

Alief Independent School District
Chancellor Elementary
2018-2019 Campus Improvement Plan



Mission Statement

Chancellor Elementary will foster a safe and positive environment built on strong relationships, high levels of cooperative learning and success for all.

Vision

Educate - Encourage - Empower

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	5
School Processes & Programs	6
Perceptions	9
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.	13
Goal 2: Alief ISD will improve student preparation for college and career.	36
Goal 3: Alief ISD will maintain a safe and orderly environment.	38
Goal 4: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.	46
Goal 5: Alief ISD will continue to build positive relationships with all stakeholders.	49
Campus Shared Decision Making Committee	50

Comprehensive Needs Assessment

Demographics

Demographics Summary

Chancellor Elementary is an EE-5th grade Title 1 campus in Alief ISD. Student enrollment at Chancellor Elementary continues to steadily grow. In 2017, the TAPR showed Chancellor's enrollment to be 1,004 students: Chancellor Elementary's student groups include 70.6% English Language Learners (ELLs) and 82.5% Economically Disadvantaged. The 15.8% student mobility rate for Chancellor Elementary is below the district average of 24% and the state average of 16.2%. Attendance rate has dropped to 96.8% from the previous school years.

Demographics Strengths

- Mobility rate of 15.8% is below district average of 24% and state average of 16.2%
- Attendance rate of 96.8% is above district rate of 95.6% and state rate of 95.8%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance rate has not reached 97% **Root Cause:** Pre-K students not attending school consistently

Student Academic Achievement

Student Academic Achievement Summary

For the 2017-2018 school year, Chancellor Elementary received a 2018 Texas Accountability Met Standard rating: Domain 1-Student Achievement = scaled score 72, Domain 2-School Progress = scaled score 85. Domain 3-Closing Performance Gaps = scaled score 78.

Student Academic Achievement Strengths

- ILT and classroom teachers collect and analyze data periodically to determine instructional needs.
- Focused, appropriate interventions in place for at-risk students
- Data-driven planning and PLC sessions
- In-depth planning sessions with materials utilized to ensure implementation during instruction
- Consistent implementation of SIOP strategies

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 51% of 4th grade students did not meet minimum standards on writing STAAR in April 2018 **Root Cause:** Implementation of new writing curriculum, Write From the Beginning and Beyond

Problem Statement 2: 71% of 3rd grade SpEd students did not meet minimum standards on reading STAAR in May 2018 **Root Cause:** Instructional accommodations not implemented with fidelity

Problem Statement 3: 60% of ESL students did not meet minimum standards on 4th Grade writing STAAR in April 2018 **Root Cause:** Low language development makes it harder for ESL students to grasp all grammar rules and formulate correct sentence structure

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment Summary

The Curriculum, Instruction, and Assessment focus at Chancellor Elementary is guided by the TEKS Resource System scope and sequence and the results of district and campus common assessments. The TEKS Resource System promotes 21st Century Skills including critical thinking and problem solving; communication skills; creativity; collaboration; and information media literacy skills through unit Performance Indicators. Each quarter, each grade level teams map out the specific skills and standards that will be taught for the upcoming quarter. Guiding questions used during that process include: "What are the key components? What is the standard of expectation? What is the vocabulary?" Then the teachers determine HOW they will accomplish these targets.

Assessment plays a major role in decision making and take on many different forms at Chancellor Elementary. The campus is committed to moving away from using fill-in-the-blank or multiple choice assessments as their only assessment tools. Authentic assessments that allow students to demonstrate their learning through performance, products and presentations in regular use. By ensuring all grade level skills are taught and that students learn them, Chancellor Elementary can demonstrate how the essential 21st Century Skills are being mastered. Campus level disaggregation depends on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Pre-kindergarten through second grade focus upon iStation, and campus benchmarks for assessment. Third through fifth grade focus on STAAR, iStation, and campus benchmarks. Special courses and programs such as physical education, music, special education, dyslexia and ELL instruction use the same standard of assessment as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students. Campus assessments are tied to DuFour's instructional strategies where instructional goals are identified on a grid by individual students. Data is plotted vertically and horizontally to fine-tune instructional need. This is all based on "What do we want the children to learn? How will they learn it? How will we know when they have learned it? What actions do we take when they do not learn it?" The plaids are also color coordinated. Blue is above grade level, green is on level, yellow is below level and red is one year or more below level.

Weekly grade level PLCs are held with the Instructional Leadership Team and administrators. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. Paraprofessionals are included in all staff development days. Grade levels have a daily common planning time. Student progress is monitored either as prescribed by the intervention at 2-, 3-, or 4-week intervals depending on individual students' needs. The Student Teacher Assistance Team (STAT) meetings are held twice each month. The data from campus assessments are used to identify students that are performing in the yellow or red category. Questions are asked about what is being done to address these students needs. Are they making progress? What interventions are being used? What parent communication is being conducted?

Staff Quality, Recruitment, and Retention Summary

All staff members at Chancellor Elementary School met the federal and state highly qualified requirements resulting in students being surrounded by staff that hold high expectations for learning. 100% of classroom teachers are returning, experienced teachers. Chancellor staff have opportunities to collaborate and build relationships during team meetings, PLCs, luncheons, and social gatherings organized by the Hospitality Committee. All teachers will be provided

multiple opportunities for professional development, conferences, book studies, and other ways to increase the effectiveness of their teaching.

Technology Summary

In the 2017-2018 school year, Chancellor Elementary was able to use funds to increase our mobile equipment inventory in the building. The mobile equipment has been distributed to be used during math, reading, ESL and REID interventions. We were also able to purchase additional classroom interactive devices to improve the quality of instruction in the classrooms. During our annual campus computer replacement cycle, we were able to upgrade some classroom computers and laptops to be used as a teacher tool as well as daily student usage. Teachers had the opportunity to attend numerous professional development sessions to increase their knowledge on the applications available for use in the building as well as growing their understanding of the TEKS. Our student programs have been extremely beneficially to track the needs of students and further their ability in different content areas. Students and staff members have the ability to communicate and collaborate with their peers through the use of their individual Google and Schoology accounts.

School Processes & Programs Strengths

Curriculum, Instruction, and Assessment Strengths

- A strong RtI process
- Planning and PLCs
- Teachers ability to identify strategies for students in Tier 1 and Tier 2
- The ability to interpret and use common assessment data to drive instructional decisions

School Context and Organization Strengths

- Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community.
- Teachers accommodate special populations with more time and individualized instructional plans
- RtI is being utilized successfully with students being referred to the appropriate special population.
- A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
- Interruptions to the instructional day are kept to a minimum.
- Safety drills are performed frequently and efficiently.

