

Alief Independent School District

Owens Intermediate School

2019-2020



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Comprehensive Needs Assessment

Demographics

Demographics Summary

The number of students that are English Language Learners (ELL) are continuously increasing. The campus is about 66% ELL. This includes students from both the Hispanic and Asian population. We have 54% of the students participating in the bilingual program. Our campus mobility rate is at 21%. Most of these students are in-district transfers which is beneficial for our students. Our district has pacing guides that schools follow to ensure that students receive instruction on the TEKS during the same time period. Ninety-three percent of our students are Economically Disadvantaged. Therefore, we have many safeguards in place to encourage students to come to school including; interventions for struggling students, professional developments to help teachers work with at-risk students; incentives for appropriate behavior; incentives for attending school and many more.

Demographics Strengths

We have a proactive approach to helping our students be present and successful in school. We have several committees whose goals are to help with behavior and attendance. We have an Instructional Leadership Team that plans and conduct professional developments with teachers to ensure students are learning appropriate skills.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our population consist of 93% Eco-Dis and 66% ELL which requires us to hire bilingual and ESL certified teachers and train them to work with Eco--Dis students.

Student Academic Achievement

Student Academic Achievement Summary

Our school is 64% LEP. Here is how we stand with TELPAS Levels:

5th Grade- 95 Beginners, 23% Inetermediate, 44% Advance and 24% Advane High

6th Grade- 14% Beginners, 20% Interemdiate, 51% Advanceand 15% Advancece High.

Our long term goal is to have at least 70% of the students passing STAAR with a perentage The perentage for all students and Eco-Dis are the same in all subjet areas. SPED students STAAR are on an accelerated learning plan.

2017 STAAR Scores:

All Students Reading Math Science

Eco-Dis

5th Grade 55% 61% 42%

6th Grade 47% 69% N/A

SPED Reading Math Science

5th Grade 17% 16% 4%

6th Grade 13% 25% N/A

LEP Reading Math Science

5th Grade 48% 57% 39%

6th Grade 31% 48% N/A

Ethnicity HIS/LAT Asian Black

Reading 5th 52% 77% 60%

Math 5th 59% 91% 54%

Science 5th 41% 78% 32%

Reading 6th 44% 80% 53%

Math 6th 59% 90% 63%

There is a gap between all our subgroups. We are working to close the gap as the Hispanic/Latino subgroup is 64% of our population.

Student Academic Achievement Strengths

We are growing our students. Science recieved the most growth 2017-18 school year.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our school has not meet the long term goal of 70% of our students passing the STAAR. We only are at 59%.Science continues to be a concern as we have not meet the standard for 3 consecutive years and we are now a PEG school.

School Processes & Programs

School Processes & Programs Summary

Our curriculum is based on the TEKS and does a very good job of addressing them prior to the students taking the STAAR test. Content-based planning ensures that teachers are all aware of and planning in accordance with the TEKS that are mentioned on the pacing guide. Campus-based assessments and District Assessments are all created based on the TEKS and the STAAR format.

Assessments are used by teachers in PLC to identify areas of difficulty for the students in each classroom. Using this data, the teachers are expected to ensure that they address the issues in the classroom with whole group and small group instruction. Teachers have engaged in goal setting in order to improve their performance. There is a campus-wide student goal setting program. SIOP strategies are being taught and modelled in PLC and planning and then being observed by PARTnerships. Texas Accountability Indexes are mentioned often and teachers are expected to strive to improve in all 4 areas.

Staff events to promote collegiality and meaningful relationships are scheduled throughout the school year such as Pot Luck to Kick off the school year, Tailgate Luncheon, Birthday Bulletin Board, Celebration Boards, Jaguar Jewels, Thanksgiving Feast, Winter Holiday Party, weekly PLC sessions, collaborative planning, extended planning, wellness events, staff friendly competitions. A mentee teacher induction program with monthly events to help support our newest teachers. Partnership with the University of Houston's teachHouston program which promotes the training of student teachers with a STEM focus, involvement in the Principal's Advisory Board at the University of Houston to inform and support the student teacher program, as well as attendance at the University of Houston Student Teacher Job Fair.

