

Alief Independent School District

Outley Elementary

2019-2020

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: October 15, 2019

Public Presentation Date: October 3, 2019

Mission Statement

Outley Elementary, in partnership with parents and community members, will provide students an excellent education by providing quality instruction and challenging learning experiences in a safe and orderly environment, which will foster life-long learning and responsible citizenship.

Vision

The Alief Independent School District, in collaboration with parents and community, will provide an exemplary education for all students in a safe environment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Strengths

Hispanic – 25%

American Indian/Alaskan Native – 12%

Asian – 14%

Black/African American – 54%

Native Hawaiian/Pacific Islander – 1%

White – 25%

Economically Disadvantaged – 65.5%

The students at Outley elementary are very diverse. Our Staff matches the diversity of our students as well. Our stakeholders speak multiple languages and come from many countries. We celebrate our diverse demographic throughout the year including our multicultural festival. We try to provide opportunities to our high number of economically disadvantaged students who may not get these opportunities elsewhere. We also offer extra support to our high ELL population and help to parents in our FAME center. We have a Community in Schools program to help with families in need.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Outley had lower academic achievement in the sub-populations of White, Hispanic, and Asian that in previous years. **Root Cause:** Our enrollment has increase in these demographic areas. The state standards have changed and now more of these demographic areas are counting towards our accountability measures. Outley was not monitoring interventions directed towards these sub-populations.

Student Academic Achievement

Student Academic Achievement Summary

Student Academic Achievement Strengths

18% of all students met masters on writing STAAR.

34% of all students met masters on math STAAR.

32% of all students met masters on Reading STAAR.

2018-2019 STAAR data

Outley is one of the highest achieving elementary schools in the district. Each year we receive distinctions in multiple domains. Our Telpas data is increasing in our primary grade levels with the implementation of SIOP strategies into our curriculum. Outley has the AIMS program which is directed towards Gifted and Talented students from the district. Outley also offers in class support to students with special needs or 504 accommodations. Outley has a minimal number of students that are retained due to low academic results. Outley received a B- report in academic achievement. This was one of the highest ratings for an elementary school in Alief. Students do well in participating in competition activities (i.e. Spelling Bee, AMMO, battle of the books, etc.)

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Outley did not earn its distinction in academic growth. **Root Cause:** We do not frequently follow up on how data is being used and applied in the classroom. Students with declining or stagnant academic achievement were not targeted early enough and given multiple opportunities for intervention.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Strengths

Outley offers multiple opportunities for staff to participate in PD and also facilitate PD. Students have been offered different enrichment opportunities throughout the school day. Outley has an SDC that meets monthly as well as an Instructional Leadership team that meets weekly to discuss the needs of our campus. Communication of school items is provided to staff weekly through a Smore. Our school calendar is located through Schoology and gives real time updates. Outley offers tutorials and clubs to students to offer intervention both academically and social emotionally. Outley is integrating technology into classrooms through iPads and Prometheum boards.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Outley filled more than 10% of classroom teachers from 2018-2019. **Root Cause:** The expectations of teachers is growing. Our enrollment is increasing so the need for teachers is increasing with it. Outley has a high mobility rate making closing the achievement gaps harder. This may contribute to behavior as classrooms may be inconsistent with students. All of these can be stressful to a teacher causing them to leave the profession or seek employment elsewhere.

Perceptions

Perceptions Summary

Perceptions Strengths

The number of behavior incidents have decreased on the bus and throughout the common areas of the school. Outley provides afterschool clubs to 4th graders in need of social and emotional opportunities. Outley practices safety drills including, fire, severe weather, and lock down drills. For safety of the school, staff wear ID badges and use key cards to get throughout the building. Students also are chosen to be safety monitors to help with arrival in the morning. Staff members are trained on bullying and CPS notification procedues throughout the year. Outley's FAME center has increased attendance gradually over the past year. Families are invited to participate in dance night, fall festivals, and even academic activities. Outley FAME center also recruits parent volunteers to help within the building during the school day. Many staff member's children attend Outley as students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The number of parents attend curriculum nights is lower than that of other family events. **Root Cause:** Communication of these events is not always given in a timely manner. The date of the event is not always taken into consideration when planning. The perception of academic night may not be as inviting for families to attend as other family nights.