Staff Quality, Recruitment, and Retention Strengths

- 100% of staff are Highly Qualified 100% certified staff and paraprofessional staff have participated in multiple professional development opportunities during this past school year
- Grade level PLCs strengthen instruction through the alignment of the curriculum, lesson planning and the pacing guides
- Technology staff development opportunities have helped the staff become more competent and effective with the use of technology in the classroom
- Number of teachers with 11-20 years of experience (30.6%) is higher than the state (27.8%)

- Average years of experience with the district (8.4%) exceeds both state (7.2%) and district (7.7%) averages

Technology Strengths

- Device checkout available with internet access for teacher and student usage in the building
- Professional development sessions given to staff members on digital resources, Schoology, Google, and iPad usage
- Staff and students use Google and Schoology accounts to communicate and grow in collaboration with their peers
- Students have the opportunity to use Dreambox and Istation as well as other resources to increase their academic growth
- Classrooms are equipped with a variety of technology equipment including desktops, document camera, projector, interactive whiteboard, etc.

Perceptions

Perceptions Summary

Family and Community Engagement Summary

Chancellor Elementary works very hard at creating a family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and practices within the school community. Because of the diversity of our campus, Chancellor Elementary has a FAME Representative and CIS Representative to help strengthen connections between home and school. The campus provides interpreters for school events, especially for those early in the year, such as registration and Meet the Teacher Night.

School Culture and Climate Summary

One of the core beliefs at Chancellor Elementary is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. With this in mind, the entire campus operates under the mindset of "where children come first". Students are taught that excellence is the habit to achieve. Teachers and other staff receive CHAMPs training on how to ensure that a healthy classroom climate is created and maintained. The training also includes instruction about the pace of the classroom and how to ensure that academics are the primary focus. It is important for teachers to use the least invasive form of intervention possible. Teachers know that in top classrooms, time is allotted to learn how to do routines and rituals right. Additionally, when teachers carefully reflect on the purpose, appropriateness, and legitimacy of their requests and classroom procedures, students feel respected and are willing to do what teachers ask.

Perceptions Strengths

Family and Community Engagement Strengths

- A FAME representative coordinates the volunteer program, maintains the family center, and strengthens communication between home and school.
- A Family Actively and Meaningfully Engaged (FAME) center Communities In Schools (CIS) provides direct social services to at-risk students and connect students with available community resources
- An orientation program to prepare volunteers Grand opening day to welcome parents and inform them of what FAME has to offer Various programs/events to help parents - such as, English classes, Jumpstart, and Active Parenting

School Culture and Climate Strengths

- A majority of Chancellor students feel that teachers care about them, respect them, and support them.

- A majority of students feel safe at school and in the common areas of the school and classroom.

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Federal Report Card Data
- PBMAS 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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, 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
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

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

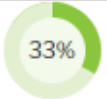

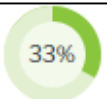
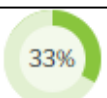
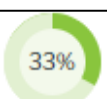
Goals

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 1: Reading SMART Goal: 60% of all Pre-K - 2nd grade students will demonstrate one or more than one year's growth in reading by the end of May 2019 according to Alief's reading standards.

Evaluation Data Source(s) 1: ISIP and running records

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Teachers will refine first line instruction through differentiated small group instruction and flexible grouping for all students including those receiving ESL, SE, and 504 accommodations. (Research: ELA #4, 5, 7, 9, 10, 15 and GTAP #4, 5)	ILT, All Language Arts Teachers, Special Education Teachers, REID Teacher, and ESL Team	Lesson plans, Campus Walk Throughs (CWT)				
Funding Sources: Local - 3000.00						
2) All teachers will participate in planning sessions for reading, with team members and specialists to prepare for the next grading period. (Research: ELA #12, 20 and PD #1)	Language Arts Specialist and All Language Arts Teachers	Monthly ISIP and DCA results				
Funding Sources: Local - 2000.00						
3) Teachers will collaborate with ILT to analyze data through planning, PLC, Child Watch, STAT, ARD, and staffing meetings in order to differentiate first line instruction based upon identified needs. (Research: ELA #1, 4, 11, 12, 20, and GTAP #4, 5)	ILT, All Language Arts Teachers, Special Education Teachers, and REID Teacher	Monthly ISIP and DCA results				
Funding Sources: State Comp Ed - 0.00						
4) Teachers will participate in professional development sessions to develop instruction with strategies designed to maximize the learning of all students. (Research: PD #1-3)	Language Arts Specialist and All Language Arts Teachers	Participant sign-in sheet, Teacher lesson plans, registration forms and/or certificates of participation, CWTs				
Funding Sources: Title I - 3000.00						
5) Teachers will utilize quality resources and materials to strengthen first line instruction, flexible small group instruction, and intervention groups to help meet the needs of all students. (Research: ELA #1, 4, 20)	Language Arts Specialist and All Language Arts Teachers	Lesson plans, Campus Walk Throughs				

 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 2: Reading SMART Goal: 3rd and 5th grade will increase their passing standard on reading STAAR by 4 percent from their previous year.

Evaluation Data Source(s) 2: CCA, DCA, STAAR results

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Teachers will refine first line instruction through differentiated small group instruction and flexible grouping for all students including those receiving ESL, SE, and 504 accommodations. (Research: ELA #4, 5, 7, 9, 10, 15 and GTAP #4, 5)	ILT, All Language Arts Teachers, Special Education Teachers, REID Teacher, and ESL Team	Lesson Plans and CWTs				
Funding Sources: Local - 3000.00						
2) Teachers will collaborate with ILT to analyze data through planning, PLC, STAT, ARD, and staffing meetings in order to differentiate first line instruction based upon identified needs. (Research: ELA #1, 4, 11, 12, 20, and GTAP #4, 5)	ILT, All Language Arts Teachers, Special Education Teachers, and REID Teacher	Monthly ISIP, MIF Chapter tests, CCA and DCA results				
Funding Sources: State Comp Ed - 0.00						
3) Teachers will participate in professional development sessions to develop instruction with strategies designed to maximize the learning of all students (Research: PD #1-3)	Administrators, ILT, All Language Arts Teachers	Participant sign-in sheet, Teacher lesson plans, registration forms and/or certificates of participation, CWTs				
Funding Sources: Title I - 3000.00						
4) Teachers will utilize quality resources and materials to strengthen first line instruction, flexible small group instruction, and intervention groups to help meet the needs of all students. (Research: ELA #1, 4, 20)	Language Arts Specialist and All Language Arts Teachers	Lesson Plans, Campus Walk Throughs				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 3: Writing SMART Goal: The percentage of 4th grade students scoring at basic level or above on STAAR expository composition writing will increase by 4%.