School Processes & Programs Strengths

- The curriculum is designed around the TEKS.
- Content-based planning is a good method of ensuring that the TEKS are being followed by the teachers.
- Data is reviewed in PLC by all teachers. The teachers then use the information to design small group instruction that will properly attend to the students' varying levels and abilities.
- The expectation of the campus is to implement and consistently encourage small group instruction to help students of varying levels.
- SIOP strategies based on student communication have been taught and modelled for teachers at PLC and Planning meetings.
- PARTnerships encourage teachers to implement SIOP strategies in the classroom and allow an open dialogue about ways to improve their implementation.

Teachers have all set T-TESS goals to strive to accomplish this school year.

We have very collaborative and supportive teams. Teacher morale is kept at an all time high due to the various celebrations recognizing teachers' efforts. There are many opportunities to grow both personally and professionally.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers are in the proficient level of implementing small group instruction but due to our population, they need to be at the mastery level.

Perceptions

Perceptions Summary

One of the focuses of Owens Intermediate is to bridge the gap between the world of education and the community surrounding the educational learning environment. Through the participation of Owens Intermediate staff, parents, and stakeholders, we are able to collaborate, build relationships, utilize community resources to minimize risk factors, promote resiliency, and respond to help meet the needs of our students. Owens' overall mission and goal are focused on parent-school partnerships that strengthen families and build community support while increasing student achievement and success. Teachers & parent volunteers work for the betterment of the individual student and school. Our desire to increase family engagement is greatly valued and appreciated, for the success of our students is paramount. This established foundation has created a positive recognition for teachers and parents as a caring & positive integral part here at Owens. Accommodating parents is especially important by ensuring effective communication with the school. We aim to establish a climate that encourages growth in cultural responsiveness and sensitivity. We strive to establish an effective means of communication for parents who are limited English speakers through interpreters and translated information sent out to the community.

Owens Intermediate is an environment that encourages community partnerships through the support of campus housed programs such as C.I.S, The Council and Recovery, Change Happens, and The Family Center.

Based on the Student Climate and Safety Survey only seventy-two percent of students felt safe at school compared to eighty nine percent of staff. In addition, 93% of students believe that they get the support they need for academic and career planning.

It is our goal for all students and staff to feel safe at school. We continue to have procedures in place to promote safety such as: safety and evacuation plans posted; consistent CHAMP's posters and language in each classroom; counselors and outside guest speaking to students about personal issues, gangs, and bullying; keyless access for staff entrance; raptor system for visitor sign-in, Alief ISD police officers patrolling school grounds.

Perceptions Strengths

Currently, Owens Intermediate strengths are due to the newer, more advanced forms of communication available

- E-mail from the district/school
 - Online parent portal (Home Access Center)
 - District/school e-newsletters
 - District/school website (Let's Talk and Schoology)
 - Telephone/voice messaging system (Text: All District Events) (Text: Remind)

The various forms of communication allows parent, teacher, admin. to communicate without limitations. The communication use of website, mobile app,

letters, & monthly newsletters between home & school helps staff build rapport, with parent/student. This will in turn assist all parties involved to have & create a more effective relationship.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parental/ family involvement in low despite the various opportunities available for them to work with the school.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- 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
- Accountability Distinction Designations
- 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
- 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)

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Action research results




Goals







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

Performance Objective 1: Seventy-five percent of all fifth grade students will obtain approaches grade level; thirty-five percent will obtain meets grade level, and nineteen percent will obtain masters grade level in Math as measured by STAAR Performance Standards by May 2020.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) MATH: Data will be analyzed after each CCA and DCA to monitor improvement percentage by subgroups.		Math, and RIED Specialist and Teachers	PLC Agendas				
	Funding Sources: State Comp Ed (SCE) - 0.00						
2) MATH: Purposeful small group instruction based on district and state assessment data. Small group instruction will be implemented at least twice a week with instruction based on data from math district common assessments. Groups will be aligned according to non-mastery of a particular standard.		Math Specialist, Administration & Teachers					
	Funding Sources: Local - 0.00						
3) MATH: Implement in depth more prescribed problem solving strategies for routine (STAAR formatted problems) and non-routine (problems with open ended questions) to increase students' skills in mathematical reasoning, written communication skills, and creative thinking. (Research EM 1 and EM2)		Math Specialist, Administration & Teachers	Student Data				
	Funding Sources: Local - 6300.00						