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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Local Accountability Systems (LAS) 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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- STEM/STEAM data
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention 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
- Community surveys and/or other feedback

Support Systems and Other Data

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











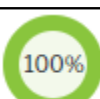
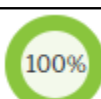
Goals











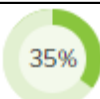


Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 1: ESF: Each member of ILT Plus will complete 7 out of 9 successful cycles of coaching between the months of October 2019 to May 2020.

Evaluation Data Source(s) 1: Agendas , ILT training, Consultant, Scripts, Success Criteria for Coaching Cycles

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) ILT PLUS will begin doing weekly familiarity walks of grade level/content areas and provide individual/grade level feedback starting August - September of 2019 using google form. The walks will be used to gain background knowledge about areas of strengths and weaknesses according to the rigor vs management trajectory.		ILT PLUS	ILT will determine which trajectory track (Management/Rigor) teachers are categorized in. Evidence: Walkthrough feedback, schedules, google form				
2) Sept. 2019 ILT PLUS will inform teachers that coaching cycles will be offered to help support them with their goals.		ILT PLUS	Teachers will be informed of support options.				
3) ILT PLUS will participate in a book study on the structure of The Get Better Faster framework and its principles of coaching on September 13, 2019.		ILT PLUS	ILT will gain a better understanding of the coaching cycle and the trajectory Evidence: Sign in sheets, power points, agendas.				
4) ILT Plus will meet with Region IV Consultant by Sept 18, 2019 to dive deeper to ensure the understanding of the Get Better Faster framework.			ILT Plus will all have the same understanding of the descriptors on the scope and sequence.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
5) Each week ILT will monitor grade level and individual teacher data for CCAs, DCAs, and data tracking sheets for IStation and iREADY scores to ensure students are on track to meet projected student growth goals.		ILT PLUS	Teachers will analyze the BOY ISIP and IReady data for their classes in order to set goals for student growth. Evidence: data tracker, PLC agenda				
6) Campus wide communication will be sent out to all teachers K-4 detailing who will be coached, the purpose of coaching, and the campus goal for implementing the GBF framework. In addition, teachers will be informed of the calibration process.							
7) ILT PLUS will meet individually with teachers to introduce themselves as their coach by September 27th.		ILT PLUS	Teachers will receive an individualized coaching plan. Evidence: rubric, walkthrough schedules. coaching script.				
8) ILT Plus will conduct inter-rater reliability walks in order to calibrate use of the scope and sequence in the Get Better Faster framework and determine each teacher's trajectory (rigor/management). This information will be used to collect campus baseline data by October 3rd.							
9) Within each two week period ILT Plus will schedule a coaching cycle of observations and feedback with each assigned teacher starting October 2019.							
10) ILT PLUS will complete 3 individualized coaching cycles per assigned teacher throughout the months of October 2019 and May 2020.		ILT PLUS	ILT will begin coaching teachers to make growth in their trajectory plan. ILT will complete 7/9 successful coaching cycles. Evidence: rubric, walkthrough schedules. coaching script.				
11) ILT PLUS will tier teachers into their trajectory track to begin individualized coaching throughout the months of October and November 2019. A plan of action for each teacher will be developed and can include teacher lab, individual coaching sessions, etc.		ILT PLUS	Teachers will receive an individualized coaching plan. Evidence: Tiered list, rubric, walkthrough schedules. coaching script.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
12) Staff will participate in Get Better Faster mini-training session to plan for the action step Write the Exemplar during the October 28th staff meeting.							
13) ILT PLUS will provide ongoing practice, feedback, and open communication with teachers throughout the months of October 2019 through May 2020.		ILT PLUS	Teachers will utilize strategies and progress through their trajectory plan. Evidence: feedback, walkthroughs, rubric				
14) ILT will conduct a minimum of 1 Kid Chat Session per semester with teachers Kinder - 4th grade to discuss classroom data and student growth.							
15) 68% of students will be on track to make a full years growth by January 2020 and will make at least a full years growth by May 2020 according to iStation and iREADY's projected growth goals.			Students will make a full years growth by May 2020 according to Istaton and IReady				
16) ILT Plus will meet with Region IV Consultant by October to determine the criteria for a successful coaching cycle.			ILT Plus will know how to determine if their coaching cycle was successful or not.				

= 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: Writing: By April 2020, the percentage of fourth grade students in the approaches category will increase from 61% to 64%.

