logs.				
Comprehensive Support Strategy 14) Counselors and Social Workers will provide training opportunities on suicide prevention, policy and procedures to students, staff and parents.	2.6, 2.6	Counselor Social Worker	Training sign in logs and survey				
							





Goal 4: Student Support Services: To provide a well- rounded education that addresses the well-rounded, social-emotional development, in order to increase student achievement. For the 2018-2019 school year, these services will increase to 95% goal of completion.

Performance Objective 2: GRADUATION and DROPOUT PREVENTION

-To increase Masters Grade Level from 7% to 35% 2019-2020.

Evaluation Data Source(s) 2: Increase in graduation rate; the performance of this objective will be evaluated using TAPR report

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Comprehensive Support Strategy 1) Social workers will provide case management to students to ensure all services are provided to students in a timely manner. Case manage students needs with their parents by connecting them to resources e.g. Medicaid, childcare...	2.6	Social Worker	Increase student achievement and ensure a well rounded education.				
	Funding Sources: 199 - State Compensatory PIC 30 - 0.00						
Comprehensive Support Strategy 2) Student attendance, dropout and recovery rate will be monitored with a systemic program Project RED (Recovering Every Dropout)	2.6	Director of Health Services/Wellness	Increase four year graduation rate and reduce dropout rate				
	Funding Sources: 199 - Local - 0.00						
<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 5: Parental/Community Engagement: Build respectful and trustful partnerships with parents and families to improve students' academic success.





Performance Objective 1: PARENTAL and COMMUNITY INVOLVEMENT

Increase the number of parents involved in their children's school by 20%.

Evaluation Data Source(s) 1: The performance of this objective will be evaluated by attendance numbers of parents participating in meetings and events.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Comprehensive Support Strategy 1) Collaborate with Counselors and Social Workers to present resources to Parent Liaisons to use to connect parents with community organizations and outside referrals.	2.6, 2.6	Parent Liaison	Sign in documentation Invite Community Partners to School wide events.				
Comprehensive Support Strategy 2) Parents Liaison will keep web pages updated weekly with new information, relevant dates and monthly projects. Send parent reminder notices to all campus events.	3.2, 3.2	Parent Liaison	Distribution of Campus Parental Involvement website URL links, usage statistics, and the availability of computer labs for parent use.				
Comprehensive Support Strategy 3) Conduct surveys to parents at the beginning of the year and at the end of the year to find out what topics parents are interested in to increase their awareness and participation in meetings.	3.2	Parent Liaison	Number of Returned Surveys				
4) Provide parents the Title I Parent Involvement Policy and a Parent Engagement brochure that includes services and resources for parents.	3.1, 3.1	Parent Liaison	Increase in Parental Involvement Title I Brochure				
Comprehensive Support Strategy 5) Parent Liaisons will promote the Parent Portal to parents. This will help parents keep up with their child's progress.	3.2	Parent Liaison	Number of parents using Parents Portal Goal of 30% or more.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
6) Parent Liaisons will send out a Campus Newsletter keeping parents informed and up to date with campus activities. Parent Liaison will engage, invite, and work with campus staff to engage during and/or after school functions.	3.2	Parent Liaison	Increase in Parental Involvement. Post up to date Calendar on Website.				
7) Increase parent involvement with a district-wide PTA initiative for all campuses, to include the PTA Summit.	3.2	Parent Liaison	Increase in PTA Parental Involvement. Phone messenger to remind of PTA meetings.				
Comprehensive Support Strategy 8) Campus Based Parent Meeting that will provide information to Parents on STAAR/EOC requirements. To help parents understand passing standards during First Semester of school.	3.2	Parent Liaison	Parent Questionnaire and Sign In Sheets				
9) Grade Levels will provide training sessions, tools, meetings and activities on all core content areas/grades to help parents develop skills to support learning at home during the school year and summer months to help transition into the next school grade. Campus wide Math night. Campus wide Literacy Night. Campus wide Science Fair Night.	3.2	Instructional Coaches	Survey of parents at the end of each training in order to generate understanding of content area and increase knowledge of materials presented				
Funding Sources: 211 - Title I - 1500.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Increase expertise in TEKS through development of supplemental materials, teacher created checkpoints and unit assessments, data analysis, curriculum review.
2	1	2	Elementary K-5 teachers will participate in training and coaching sessions in writing and/or reading to ensure that all components of the Balanced Literacy Model are addressed and implemented. Additionally, in math, K-5 teachers will participate in training and coaching sessions to ensure all components of Math Workshop are addressed and implemented.
2	1	3	Science classroom teacher will participate in monthly science Professional Development and lesson planning sessions to develop science concepts, increase rigor and to improve delivery of science instruction.
2	1	4	K to 5th grade math teachers will participate in grade-level appropriate staff development focused on pedagogy and content knowledge to improve student problem solving skills and conceptual understanding.
2	1	5	Teachers will attend the Literacy and Math professional development in order to identify and implement best instructional practices in the areas of reading and math.
2	1	6	Participate in local and national conferences and staff development sessions to advance improvement in education and target campus and district needs with a focus on accountability, innovation and school improvement through research-based practices.
2	1	7	Provide a three day New Teacher Academy which will familiarize participants with Technology, CHAMPS Classroom Management/PBIS, Texas Teacher Evaluation and Support System (TTESS) training and a Curriculum Overview. The Academy will also provide an opportunity for team building for the Principal and New Teachers.
2	1	8	Provide a qualified mentor to newly hired teachers with 0-3 years of experience. New Teacher Mentoring program includes Texas Beginning Educator and Support System (TxBESS) training for the mentor and regular mentor and new teacher meetings and new teacher observations of peers.
2	1	9	New Teacher Induction and Mentoring Leads will support our teachers in their first year and build leadership capacity among our EISD teachers who have served as mentors. By: leading training, new teacher support meetings, an online New Teacher Professional Learning Community, modeling best practices and attending a professional learning event
2	1	10	Provide professional development opportunities for teachers, (Region 20, CAST, Dana Center and STEM Conference) to keep up to date with current instruction in order to increase student engagement and performance.