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
4) MATH: Professional Learning Communities (teacher collaboration groups) will be grouped according to instructional grade level to share instructional strategies, including the use of manipulatives, on order to increase their students' mathematical proficiency .		Math Specialist, Administration & Teachers	Agendas				
	Funding Sources: Local - 0.00						
5) MATH: Spring math after school tutorials students selected based on CCA and DCA scores to increase mastery of STAAR standards. (Research AA3)		Math Specialist, Administration & Teachers	Pre and Post Test Data				
	Funding Sources: Local - 12000.00						
 = 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 2: Seventy-nine percent of all fifth grade students will obtain approaches grade level; thirty-four percent will obtain meets grade level, and fifteen percent will obtain masters grade level in Reading as measured by STAAR Performance Standards by May 2020.

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

Summative Evaluation 2:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Students will be placed in math interventions based on 2018-2019 STAAR data.		Interventionist	DCA, CCA and STAAR 2019				
Funding Sources: State Comp Ed (SCE) - 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 3: Sixty-three percent of all fifth grade students will obtain approaches grade level; thirty percent will obtain meets grade level; and ten percent will obtain masters grade level in Science as measured by STAAR Performance Standards May 2020.

Evaluation Data Source(s) 3: Tracking Documents, DCA data, STAAR Data

Summative Evaluation 3:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) SCIENCE Teachers will differentiate the curriculum and the resources they use for special education students by using assigned accommodations along with off level text to scaffold learning.		Science Specialist, In-Class Support Teachers, General Ed. Teachers	Monitor IEP's				
Funding Sources: State Comp Ed (SCE) - 0.00							
2) SCIENCE: Our ELL students will be monitored for progress. Progress is defined as 60% approaches on science STAAR performance.		Science Specialist, ILT, Teachers	STAAR Data, CCA's and DCA's				
Funding Sources: State Comp Ed (SCE) - 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 4: Seventy-four percent of all sixth grade students will obtain approaches grade level; thirty-five percent will obtain meets grade level, and sixteen percent will obtain masters grade level in Math as measured by STAAR Performance Standards by May 2020.

Evaluation Data Source(s) 4: Tracking Sheets, CCA, DCA, STAAR

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) 1) MATH: Implement in depth more prescribed problem solving strategies for routine (STAAR formatted problems) and non-routine (problems with open ended questions) to increase students' skills in mathematical reasoning, written communication skills, and creative thinking. (Research EM 1 and EM2)		Specialist Administrators					
 = 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 5: Sixty-three percent of all sixth grade students will obtain approaches grade level; twenty-five percent will obtain meets grade level, and fifteen percent will obtain masters grade level in Reading as measured by STAAR Performance Standards by May 2020.

Evaluation Data Source(s) 5: Tracking Sheets, CCA, DCA, STAAR




Summative Evaluation 5:

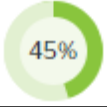
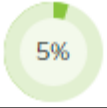
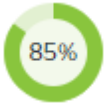





Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 6: Seventy-seventy percent of 5th and fifty-two percent of 6th grade will meet standard in reading by May 2020.