Evaluation Data Source(s) 2: STAAR Phase 2 writing data

Summative Evaluation 2: Some progress made toward meeting Performance Objective


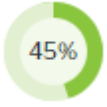


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) All grade level teachers and Language Arts specialists will use rubrics based on "6 Traits" to assess students' writing each grading period. Students will assess their own writing using the rubric and checklists. Teachers will use the rubrics to inform writing conferences. (ELA 16 & 17)		Elementary Language Arts Specialists (SCE Funded Position)	PLC Agendas and Notes; Student Work, Rubrics, Report Cards, Lesson Plans, CCA Data				
Funding Sources: State Comp Ed (SCE) - 0.00							
2) Writing instruction in grades K-4 will focus on writing compositions and writing in different genres. Students will be expected to use proper conventions to edit. Teachers and LA specialists will collaborate through PLC/team planning to develop strategies and lesson plans to support writing including using mentor texts and "Thinking Maps" to plan writing and revision strategies. (ELA 12, 16, & 17)		Elementary Language Arts Specialists (SCE Funded Position)	PLC Agendas and Notes; Student Work, Rubrics, Report Cards, Lesson Plans, CCA Data				
Funding Sources: State Comp Ed (SCE) - 0.00							
3) Students in K-4 will go through all steps of the writing process at least once per marking period. (ELA 16 & 17)		Elementary Language Arts Specialists (SCE Funded Position)	PLC Agendas and Notes; Student Work, Rubrics, Report Cards, Lesson Plans, CCA Data				
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: Reading: By Spring 2020, we will grow 3% in the reading reporting category 2 on STAAR 2020.

Evaluation Data Source(s) 3: STAAR, STAAR-A, TELPAS, DCA, I-Station, TAPR Report, DRA

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) LA teachers will use data analysis from sources such as I-Station, DRA, EasyCBM, DCAs, CCAs, anecdotal notes, running records, etc to inform instruction. (AA4)		Language Arts Specialists (SCE Funded Position)	Small group binder data, CCA data, I-Station scores, DRA, student work, DCA data, STAAR, STAAR-A, anecdotal notes, running records				
	Funding Sources: State Comp Ed (SCE) - 0.00						
2) The Bridge, Title 1, and REID teachers will provide reading interventions. (ELA 4)		Interventionists, REID Teacher (SCE Funded Position)	Running Records, CCA data, I-Station scores, EasyCBM Data, STAAR, Small group binder data				
	Funding Sources: State Comp Ed (SCE) - 0.00						
3) LA teachers, specialists, and interventionists will collaborate to discuss plans for students making slower than expected progress. Various options for extra support such as tutorials, computer intervention, inclusion in flex groups, or summer school will be chosen based on the needs of the students. (AA 4, CPT 1) (LA specialist SCE Funded Position)		Elementary Language Arts Specialists (SCE Funded Position), Interventionists	PLC agendas and notes; Running Records; Small group data; Istation; CCAs, DCAs				
	Funding Sources: State Comp Ed (SCE) - 0.00						
4) LA teachers will utilize comprehension thinking strategies (schema, inferring, questioning, synthesizing, determining importance, visualizing) and Close Reading Strategies (grades 2-4) to help students deeply understand a variety of reading genres. Books/materials will be purchased that provide students with the opportunity to use these thinking strategies in various genres.		Language Arts Specialists (SCE Funded Position)	PLC agendas and notes; Purchase orders; CCAs; DCAs; STAAE; Running Records; Small group binders, Istation				
	Funding Sources: State Comp Ed (SCE) - 0.00						


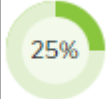


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
5) Students in Pre-kindergarten and Kindergarten will be given extra support from our pre-kindergarten and kindergarten paraprofessionals based on data from the classroom teacher. (PK/K Aides SCE Funded Position)		Classroom Teachers, PK/Kindergarten Aides (SCE Funded Position)	Istation, small group data, running records				
Funding Sources: State Comp Ed (SCE) - 0.00							
ESF Levers Lever 5: Effective Instruction 6) Reading and writing will be integrated into social studies instruction 2 out of 5 days of instruction by May 2020.	2.5						
 = 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: Math: The end of year math DCA passing rate will increase as follows: Kindergarten will increase from 71% to 75%, 1st grade will increase from 57% to 62%, 2nd grade will increase from 46% to 50%.