Evaluation Data Source(s) 3: Unit Grammar Assessment, CCA, DCA, STAAR results

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Fourth grade teachers will participate in weekly collaborative planning sessions designed to refine instructional techniques and strategies for teaching writing using the Writing Academy Curriculum. (Research: ELA #12, 20 and PD #1-3)	Language Arts Specialists, ALL 4th Grade Language Arts teachers, REID teacher, ESL interventionist, Reading Interventionist	Lesson plans, CWTs,				
2) Teachers will use data from grammar unit assessments, pre and post writing essays, and student work to determine students in need of intervention and/or small group instruction for writing. (Research: ELA #1, 4, 11, 12, 20)	Language Arts Specialists, 4th Grade Language Arts Teachers, Interventionists	Unit Assessments, tutorial attendance sheet, lesson plans, CWTs				
3) Teachers will participate in professional development sessions to develop instruction with strategies designed to maximize the learning of all students (Research: PD #1-3)	Administrators, ILT, All Language Arts Teachers	Participant sign-in sheet, Teacher lesson plans, registration forms and/or certificates of participation, CWTs				
Funding Sources: Title I - 4000.00						
4) Teachers will utilize quality resources and materials to strengthen first line instruction, flexible small group instruction, and intervention groups to help meet the needs of all students. (Research: ELA #1, 16, 17, and 20)	Language Arts Specialist and All Language Arts Teachers	Lesson Plans, Campus Walk Throughs				
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Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

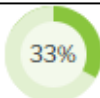


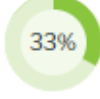

Performance Objective 4: Writing SMART Goal: 70% of 1st-5th grade students will score at satisfactory level on narrative and expository writing using the district's scoring rubric and/or the Write From the Beginning and Beyond Narrative Scoring Rubric.

Evaluation Data Source(s) 4: Unit Writing Assessment results

District Scoring Rubrics

Write From the Beginning and Beyond Scoring Rubrics

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Teachers will participate in weekly collaborative planning sessions designed to address instructional strategies and student progress in writing. (Research: ELA #12, 20 and PD #1)	Language Arts Specialists, Administrators, ALL Language Arts Teachers.	Teacher lesson plans, CWT				
2) Teachers will participate in professional development sessions to develop instruction with strategies designed to maximize the learning of all students (Research: PD #1-3)	Language Arts Specialists, Administrators, ALL Language Arts Teachers	Participant sign-in sheet, Teacher lesson plans, registration forms and/or certificates of participation, CWTs				
Funding Sources: Title I - 4000.00						
3) Teachers will refine first line instruction using research-based instructional resources. (Research: ELA #4, 5, 7, 9, 10, 15 and GTAP #4, 5)	Language Arts Specialists, Administrators, ALL Language Arts Teachers	Teacher lesson plans, CWT,				
4) Teachers will collaborate with ILT to analyze students' writing and data through planning, PLC, STAT, ARD, and staffing meetings in order to differentiate first line instruction based upon identified needs. (Research: ELA #1, 4, 11, 12, 20, and GTAP #4, 5)	ILT, All Language Arts Teachers, Special Education Teachers, and REID Teacher	Writing Rubrics, Unit Assessments, Teacher lesson plans, CWT				
Funding Sources: State Comp Ed - 0.00						
5) Teachers will utilize quality resources and materials to strengthen first line instruction, flexible small group instruction, and intervention groups to help meet the needs of all students. (Research: ELA #1, 16, 17, and 20)	Language Arts Specialist and All Language Arts Teachers	Lesson Plans, Campus Walk Throughs				


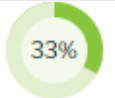
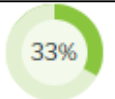
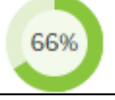

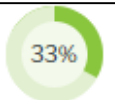
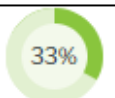
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Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 5: Math SMART Goal: All students (K-2) will meet passing standards 8 points or higher on MIF Tests and DCAs by May 2019 compared to 2018

Evaluation Data Source(s) 5: MIF Unit tests and DCAs

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Math teachers will close the achievement gap by providing rigorous, differentiated whole/small group instruction through effective planning Protocol. (Research: EM #1-3)	Math Specialists, math intervention, math teachers (PK-2), Administrators	Increase in student achievement in math performance The curriculum is be taught with rigor and fidelity				
2) Students requiring additional math assistance will receive support through the math program I-Ready (Web-based), pull-out intervention, and tutorials (Research: EM #1-3)	Math Specialists, Math interventionist, administrators, Math Teachers	Increase in student achievement in math performance				
3) Math teachers in grades (K-2) will use class data to track their students progress and set goals (Research: EM #1-3)	Math Specialists, math intervention, math teachers, administration	Student work and performance, unit assessments, DMAC reports, I-Ready reports				
4) Teachers will participate in professional development sessions to develop instruction with strategies designed to maximize the learning of all students. (Research: PD #1-3)	Math Specialist and All Math Teachers	Implementation of strategies learned throughout the lesson				
Funding Sources: Title I - 4000.00						
5) Teachers will facilitate and participate in weekly planning, extended planning, and PLC for math and implement strategies developed during planning (Research: EM #1-3)	Math Specialist and All Math Teachers	Teacher lesson progression notes, lesson plans, agendas				
6) Teachers will be allowed to attend professional development based on grade level needs, to strengthen math content knowledge and instructional strategies	Math specialist and administrators	Implementation of strategies learned through Region 4, BER, and SDE in the classroom				
7) Teacher will consistently provide students with math tools and visuals to support concept attainment in first line instruction	Math specialists, Interventionists, content team, and administrators	Improvement in first line instruction, student work, Unit tests, and DCAs.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 6: Math SMART Goal: 72% of 3rd grade students will meet passing standards on Math STAAR in May 2019.