Evaluation Data Source(s) 6: DMAC reports, OCA, DCA and STAAR Data

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Teachers will use data and team collaborative planning to implement meaningful instruction.		Language Arts Specialists Teachers	DMAC Reports for measurement PLC Agendas Teacher lesson books.				
	Funding Sources: Local - 0.00						
2) Teachers will differentiate small group lessons based on CCA and DCA data.		Language Arts Specialists	Teacher Lesson Plans Specialist Walkthrough Forms				
	Funding Sources: Local - 0.00						
3) READING: Teachers will analyze DCA data in order to identify patterns, strengths, and areas of concern. This data will be used to drive instruction, modify small group re-teaching and identify students that may qualify for other interventions (i.e. tutorials). (Research AA 3)		Specialist Team, RTI Team	PLC Agendas, Interventionist Tracking Sheets				
	Funding Sources: State Comp Ed (SCE) - 7500.00						



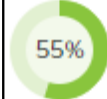
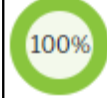



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
4) Teachers will analyze student work for depth of thinking, mastery of content, and grade level TEKS and TELPAS expectations four times throughout the school year.		Specialist Team Teachers	PLC Agenda, Student Work, Lesson Plans				
Funding Sources: Local - 0.00							
5) Reading Tutorials: Teachers will focus on strengthening students literacy skills. (Research ELA 4)		ELA Specialists	Tracking Sheet				
Funding Sources: Local - 12000.00							
6) Students will be placed in reading interventions based on 2017-2018 STAAR data, place and promotion data, and previous interventions.		Interventionist	DCA, CCA and STAAR 2016				
Funding Sources: Local - 0.00							
7) Provide opportunities for students to read various novels to help build comprehension and stamina							
 = 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: 100% of students in special population including SPED and Homeless, academic and behavioral needs will be address

Evaluation Data Source(s) 7: ARD Documentation, Student Questionaire

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) SPECIAL ED: Teachers suspecting student of having ADHD or other challenges in learning will referred to STAT before consideration for SPED.		Teachers, Administrators, REID Teacher, Counselor	504 Documentations				
Funding Sources: State Comp Ed (SCE) - 0.00							
2) SPECIAL ED: Teachers will reinforce students positive behavior and focus on understanding of expectations. Through the use of behavior data alternate solutions will be used to appropriately address student behaviors.		Teachers, Administrators	Tracking Sheets, Observations, PEIMS Suspension Data				
3) SPECIAL ED: Special Education teachers will staff once per month to discuss students' academic and behavior progress. Teachers will consider which electives and/or inclusion best fit students' needs .		Teachers, District Coordinator	IEP Progress, BIP (Behavior Intervention Plan)				
4) SPECIAL ED: ARD Committee will address students' academic and behavior progress to determine if they are in the Least Restrictive Environment. STAAR assessment will be addressed every school year.		Teachers, Administrators, ARD Committee	ARD Documentation				
5) SPECIAL ED: Teachers will differentiate the curriculum and the resources they use for special education students using assigned accommodations and modifications.		Teachers, Specialist	IEP Goals and ARD Documentation				
Funding Sources: State Comp Ed (SCE) - 0.00							







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
6) ARD Committee will address students' who did not meet the passing standard on state assessment and receives services from Special Education. Students will be provided with an Accelerated Instruction Plan in each subject area that mastery was not met. Computerized instruction using targeted software will be utilized to enable students to be performing at grade level at conclusion of school year.		Special Ed. Teachers	Attendance Form, Accelerated Instruction Plan				
7) HOMELESS: Students identified as homeless upon registration names will be shared with district and we will follow district procedures to ensure students needs are meet.		Registrar, Administrators, District Homeless Student Liaison	Student Residency Questionnaire				
= Accomplished = Continue/Modify = No Progress = Discontinue							










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

Performance Objective 1: 90% of Owens Intermediate students will utilize AVID planners, binders, and WICOR strategies effectively from October 16, 2019-April 30, 2020.

Evaluation Data Source(s) 1: AVID Data, STAAR Data and sign in sheets, Walk-through Rubrics, Student work samples, lesson plans, and AVID Focused Note Taking Samples from Students