Evaluation Data Source(s) 4: End of year DCA, STAAR

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Teachers and math specialists will utilize balanced math components as a framework to develop conceptual understanding of math concepts. (EM 1) (Elementary Math Specialist SCE Funded Position)		Elementary Math Specialists (SCE Funded Position), Campus Administrators	CCA, DCA , Informal observations, STAAR, weekly assessments				
	Funding Sources: State Comp Ed (SCE) - 0.00						
2) Math specialists and teachers will analyze data regularly to ensure student growth and learning. (AA 4) (Elementary Math Specialist SCE Funded Position)		Elementary Math Specialists (SCE Funded Position), Teachers, Administrators, Interventionists	CCA, DCA, STAAR, Weekly assessments, informal observations/walk through				
	Funding Sources: Title I - 0.00, State Comp Ed (SCE) - 0.00						
3) Elementary math specialists provide staff professional development opportunities that help teachers scaffold student learning from concrete (using math manipulatives) to pictorial to abstract. (EM 3)		Classroom teachers, Elementary Math Specialists (SCE Funded Position), and district math strategist.	Instructional Strategies Training, Modeling of lessons during PLC, Classroom observations by teachers, Teacher de-briefings of classroom observations, Lesson planning as a team				
	Funding Sources: Title I - 0.00, State Comp Ed (SCE) - 0.00						
4) Elementary math specialist and teachers will provide targeted math intervention for struggling students using i-Ready Math, CCA, and DCA data. (RTI 8, RTI 10, RTI 13) (Elementary math specialist - SCE Funded Position)		Elementary Math Specialists (SCE Funded Position), Interventionists, and Teachers	CCA, DCA, STAAR, Weekly assessments, i-Ready Math reports, and Informal observations				
	Funding Sources: Title I - 3549.00, State Comp Ed (SCE) - 0.00						




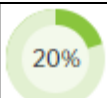
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
5) Teachers, interventionists, specialists, and administrators will review student progress and provide after school tutorials, in-school tutorials and summer school for students making slower than expected progress. (ASP 5)		Elementary Math Specialists (SCE Funded Position), Interventionists, Teachers, Tutors, ICS teachers	CCA, DCA, Weekly assessments, Informal observations				
	Funding Sources: Title I - 0.00, State Comp Ed (SCE) - 0.00						
6) Teachers and specialists will use math resources (i.e. math manipulatives, books, software etc.) to teach standards following the concrete, pictorial, abstract methodology. (EM 2)		Teachers, Elementary Math Specialists (SCE Funded Position), Administrators	CCA, DCA, Weekly assessments, Informal observations				
	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 5: Math: By May 2020, the student growth measure for STAAR will increase 3% from 2018 - 19.

Evaluation Data Source(s) 5: STAAR, STAAR-A, TELPAS, DCA, i-Ready Math

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Teachers and math specialists will utilize balanced math components as a framework to develop conceptual understanding of math concepts. (EM 3)		Elementary Math Specialist (SCE Funded Position), Lead teachers, Administrators	CCA, DCA, STAAR Weekly assessments, Informal observations				
	Funding Sources: State Comp Ed (SCE) - 0.00						
2) Math specialists, Interventionists, and teachers will analyze data regularly to ensure student growth and learning. (AA3)		Elementary Math Specialist (SCE Funded Position), Teachers, Interventionists	CCA, DCA, STAAR, i-Ready Math data, Informal assessments/observations				
	Funding Sources: State Comp Ed (SCE) - 0.00						
3) Provide staff professional development opportunities that help teachers scaffold student learning from concrete to abstract. (PD 2)		Elementary Math Specialist (SCE Funded Position), Lead teachers	CCA, DCA, STAAR, Informal assessments/observations				
	Funding Sources: State Comp Ed (SCE) - 0.00						
4) Math specialists, math interventionists and CCC lab teacher will provide targeted math intervention for struggling students. (AA 4)		Elementary Math Specialist (SCE Funded Position), Math Interventionists, CCC lab teacher/Instructional Aide (SCE Funded Position) and Classroom Teachers	CCA, DCA, STAAR, Informal assessments/observations				
	Funding Sources: State Comp Ed (SCE) - 0.00						

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

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

Performance Objective 6: Science: By May 2020 Outley 2nd-4th grade will increase by 5% on each Science DCA and by 3% overall on K and 1 CCAs.