Goal	Objective	Strategy	Description
2	1	11	Classroom Teachers will attend afterschool training classes on each campus on an on-going basis at the campus and district level to enhance and plan in core content areas. Training topics will include, but are not limited to technology integration, iPad use by students in classroom, virtual learning, use of applications like Powerpoint, Word and Excel, Exceed RtI, intervention systems for student use and distance learning activities.
2	1	12	Librarian will provide program support and training to teachers on devices such as iPads and Promethean boards and programs such as txGradebook, SchoolWires, and ActiveInspire throughout the school day by modeling lessons for teachers and coteaching alongside teachers in the classroom or computer lab setting.
2	1	13	Teachers will participate in professional campus planning, development conferences and workshops.
2	1	14	Teachers will attend professional development focusing on Social Studies process standards and integration of a variety of stimuli.
2	1	15	Science classroom teachers will receive professional development to increase critical thinking and rigorous lessons. The professional development will help teachers encourage and support Science related academic programs.
3	1	1	Students will participate in specialized instruction by a special education teacher targeting individual student needs utilizing a variety of a modalities.
3	1	2	Students will receive special education services and will have an assigned case manager that will maintain data, monitor progress, and ensure modifications and accommodations are in place, to guide stakeholders to make informed decisions.
3	1	5	Students will utilize academic applications on iPads to extend and/or enhance lessons in the classroom.
3	1	6	Students will engage in differentiated instruction that addresses individual student needs as specified in their Individualized Education Plans (IEPs).
3	1	7	Students will participate in specialized instruction by a special education teacher targeting individual student needs utilizing a variety of a modalities.
3	1	9	Special education department staff members and teachers will participate in professional development sessions to include research based instructional practices and strategies, accommodations, and modifications that address the academic, functional, and behavioral needs of students with disabilities.
3	1	10	Classroom teachers, Coaches, and Special Education teachers, will participate in planning sessions utilizing resources to ensure appropriate vertical alignment, vocabulary development, depth and complexity.
3	1	11	Special education teachers will provide consultation and support to general education teachers in the instruction of students with disabilities.
3	1	12	Provide professional development opportunities for paraprofessionals who work with students having academic and/or behavioral difficulties.