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Students will participate in AVID- an organizational strategy, by consistently using 3 subject notebooks to keep subjects in order, 2 and 3 column notes, and agendas to effectively prepare for higher education.		Teachers, Specialists, Administrators, & AVID Committee	AVID Binder Checks				
2) Staff will utilize technology cross-curricular by incorporating it into their lessons for both presentation and student interaction. (Research TEC 7)		Teachers, Specialists, Tech Aide & Administrators.	Increase in STAAR Reading/Science/ Math levels; STAAR data.				
Funding Sources: Title I - 15000.00							
3) Professional Learning Communities will provide the staff with effective instructional practices and possibilities for curriculum integration for general education, special education, EL, Gifted and Bilingual students in language arts, math, science, social studies and technology.		Specialists & Special Education Chairperson	Agendas and Sign In Sheets				
4) Technology- Students will be trained in Acceptable Use Policy and Responsible Use Policy enabling them to utilize technology for the purpose of research projects and publishing their work.		Technology Specialist, Classroom Teachers	Tracking Sheets Sample Projects				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
5) Students will participate in College Week where they will explore possible careers and set future goals. Students and staff will show their college spirit on Fridays by wearing a college t-shirt. Students will also participate in "Career Day" during the spring in which they will hear guest speakers talk about their current occupations. (Research AVID 4)		Teachers, Specialists, Administrators, & Counselors	Emails, Pictures and Sign-In Sheets				
	Funding Sources: Title I - 5000.00						
6) Student Technology Competencies (71% of students who master grade level tech competencies)		Teachers and Instructional Technology Specialist and Technology Aide	Teacher record of technology competencies completed and student projects.				
	Funding Sources: State Comp Ed (SCE) - 0.00						
7) Students will attend various field trips to create authentic situations for students to learn different content at a higher level.		Instructional Leadership Team, Teachers	Student work				
	Funding Sources: Title I - 0.00						
8) Provide resources, materials and equipment needed to ensure classroom environment is conducive to learning.		Administrator, Specialist, Secretary	Student Work				
	Funding Sources: Title I - 5000.00						
9) Students will have celebrations and receive awards for academic achievements. (Research PASS 4)							
	Funding Sources: Title I - 5000.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

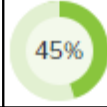
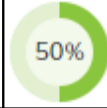




Goal 3: Alief ISD will maintain a safe and orderly environment.

Performance Objective 1: Owens Intermediate will decrease behavior referrals by 10% each month, August 2019-May 2020.

Evaluation Data Source(s) 1: ABC Committee documentation, ESP Discipline Re

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) By October , 2019 the Above and Beyond Committee or representative will train teachers on STOIC to use in their classroom.		ABC Committee, Administrators	Sign-In Sheets, PowerPoint				
2) By November 2, 2018 students will have the opportunity to experience other facets of learning through the extracurricular clubs and the Children in After-school Program. This is a strategy to increase appropriate behavior.		Assistant Principals, Club Sponsors, CIA Representative	Student Participation, Report Cards, Attendance and number of students participating				
3) Students will be given brain breaks that utilize Brain Energizing activity cards, Action Based Learning Activities, and desk cycles to increase movement along with academics to help build cross-lateral brain functions, which will help build positive learning and social behaviors.		Administrators	Increase in Test Scores				
4) Raptor - V-soft helps track visitors in the building, providing a safer and more monitored environment for our students and staff. All visitors, are asked to present a valid state I.D., upon entering the building. Staff are allowed to enter using security key cards.		Administrators, Front Office Staff	Visitors have badges, Sign in sheets in front office.				
5) All students will be trained in Acceptable Use Policy and Responsible Use Policy.		Tech Specialist	Tracking Sheets				
6) Incoming 5th graders will participate in orientation in the spring semester.		Counselors	Smooth Transition, Flyers, Emails				



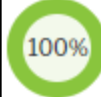








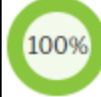




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
7) Above and Beyond Committee will have monthly meetings to analyze discipline referrals and determine plan to reduce referrals.		Administrators, Behavior Interventionist	Agendas, Sign-In Sheets and reduction of discipline referrals				
Funding Sources: State Comp Ed (SCE) - 0.00							
8) A crisis committee is in place with drills including: fire, lock down, and outside.		Administrator, Crisis Committee	Safe School, Monthly Documentation				
9) Outgoing 6th graders will meet with counselors for perspective campuses to discuss schedules and various programs they offer		Counselors	Emails and Course selection sheets				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 2: By June 2020 100% of students will participate in bully prevention and drug prevention to reduce high-risk behavior.