Evaluation Data Source(s) 6: CCA, DCA, STAAR results

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Teachers and specialists will gather and analyze data after each Math unit assessment to help guide instruction. (Research: EM #1-3)	Math specialists, math interventionist, math teachers, administration	Student performance at/and or above district passing rate.				
Funding Sources: State Comp Ed - 0.00						
2) Teachers will use the Math Planning Protocol during math planning sessions to help guide instruction. (Research: EM #1-3)	Math specialist, math interventionist, math teachers, administration	Lesson plans, student performance on assessments, walkthroughs				
Funding Sources: State Comp Ed - 0.00						
3) Teachers will follow the balanced math program during the 90 minute math block. (Research: EM #1-3)	Math specialists, math interventionist, math teachers, administration	Lesson plans, student performance on assessments, walkthroughs, Daily Math Reviews, Every Day Counts, whole group, small group, reteach				
Funding Sources: State Comp Ed - 0.00						
4) Teachers will participate in professional development sessions to develop instruction with strategies designed to maximize the learning of all students. (Research: PD #1-3)	Math Specialists and All Math Teachers	Participant sign-in sheet, Teacher lesson plans, registration forms and/or certificates of participation, CWTs				
Funding Sources: Title I - 4000.00						
5) Teachers will utilize quality resources and materials to strengthen first line instruction, flexible small group instruction, and intervention groups to help meet the needs of all students. (Research: EM #1-3)	Math Specialist and All Math Teachers	Lesson Plans, Campus Walk Throughs				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 7: Math SMART Goal: 70% of 4th grade students will meet passing standards on Math STAAR in May 2019.

Evaluation Data Source(s) 7: CCA, DCA and STAAR results

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) 1) Teachers and specialists will gather and analyze data after each Math unit assessment to help guide instruction. (Research: EM #1-3)	Math Specialists, math interventionist, math teachers, administration	Student performance at/and or above district passing rate.				
2) 2) Teachers will use the Math Planning Protocol during math planning sessions to help guide instruction. (Research: EM #1-3)	Math specialist, math interventionist, math teachers, administration	Lesson plans, student performance on assessments, walkthroughs				
3) 3) Teachers will follow the balanced math program during the 90 minute math block. (Research: EM #1-3)	Math specialist, math interventionist, math teachers, administration	Lesson plans, student performance on assessments, walkthroughs, Daily Math Reviews, Every Day Counts, whole group, small group, reteach				
4) 4) Teachers will participate in professional development sessions to develop instruction with strategies designed to maximize the learning of all students. (Research: PD #1-3)	Math Specialists and All Math Teachers	Participant sign-in sheet, Teacher lesson plans, registration forms and/or certificates of participation, CWTs				
Funding Sources: Title I - 4000.00						
5) 5) Teachers will utilize quality resources and materials to strengthen first line instruction, flexible small group instruction, and intervention groups to help meet the needs of all students. (Research: EM #1-3)	Math Specialists and All Math Teachers	Lesson Plans, Campus Walk Throughs				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 8: Math SMART Goal: 72% or more of 5th grade students will pass STAAR at the meets passing standard by May 2019.

Evaluation Data Source(s) 8: CCA, DCA and STAAR results

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Teachers and specialists will gather and analyze data after each Math unit assessment to help guide instruction. (Research: EM #1-3)	Math Specialists, math interventionist, math teachers, administration	Student performance at/and or above district passing rate.				
2) Teachers will use the Math Planning Protocol during math planning sessions to help guide instruction. (Research: EM #1-3)	Math specialist, math interventionist, math teachers, administration	Lesson plans, student performance on assessments, walkthroughs				
3) Teachers will follow the balanced math program during the 90 minute math block. (Research: EM #1-3)	Math specialist, math interventionist, math teachers, administration	Lesson plans, student performance on assessments, walkthroughs, Daily Math Reviews, whole group, small group, reteach				
4) Teachers will participate in professional development sessions to develop instruction with strategies designed to maximize the learning of all students. (Research: PD #1-3)	Math Specialists and All Math Teachers	Participant sign-in sheet, Teacher lesson plans, registration forms and/or certificates of participation, CWTs				
Funding Sources: Title I - 4000.00						
5) Teachers will utilize quality resources and materials to strengthen first line instruction, flexible small group instruction, and intervention groups to help meet the needs of all students. (Research: EM #1-3)	Math Specialists and All Math Teachers	Lesson Plans, Campus Walk Throughs				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 9: Science SMART Goal: Students in kindergarten through 4th grade will increase passing rate by 5% on Fall and Spring DCAs/CCAs compared to scores from 2017-2018.

Evaluation Data Source(s) 9: CCA and DCA Results

Summative Evaluation 9:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Kindergarten to 4th grade science teachers will demonstrate evidence of 45 minutes of daily science instruction including 5 minutes of science daily review with questions selected based on data. (Research: ES #15, 23)	Science specialist, science teachers, administrators	Content specialist walkthroughs, administrator walkthroughs, lesson plans				
Funding Sources: State Comp Ed - 0.00						
2) Kindergarten to 4th grade science teachers will plan science lessons with embedded academic vocabulary based on the 5E teaching model and incorporate literacy strategies such as CER and SIOP model with science content. (Research: ES #15, 23)	Science specialist, science teachers, administrators	Content specialist walkthroughs, administrator walkthroughs, lesson plans, PLC agendas and notes, CCAs, DCAs, interactive science notebooks, vocabulary wall, language objectives				
Funding Sources: State Comp Ed - 0.00						
3) STEM and other science enrichment activities or student clubs will be offered at least once per semester. (Research: ES #7. 9-10)	Science specialist	Event photos, student participation of activities				
Funding Sources: State Comp Ed - 0.00						
4) Kindergarten to 4th grade science teachers will participate in content or enrichment professional development per academic year. (Research: ES #3. 15)	Science teachers, science specialist, administrators	professional development record, sign-in sheets, lesson plans, registration forms, certificates of participation				
Funding Sources: Local - 2000.00						
5) Teachers will utilize quality resources and materials to strengthen first line instruction, flexible small group instruction, and intervention groups to help meet the needs of all students. (Research: EM #1-3)	Science Specialists and All Science Teachers	Lesson Plans, Campus Walk Throughs				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 10: Science SMART Goal: Students in 5th grade passing at meets standards on the 2019 Science DCA #2 (released 2018 STAAR) will improve 5% compared to those passing at meets standard on STAAR 2018.