Goal	Objective	Strategy	Description
4	1	1	Provide state required guidance content in a systematic way to all students via classroom guidance and small groups. Areas addressed through: GUIDANCE CURRICULUM Self-confidence development - Motivation to succeed - Decision-making, goal- setting, planning, and problem-solving skills - Interpersonal effectiveness - Communication Skills - Cross Cultural Effectiveness - Responsible Behavior -The 7 Habits of a Happy Kids
4	1	2	Counselor and social worker will conduct morning, lunch and during specials groups targeting students' needs such as social skills, character traits, grief and organizational skills
4	1	3	Social workers will utilize curriculum and work with student groups to build social skills, increase morale, on campus and encourage community service opportunities completed by students e.g. Random Acts of Kindness, The 7 Habits of Happy Kids
4	1	4	Counselors and Social Workers will organize events to promote positive family relationships. (Donuts with dad, Muffins with Moms, Lunch with grandparents)
4	1	5	Address the immediate concerns of student's behavior for the purpose of prevention and intervention including individual counseling, small groups, and reflective time (alone time). Areas addressed through RESPONSIVE SERVICES: -Academic Concerns - School-related issues - Tardiness -Absences - Truancy - Behavior - School-avoidance -Drop-out Prevention - Relationship concerns -Physical/sexual/emotional abuse -Grief/loss -Substance abuse -Family issues -Harassment Issues - Coping with stress -The 7 Habits of Happy Kids
4	1	6	Assist students to monitor and understand their own development for the purpose of student planning and goal setting Areas addressed through: INDIVIDUAL PLANNING: Educational: - Acquisition of study skills - Awareness of educational opportunities - Lifelong learning - Utilization of test scores Career: - Knowledge of potential career opportunities - Knowledge of career and technical training - Knowledge of positive work habits Personal-Social: - Development of healthy self- concepts - Development of adaptive and adjustive social behavior -Counselor and Social Worker will organize Career Day Event.
4	1	7	Social Workers will provide case management to our students that need on-going counseling. They will provide intense case management to include home visits.
4	1	8	Student Support Services Staff members will participate in department meetings, professional development conferences and workshops.
4	1	9	Identify homeless students and coordinate support services to ensure that homeless students are present at school
4	1	10	Provide CHAMPS Classroom Management Training to new teachers by August. Attendees will implement CHAMPS strategies to enhance classroom management and positively impact student achievement.
4	1	11	Implementation of anti-bullying comprehensive curriculum in K-12 classrooms
4	1	12	Counselors and Social Workers will provide training opportunities on anti-bullying prevention, policy and procedures to students, staff and parents

Goal	Objective	Strategy	Description
4	1	14	Counselors and Social Workers will provide training opportunities on suicide prevention, policy and procedures to students, staff and parents.
4	2	1	Social workers will provide case management to students to ensure all services are provided to students in a timely manner. Case manage students needs with their parents by connecting them to resources e.g. Medicaid, childcare...
4	2	2	Student attendance, dropout and recovery rate will be monitored with a systemic program Project RED(Recovering Every Dropout)
5	1	1	Collaborate with Counselors and Social Workers to present resources to Parent Liaisons to use to connect parents with community organizations and outside referrals.
5	1	2	Parents Liaison will keep web pages updated weekly with new information, relevant dates and monthly projects. Send parent reminder notices to all campus events.
5	1	3	Conduct surveys to parents at the beginning of the year and at the end of the year to find out what topics parents are interested in to increase their awareness and participation in meetings.
5	1	5	Parent Liaisons will promote the Parent Portal to parents. This will help parents keep up with their child's progress.
5	1	8	Campus Based Parent Meeting that will provide information to Parents on STAAR/EOC requirements. To help parents understand passing standards during First Semester of school.