Evaluation Data Source(s) 2: End-of-year reports
Campus and District Discipline Reports

Summative Evaluation 2:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) AIM for Success will present to students on various subjects including: Bullying, Abstinence, and Drug Awareness. 6th Grade will receive a presentation on Drug Awareness, and Abstinence, "Power to Succeed". Fifth graders will receive a presentation on Bullying, "Empowered to Defend."		Campus PPC Coordinator/PASS Specialist	Surveys are given by AIM for Success and results are emailed by the end of the school year.				
2) Red Ribbon Week is October 22-26. Students will participate in school wide and classroom activities to strengthen anti-drug-use attitudes and norms.		Campus PPC Coordinator	Offense Data Campus Discipline Reports				
3) Select staff will be trained in the district Student Assistance Program and will utilize lessons in groups or in their classrooms.		Campus PPC Coordinator	SAP Training Attendance Records and teacher/student feedback				
4) Staff will be trained in Bully Prevention and the District Policy on bullying.		Campus PPC Coordinator	Attendance Records				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 3: Discipline offenses in BULY, HAA/FTNG/PATS will decrease by 7% compared to 2019-2020

Evaluation Data Source(s) 3: Campus Offense Data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Staff will mentor students utilizing the Student Assistance Program (SAP). Groups will take place during the instructional day. Groups will be led by CIS, teachers and counselors.		Campus PPC Coordinator	SAP Sign In				
2) Counselors will provide individual counseling, group counseling and whole group guidance throughout the school year covering topics including: bullying, meet the counselor, goal setting, anger management, and conflict resolution.		Counselors	Group Tracking Sheets Campus Offense Data				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 1: ESF 1.1: The principal will provide feedback to content specialists after observing PLCs, coaching sessions, and planning sessions. It is expected that 75% (3 out of 4) of content specialists will apply the feedback to PLC , Planning, and coaching sessions.

Evaluation Data Source(s) 1:







Summative Evaluation 1:







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

Performance Objective 2: Owens Intermediate will retain 90% of newly hired staff.

Evaluation Data Source(s) 2: Teacher surveys and retention of staff.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) New Teacher Program - A comprehensive mentor program will take place to ensure the success of our first year teachers at Owens.		Principal, Assistant Principals and Mentors	Percentage of returning teachers; Teacher feedback survey				
2) Collaboration - Staff members will have Professional Learning Communities, weekly planning meetings, and a monthly faculty meeting to use data to implement strategies for student success.		Administration & Specialists	STAAR Scores; Community Feedback Sheets/Participation				
3) 3. Professional Development- Staff members will participate in professional development opportunities, helping to gain new strategies of teaching across all content areas.		All Staff Members	STAAR Scores; Community Feedback Sheets/Participation				
4) 4. Administrators will attend variety events with highly qualified candidates such as job fairs, university research symposiums. They will hire dedicated subs that participate in staff developments.		Principal, HR Staff	100% HQ				





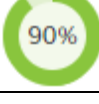
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
5) Professional development digital learning environment opportunities (# of Instructional Technology PD sessions offered and participated in)		Instructional Technology Specialist	Professional Development hours and records				
6) Teacher Competency / Proficiency Rate (# of teachers who meet district tech competency requirements)		Instructional Technology Specialist	Professional Development hours and records. Technology Walk Through records.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							







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

Performance Objective 1: Owens Intermediate will communicate school events, key information, and campus celebrations with 95% of the school community each month electronically from September 2019-May 2020