Evaluation Data Source(s) 10: STAAR Results

Summative Evaluation 10:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) 5th grade science teachers will demonstrate evidence of 45 minutes of daily science instruction including 5 minutes of science daily review with questions selected based on data. (Research: ES #15, 23)	Science specialist, science teachers, administrators	Content specialist walkthroughs, administrator walkthroughs, lesson plans				
2) 5th grade science teachers will plan science lessons with embedded academic vocabulary based on the 5E teaching model and incorporate literacy strategies such as CER and SIOP model with science content. (Research: ES #15, 23)	Science specialist, science teachers, administrators	Content specialist walkthroughs, administrator walkthroughs, lesson plans, PLC agendas and notes, CCAs, DCAs, interactive science notebooks, vocabulary wall, language objectives				
3) Science specialist and interventionist will provide additional instruction at least once a week to 5th grade science intervention groups formed by data and teacher input in the spring semester. (Research: ES #15, 23-24)	Science specialist, science interventionist	DCA's/CCA's, content specialist				
4) STEM and other science enrichment activities or student clubs will be offered at least once per semester. (Research: ES #7. 9-10)	Science specialist	Event photos, student participation of activities				
5) 5th grade science teachers will participate in content or enrichment professional development per academic year. (Research: ES #3. 15)	Science specialist, science teachers	professional development record, sign-in sheets, lesson plans, registration forms, certificates of participation				
6) Teachers will utilize quality resources and materials to strengthen first line instruction, flexible small group instruction, and intervention groups to help meet the needs of all students. (Research: EM #1-3)	Science specialist, science teachers	Lesson Plans, Campus Walk Throughs				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 11: Social Studies SMART Goal: 75% of Kindergarten-5th grade students will earn a grade of 70% or higher in Social Studies each grading period.

Evaluation Data Source(s) 11: Unit Assessments, report card grades, DCA results

Summative Evaluation 11:


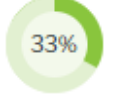

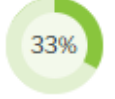

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Teachers will integrate social studies concepts and language arts skills through read aloud, book clubs, research, and/or text talks. (Research: SS #6-7, 9)	ELA/SS Specialist, ALL Social Studies Teachers, Librarian	Lesson plans, CWTs, unit assessments				
2) Teachers will participate in professional development sessions to develop instruction with strategies designed to maximize the learning of all students (Research: SS #4, 5)	ELA/SS Specialist, ALL Social Studies Teachers, District Social Studies Coordinator	Participant sign-in sheet, Teacher lesson plans, registration forms and/or certificates of participation, CWTs				
Funding Sources: Title I - 4000.00						
3) Teachers will utilize quality resources and materials to strengthen first line instruction, flexible small group instruction, and intervention groups to help meet the needs of all students. (Research: SS #6, 9, and 10)	ELA/SS Specialist, All Social Studies Teachers	Lesson Plans, Campus Walk Throughs				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 12: ESL SMART Goal: Our campus will increase from 55% of students progressing at least one proficiency level on TELPAS to 58% in the spring 2019 administration.

Evaluation Data Source(s) 12: 2019 TELPAS

Summative Evaluation 12:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Campus ESL specialist and ELD interventionists will collaborate with content specialists, interventionists, and administrators to ensure campus instructional expectations are met.	All Teachers, ILT, and ESL Team Members	Language objectives aligned with grade level TEKS and content objectives; Sentence stems; Vocabulary walls with visuals; use of allowable accommodations during first line instruction				
Funding Sources: Local - 1000.00						
2) All classroom teachers will be trained on the TELPAS-ELPS connection and will learn how to use the TELPAS PLDs throughout the school year to guide instruction and monitor student progress. (Research: ELA #10, PD #1, PD #2, SLE #2, SLE #3)	All Teachers, ILT, and ESL Team Members	ESL PLCs; SIOP Cohorts #1-5; Grade Level Curriculum Plannings; ESL binder				
Funding Sources: Local - 2500.00						
3) Teachers will analyze student data to determine interventions, student placement, and to identify students in need of summer school (Research: RTI #1, RTI #9, SUM #1-4)	ILT, All Teachers, and ESL Team Members	ESL/Intervention PLCs; STAT; Data Sheets; Students placed in appropriate intervention groups; class list and ESL binder				
Funding Sources: State Comp Ed - 0.00						
4) Campus ESL Team will ensure the continuation of effective collaboration between district SLE department, campus LPAC and SE department to address needs of LEP and SE students. (Research: SLE #1-3)	SE and ESL team members	LPAC and ARD committee discussions to complete ARD/LPAC collaboration forms				
5) ESL Lead Teacher will ensure collaboration between campus registrar and campus ESL team to maintain all ESL compliance indicators relating to the proper identification and monitoring of LEP students (Research: SLE #1-3)	ESL Lead Teacher & Campus Registrar	Open lines of communication with campus registrar; organization of ESL binder; organization and compliance of students' ESL green folder; ESL student action forms				






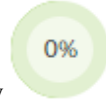



Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 13: Technology SMART Goal: During 2018-2019, Chancellor will be ranked as B or higher on the Digital Learning LAS scorecard.

Evaluation Data Source(s) 13: Digital Learning LAS scorecard

Summative Evaluation 13:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) 100% of teachers earned will complete at least 3 or more hours of instructional technology professional development session credits and 10-24% of teachers earned 7 hours of technology professional development credit to gain and increase knowledge on technology tools and integration with students in all content areas. (Research: TEC #1, 3, 7)	ILT, Administrators and All Teachers	Professional Development Records, Session Completion Certificates and Sign In Sheets				
2) Teachers will integrate and plan the usage of iPads, laptops, computers, campus labs and other technology resources to support student learning and reach 21st century technology goals and prepare them for their future careers and higher education in the classroom learning environment.(Research: TEC #5-7)	ILT, Administrators and All Teachers	(1) Implementation will be measured by documentation in the technology specialist's notes and teacher lesson plans. (2) Impact will be measured by the increase in the score of the student technology competencies as compared to the previous year.				
Funding Sources: Local - 4000.00						
3) Teachers will provide an interactive and current digital learning environment in Schoology for students and parents to access during school and for home usage (80% - 89% or higher of students will regularly access materials, submit assignments, have discussions, etc.). (Research: TEC #5-7)	Technology Specialist, Administrator and All Teachers	Active Teacher Digital Classrooms				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 14: Special Education SMART Goal: Chancellor ES will increase the number of SE student who meet Level II standards in writing as measured by the 2019 STAAR by 10%

Evaluation Data Source(s) 14: computerized instruction results, CCA, DCA, and STAAR

Summative Evaluation 14:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Teachers will utilize allowable accommodations in first-line instruction (Research: SPED #1)	Special Education Team, ESL Team, and All Classroom Teachers	Lesson plans, CWTs, CCAs, DCAs				
2) Increase the use of district technological resources such as Snap and Read and CoWriter. (Research: SPED #1 and TEC #1)	Special Education Team, ESL Team, and All Classroom Teachers	CWTs				
3) General Ed. and Special Ed. teachers will collaborate to target the use of intervention programs and resources for explicit instruction in small group (Research: SPED #1 and TEC #1)	Special Education Team, Classroom Teachers	CWTs, CCAs and DCA scores				
Funding Sources: Local - 500.00						
4) Special Ed. teachers will participate in professional development sessions to develop instruction with strategies designed to maximize the learning of all SpEd students.	Administrators, Special Education Team	Participant sign-in sheet, Teacher lesson plans, registration forms and/or certificates of participation, CWTs				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 15: Intervention SMART Goal: 75% of our intervention students will show progress of a year or more by the end of the year, through on-going assessments, modification of instruction, and collaboration with the classroom teacher.

Evaluation Data Source(s) 15: ISIP, easyCBM results and computerized instruction results.

Summative Evaluation 15:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Reading and Math interventions, Bridge, Title 1, in class intervention, iStation, Math in Focus Reteach, and Next Step in Guided Reading focus on specific student needs and provide accelerated and differentiated instruction to students performing significantly below grade level including those receiving ESL, SE, and 504 accommodations (Research: ELA #1-4, ELA #9-10, ELA #15, EM #1, RTI #2, RTI #8-9, RTI #12-13)	Content Specialists, Interventionists, REID Teacher, All Classroom Teachers, Technology Aide, ESL Team, and SE Teachers	iStation monthly assessments, iStation Math in Focus unit tests, running records, DCA's, STAAR results				
Funding Sources: Title I - 45000.00, State Comp Ed - 0.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 16: Early Childhood Transition SMART Goal #1: At least 80% of current and potential students, parents, and community members will participate in transition activities.

Evaluation Data Source(s) 16: Attendance logs and sign in sheets acknowledging parent participation; Parent Feedback to Teachers and Administrators

Summative Evaluation 16:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) PK-4th grade teachers will lead students on a tour of their upcoming grade level classrooms (Research: PASS #3 and #13)	PK-4th Grade Teachers and PK/K Aides	walk-throughs				
Funding Sources: Local - 250.00, State Comp Ed - 0.00						
2) Alief Middle representatives will visit Chancellor's 5th grade students to discuss middle school routines, expectations, and course selection. (Research: PASS #3 and #13)	Counselors and 5th Grade teachers	Sign in sheets				
3) Chancellor will invite surrounding early childhood programs to school sponsored functions (Chancellor Under the Sea, Fall Festival, Community Health Fair, and PK Night) (Research: A #3 and FAME #2, #3)	All Staff members	Attendance logs and sign in sheets				
Funding Sources: Title I - 1000.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 17: Early Childhood Transition SMART Goal #2: Reduce anxiety and increase excitement by establishing a support network to help families navigate the process of entering a new school setting prior to the first day of school and throughout the kindergarten year.

Evaluation Data Source(s) 17: Sign in sheets

Summative Evaluation 17:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Share campus and grade level expectations during the Kinder Round up. (Research: PASS #3, 12 and FAME #5)	Transition team, Kindergarten teachers, and administrators	Sign in sheets				
Funding Sources: Local - 500.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 18: Early Childhood Transition SMART Goal #3: Assist families in learning about what they can do at home to help children be ready for school.

Evaluation Data Source(s) 18: Sign in sheets and survey

Summative Evaluation 18:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Families participate in the campus Jump Start Program (Research: FAME #6, 13, 15)	FAME representative, transition team, and administrators	Sign in sheets				
2) Families participate in various Family engagement nights such as : Chancellor Under the Sea, Science/Tech Night etc. (Research: FAME #1, 5, 13)	Admin, Fame director, ILT, Kinder and Pre-K teachers, Transition Team	sign in sheets, surveys				
= Accomplished = Continue/Modify = No Progress = Discontinue						


Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.


Performance Objective 19: Early Childhood Transition SMART Goal # 4: Establish relationship and communication between all stakeholders to ensure that all students have equitable opportunities to experience academic excellence.


Evaluation Data Source(s) 19: flyers, call out system, campus websites, social media, neighborhood visits, Chancellor Newsletters, phone calls and/or flyers


Summative Evaluation 19:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Conduct neighborhood tours/home visits. (Research: FAME #13)	teachers, admin, ILT, Counselors	Summary of conference forms				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 2: Alief ISD will improve student preparation for college and career.

Performance Objective 1: PK-5th grade students will participate in grade appropriate activities/events that focus on the awareness of college and career readiness.

Evaluation Data Source(s) 1: Visual of staff and student participation, Sign-in sheets

Summative Evaluation 1:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Chancellor staff and students are encouraged to wear apparel promoting the college of their choice on Mondays and on District College Day in October (Research: AVID #4 and #5)	All Staff members and students	visual of staff and student participation				
2) In the spring, professionals from various career paths will share information about their occupation with 4th and 5th graders. (Research: AVID #4, #5 and FAME #2)	Counselors and 4th-5th grade teachers	Sign in sheets				
3) Beginning in January, a separate career will be highlighted each week during morning announcements and at our career corner.	Counselors	Copies of announcements and pictures of the career corner				
4) 5th grade students will tour a local university to be motivated toward a post high school education.	Counselors and 5th grade teachers	Sign in sheets				
Funding Sources: Title I - 1000.00						
5) In the spring, 5th grade students will learn the steps, language, and responsibilities of the next levels of education from middle to post high school opportunities.	Counselors	Lesson plan and sign in sheets				
6) In the spring, 5th grade students will take a career interest survey, then investigate and report about one occupation.	Counselors	Social studies grades from career reports				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Alief ISD will improve student preparation for college and career.