Evaluation Data Source(s) 1: Parent, student and staff surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Communication - Owens will distribute an Owens Jaguar newsletter every semester. Teachers will communicate with parents daily through the agendas as well as scheduled parent conferences (Research FAME 1)	3.1	Assistant Principal & Teachers	Attendance at meetings; Parent feedback				
	Funding Sources: Local - 1000.00, Title I - 2570.00						
2) FAME Center - Provide support to our parents through different types of parenting sessions. (Research FAME 8)		FAME Liaison	Attendance; Parent/Staff Interaction				
	Funding Sources: Title I - 2000.00						
3) Supportive Atmosphere - Positive recognition of staff members to celebrate success which includes the monthly birthday celebrations, and other monthly incentives. Also, provide snacks during testing times such as DCA's and STAAR.		Administration, Above and Beyond Team & Specialist	Percentage of returning staff members				
	Funding Sources: Local - 0.00						
4) Community Resources - The collaboration of onsite campus support with counseling center, CIS, school nurse, and the FAME Center will provide students/parents with the knowledge of access to referrals and/or campus/community resources.		Counselors, CIS, School Nurse, & FAME Liaison	Student/family referrals				
	Funding Sources: Local - 0.00						
5) CIS staff will hold small groups for identified at-risk students. Groups will focus on mentoring & positive action/character building		CIS Project Manager	Referrals, Daily Documentation, Case Mgmt. Interventions, & Student/Parent/Staff Surveys				
	Funding Sources: Local - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
6) Owens parents and students will participate in the Fall & Spring Family Nights to promote literacy skills, math, science, technology, health & nutrition and provide parents with the tools to help their children succeed in school.		Administration, Teachers, Specialists, Interventionist, P.E. Teachers, Health Teacher & Nurse	Number of parents that attend. Data from the DCA's and LCA's				
Funding Sources: State Comp Ed (SCE) - 0.00							
7) Parent participation in SDC and LPAC Committees will continue to be encouraged.		Committee Members	Meeting Minutes and Sign In Sheets				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

State Compensatory

Personnel for Owens Intermediate School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bogany-Rowe, Latonia	Intermediate Specialist		
Castle, Joyce	Intermediate Specialist		
Edwards, Antonio	Behavior Interventionist/Office Aide		
Jones, Jacquelyn	Technology Aide		
Moore-Munoz, LaNishia	Intermediate Specialist		
Polk, Angela	Intermediate Specialist		
Spikes, Moesha	REID Teacher		

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
SDC Facilitator	Latonia Bogany-Rowe	
Administrator	Lorena Augustus	
Administrator	Andrea Sandles	
Administrator	Shaun Lacy-Jones	
Non-classroom Professional	Mary Kellis	
Classroom Teacher	Zoraida Chavez	
Classroom Teacher	Charis Axel	
Classroom Teacher	Cashaune Murphy	
Classroom Teacher	Miquel Alvarez Salazar	
Classroom Teacher	Sandra Vanderboegh	
Classroom Teacher	Elizabeth Heredia	
Classroom Teacher	Pablo Rincon	
Parent	Parent 1	
Parent	Brenda Hernandez	
Business Representative	Imraan Husain	Business Partner

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2		SCE Salary	\$15,000.00
2	1	5			\$5,000.00
2	1	7			\$0.00
2	1	9			\$5,000.00
5	1	1			\$2,570.00
5	1	2			\$2,000.00
Sub-Total					\$29,570.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		SCE Salary	\$0.00
1	1	3		SCE Salary	\$6,300.00
1	1	4		SCE Salary	\$0.00
1	1	5		SCE Salary	\$12,000.00
1	6	1		SCE Salary	\$0.00
1	6	2		SCE Salary	\$0.00
1	6	4		SCE Salary	\$0.00
1	6	5		SCE Salary	\$12,000.00
1	6	6		SCE Salary	\$0.00
5	1	1			\$1,000.00
5	1	3		SCE Salary	\$0.00
Sub-Total					\$31,300.00

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		SCE Salary	\$0.00
1	2	1		SCE Salary	\$0.00
1	3	1		SCE Salary	\$0.00
1	3	2		SCE Salary	\$0.00
1	6	3		SCE Salary	\$7,500.00
1	7	1		SCE Salary	\$0.00
1	7	5		SCE Salary	\$0.00
2	1	6		SCE Salary	\$0.00
3	1	7		SCE Salary	\$0.00
5	1	6		SCE Salary	\$0.00
Sub-Total					\$7,500.00
Grand Total					\$68,370.00