Performance Objective 2: 100% of GT students will participate in problem solving and critical thinking opportunities in a variety of content areas during the 2018-2019 school year

Evaluation Data Source(s) 2: Lesson Plans

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Teachers will participate in GT professional development sessions to develop instruction with strategies designed to maximize the learning of all GT students. (Research: PD #1-3, GTAP #1)	GT Teachers, Content Specialists					
2) Teachers and Content Specialists will incorporate higher level activities into their instruction and enrichment program	GT Teachers, Content Specialists					
3) Teachers will utilize quality resources and materials to strengthen first line instruction and enrichment programs to help meet the needs of all GT students. (Research: EM #1-3)	GT Teachers, Content Specialists					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 3: Alief ISD will maintain a safe and orderly environment.

Performance Objective 1: Attendance levels will be 97% or above.

Evaluation Data Source(s) 1: Campus and District Attendance Reports

Summative Evaluation 1:



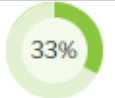


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Utilize STAT for attendance issues (Research: AA #1, #2)	Campus Administrators, Registrar, REID teacher, and STAT	campus and district attendance reports				
Funding Sources: Local - 500.00, State Comp Ed - 0.00						
Critical Success Factors CSF 4 CSF 6 2) Rewards and certificates donated by local businesses to recognize perfect attendance every grading period (Research: AA #1)	Campus Administrators, Registrar	campus attendance reports				
Critical Success Factors CSF 4 CSF 6 3) Daily monitoring with phone calls and following district guidelines that require letters to be sent to parents acknowledging student absences and tardies (Research: AA #1, #2)	Campus Administrators, Registrar	campus attendance reports and phone logs				
Funding Sources: Local - 500.00						
Critical Success Factors CSF 4 CSF 6 4) District procedures are followed to ensure that all homeless students are immediately enrolled and provided appropriate services (Research: AA #1 and H #3, #8)	Campus Administrators, Registrar, and Counselor	campus and district attendance reports				
= Accomplished = Continue/Modify = No Progress = Discontinue						



Goal 3: Alief ISD will maintain a safe and orderly environment.

Performance Objective 2: Reduce office referrals by 5% through activities that promote a safe, healthy, and drug-free learning environment.

Evaluation Data Source(s) 2: Campus and District Discipline Reports

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Critical Success Factors CSF 6 1) SHINE/ABC Awards, Principal's Honor Roll Breakfast, and Perfect Attendance Recognition Awards (Research: PASS #3, #11, and #13)	Administrators and All Staff members	Campus and district discipline reports				
	Funding Sources: Local - 1000.00					
Critical Success Factors CSF 6 2) Continued implementation of Chancellor's Guidelines for Success (Research: PASS #13)	Above and Beyond committee, all Staff members, and Administrators	Incident reports				
	Funding Sources: Local - 1000.00					
Critical Success Factors CSF 6 3) Each teacher has a behavior resource folder with leveled infractions and consequences to provide schoolwide consistency (Research: PASS #13)	Above and Beyond committee, all Staff members, and Administrators					
	Funding Sources: Local - 1000.00					
4) Behavior Interventionist will be proactive by visiting classrooms with students who have a history of discipline problems (Research: PASS #3, #11, and #13)	Above and Beyond committee, all Staff members, Behavior interventionist, and Administrators	Incident reports				
	Funding Sources: State Comp Ed - 0.00					
5) Students with severe behaviors will be brought to STAT (Research: PASS #3, #14, and #16)	Classroom teachers, STAT members, and REID teacher	STAT agenda				
	Funding Sources: State Comp Ed - 0.00					

<p>Critical Success Factors CSF 6</p> <p>6) Students will participate in structured activities through PE and music classes for a minimum of 135 minutes per week. Movement will be done 10 minutes in the morning and 10 minutes after lunch (Research: HPW #6 and #8)</p>	<p>PE staff, Music staff, and Classroom teachers"</p>					
<p>Critical Success Factors CSF 6</p> <p>7) Fitness tests will be given to all students in grades 3-5 and data will be used to evaluate fitness levels of those students (Research: HPW #5))</p>	<p>PE staff</p>	<p>Results of fitness tests</p>				






 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 3: Alief ISD will maintain a safe and orderly environment.

Performance Objective 3: 100% of students will be trained in AUP/RUP, Internet Safety, and Cyberbullying.

Evaluation Data Source(s) 3: Lesson plans and CWTs, direct observation, Signed AUP/RUP forms

Summative Evaluation 3:



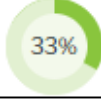

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) The Technology Teacher will instruct students on internet safety and cyberbullying (Research: PASS #5 and #8)</p>	Technology teacher	(1) Implementation will be measured by documentation in the technology specialist's notes and teacher lesson plans. (2) Impact will be measured by the maintenance of a low level of incident reports.				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Goal 3: Alief ISD will maintain a safe and orderly environment.

Performance Objective 4: Discipline offenses in BULY/HARA/FTNG/PATS will decrease by 2% compared to 2017-2018

Evaluation Data Source(s) 4: 2018-2019 Offense Data

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Conflict resolution strategies taught to students in KN - 5th grades (Research: PASS #3 and #13)</p>	Counselors	Incident reports and anecdotal notes				
<p>Critical Success Factors CSF 6</p> <p>2) Services and programs offered by counselors: (1) Let's Get Along classes for PK/K (2) Leadership classes and groups (3) Comprehensive character education program for all grades (5) Kindness month (6) Staff training in anti-bullying (6) Multi-Cultural Acceptance Presentations (7) Anti-Bully week (8) Empower to Defend program for 5th grade by Aim for Success (9) SAP Groups (Research: PASS #3, #7, #8, #13)</p>	Counselors, Classroom teachers, and Parents	Incident reports and anecdotal notes				
<p>Critical Success Factors CSF 6</p> <p>3) "Oskar the Bully" Presentation for Kindergarten - 5th grade students (Research: PASS #7, #8, and #15)</p>	Counselors	Incident reports, anecdotal notes, and student evaluations				
	Funding Sources: Title I - 865.00					
<p>Critical Success Factors CSF 6</p> <p>4) Mentor relationships between staff and students and Student Assistance Program (Research: SAP #2, #3, #4, and #8)</p>	Counselors, ILT, and classroom teachers	Incident reports				


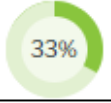




 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

Goal 3: Alief ISD will maintain a safe and orderly environment.

Performance Objective 5: Number of discipline offenses in Tobacco/Alcohol/Drugs will be less than 2 incidents.

Evaluation Data Source(s) 5: 2018-2019 Offensive Data

Summative Evaluation 5:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Critical Success Factors CSF 6 1) Drug/Alcohol/Tobacco presentations for Kindergarten - 5th grade students. (Research: PASS #1 and #14)	Counselors and Health Teacher	Incident reports				
2) Healthy lifestyles will be promoted using activities and themes during Red Ribbon Week	Counselors, teachers and administrators	Copies of Red Ribbon Week activities, posters and visual recognition of students participating				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 3: Alief ISD will maintain a safe and orderly environment.

Performance Objective 6: All students will be trained in personal safety.

Evaluation Data Source(s) 6: Lesson plans. Student participation.

Summative Evaluation 6:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Counselors will instruct all students how to be safe in situations involving: (1) Strangers (2) Escape School (3) Home Alone (4) Fire (5) Physical Abuse (6) Sexual Abuse (7) Gangs (8) Guns</p>	Counselors	Lesson plans. Student participation.				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Goal 4: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: 90% of teachers will continue to work at Chancellor.

Evaluation Data Source(s) 1: District Teacher Retention and Teacher Attendance Reports.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) To boost morale and show appreciation, staff members receive SHINE awards, sweet treats, trinkets, jeans passes, and newsletter "Shout Outs". (Research: NCLB)	Administrators	District teacher retention and teacher attendance reports				
	Funding Sources: Local - 1000.00					
2) To increase staff interaction and communication, teachers will participate in various social activities/events; such as, Lunch Bunch, Fat Friday, Holiday Luncheons, Christmas Party, After school Craft Corner, and After school motivational movie (Research: NCLB)	Administrators and All Staff	Teacher participation, district teacher retention and teacher attendance reports				
	Funding Sources: Local - 500.00					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						






Goal 4: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: 100% of teachers will collaborate in order to increase the effectiveness of their teaching.

Evaluation Data Source(s) 2: Classroom implementation of learned practices; Conferences with administrators and observations of practices by administrators; Sign in sheets/certificates acknowledging attendance; Student Progress; District Teacher Retention and Teacher Attendance Reports.

Summative Evaluation 2:

Next Year's Recommendation 2: Family Engagement will be increased by 10%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Refine and improve efficiency during staff development, PLC meetings, curriculum planning and other professional meetings (Research: NCLB)	Administrators, All Teachers, and Content Specialists	Lesson plans, CWTs, sign in sheets, and student progress				
Funding Sources: Local - 2000.00, Title I - 2000.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 4: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 3: 90-100% of teachers will participate in program enhancement opportunities.

Evaluation Data Source(s) 3: Sign in sheets acknowledging attendance

Summative Evaluation 3:

Next Year's Recommendation 3: Family Engagement will be increased by 10%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Provide professional development and training on effective instructional strategies for special population (Research: PD #1-3)	Administrators, District Staff, and Content Specialists	Sign-in sheets				
	Funding Sources: Local - 2000.00, Title I - 2000.00					
2) Content team models instructional strategies in classrooms (Research: NCLB)	Content Specialists	Lesson plans and CWTs				
	Funding Sources: Local - 4000.00					
3) Teachers will utilize professional book and article studies for additional staff development opportunities (Research: PD #1-3))	Teachers and Content Specialists	Lesson plans and CWTs				
	Funding Sources: Local - 1000.00					
4) Teachers will participate in professional development sessions to develop instruction with strategies designed to maximize the learning of all students (Research: PD #1-3)	Administrators, ILT, and Classroom Teachers	PD registration confirmation forms, sign-in sheets indicating attendance, lesson plans, and CWTs				
	= Accomplished = Continue/Modify = No Progress = Discontinue					

Goal 5: Alief ISD will continue to build positive relationships with all stakeholders.

Performance Objective 1: Chancellor will increase parent and community engagement and participation by 15% compared to 2017-2018

Evaluation Data Source(s) 1: Attendance logs and sign in sheets acknowledging parent participation; Parent Feedback to Teachers and Administrators

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Family Engagement will be increased by 10%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) The staff members of Chancellor Elementary will work closely with parents, mentors, and volunteers to provide a positive support system for our students (Research: FAME #2, #8, #11, #15)	All Staff Members	Attendance logs, sign-in sheets, and parent feedback				
Funding Sources: Title I - 4050.00						
2) The staff members of Chancellor will work closely with local businesses, by communicating with Dee Jones, to increase and recognize student achievement. (Research: FAME #2, 13)	Administrators, FAME Rep., Parents, and Staff members	Attendance logs and Parent feedback				
3) The written family engagement policy will be evaluated and revised, if necessary, to design strategies for more effective parent involvement. (Research: FAME #14)	Administrators, FAME Rep., Parents, and Staff members	Attendance logs and sign-in sheets acknowledging parent participation				
4) Family engagement opportunities will be provided to parents through Parent/Teacher Conferences; PTO, VIPS, STAAR Parent Night; Open House; Fine Arts Programs-including Orff Ensemble, violin, and choir; Field Day; Texas Public Schools' Week; Meet the Teacher; Book Fair; Marquee Messages; Chancellor's Monday Messages, Chancellor's FAME Center, 411, Remind, and through our Chancellor web page.(Research: FAME #1, #2, #6, #14)	Administrators, FAME Rep, Parents, and Staff members	Sign-in sheets				
Funding Sources: Title I - 4050.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Campus Shared Decision Making Committee

Committee Role	Name	Position
Administrator	Lisa Saarie	Principal
Administrator	Karen Bates	Assistant Principal
Administrator	Tessia Brixey	Assistant Principal
SDC Facilitator	Judy Doan	REID Teacher
Classroom Teacher	Joy Lupton	Kindergarten Teacher
Classroom Teacher	Tamara Armelin	1st Grade Teacher
Classroom Teacher	Belinda Gau	2nd Grade Teacher
Classroom Teacher	Taylor Lee	3rd Grade Teacher
Classroom Teacher	Tenille Granson	4th Grade Teacher
Classroom Teacher	Jennifer Reynolds	5th Grade Teacher
Non-classroom Professional	Lucia Corneh	ELD Interventionist
Non-classroom Professional	Emily Spitz	Music Teacher
Non-classroom Professional	Tiffany Watson	Special Education Teacher
Paraprofessional	Marie Dugal	Secretary
FAME	Gladys Ofili	FAME Representative
Business Representative	Nguyen Le	
Community Representative	Ronald Rieta	
Parent	Brian Arthur	
Parent	Terence Colvin	
Parent	Mark Mmegwa	
Parent	Khanh Nguyen	