Evaluation Data Source(s) 6: Science DCA and CCA data via DMAC.

Summative Evaluation 6:

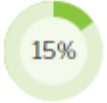


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) PK-4th grade teachers will participate in Professional Development related to science and plan using data and the 5E method of learning facilitated by the Science Curriculum Specialist. (ES 1,2,3,5)((SCE Funded Position-Elementary Science Specialist)		Elementary Science Specialist (SCE Funded Position)	PLC agendas and notes, lesson plans, CCA's, DCA's, on going formative assessments.				
	Funding Sources: State Comp Ed (SCE) - 0.00						
2) Students will be provided with materials and resources allowing them to integrate science, literacy, and STEM/STEAM across the curriculum. (ES 4, 15, 23)		Elementary Science Specialist (SCE Funded Position)	Student Engagement, CCA's, DCA's, student understanding of science grade level TEKS.				
	Funding Sources: State Comp Ed (SCE) - 0.00						
3) Teachers will use data to provide intervention and enrichment opportunities throughout the school day and after school including those related to STEM. (ES 7, 15)		Elementary Science Specialist (SCE Funded Position)	Participation by students and parents in activities such as STEM/Science Clubs. Participation in activities provided by non-profit companies. Student Engagement, CCA's, DCA's, student understanding of science grade level TEKS.				
	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 7: English as a Second Language: By Spring 2020, TELPAS 50% of 3rd and 4th grade students will increase by one level on TELPAS.

Evaluation Data Source(s) 7: TELPAS

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Beginner and Intermediate ELL's in grades K-4 will receive small group ELD intervention. We will be using the National Geographic Reach Program, Istation, Alphachant and English dictionaries to help build and support students' academic vocabulary. (SLE 2)		ESL Specialist, ELD Interventionist	IPT Oral Assessment, CCA, DCA, TELPAS, STAAR				
2) The ESL department will work with classroom teachers to monitor students whose parents have denied or waived ESL instruction. Waiver students who are struggling academically will be brought up to LPAC as needed. (SLE 2)		ESL Specialist, ELD Interventionist, classroom teachers and District Specialist	IPT Oral Assessment, CCA, DCA, TELPAS, STAAR, report card				
3) Teachers will participate in SIOP focused PLC's. The ESL department will support teachers with implementation of Sheltered Instruction inside the classroom targeting five SIOP components - Lesson Preparation, Lesson Delivery, Building Background, Comprehensible Input and Interaction. The ESL Specialist will support district's PBMAS plan and goals including working closely with SIOP Cohorts 1, 2, 3, 4 & 5 Leadership Teams, teacher debriefing, peer-peer coaching, and teacher training/refresher. (SLE 2)		ESL Specialist, ELD Interventionist, ELA ESL Teachers and District Specialists	SIOP PLC agendas and notes, Teacher Lesson Plans, Performing Classroom Walkthroughs, Teacher debriefing of classroom observations, ESL Specialists/ELD Interventionist modeling SIOP lessons inside classrooms, TELPAS, STAAR, Teacher ELD Support Resource Binder and Rubric folder.				

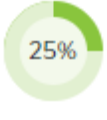
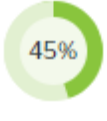

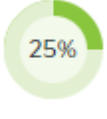
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
4) Teachers in grades KN - 4th will receive an ELD (English Language Development) Proficiency rubric along with a summary of ELPS Proficiency level descriptors that will aid in planning effective instruction for their ELL's. Teachers will receive an ESL resource binder that will include ESL grading guidelines, content/language objectives, ELL research-based language building strategies, examples of sentence stems, SIOP Interaction Activities and background information on ELL's. (SLE 2)		ESL Specialist, ELD Interventionist, ESL Teachers	Making the ELPS/TELPAS Connection Presentation, and SIOP trainings during PLC's and teacher planning. The ELD Interventionist will check teachers' ELD Proficiency for student ELD growth at the end of each nine weeks, Teacher using their ELD Support Binder during team planning and PLC's, TELPAS, STAAR				
	Funding Sources: Title III - 0.00						
5) Beginner and Intermediate ELL's in grades 2nd, 3rd and 4th are invited to attend morning tutorials (7:20 a.m. - 8:00 a.m) using the Istation and TELPAS tutorials programs. The ESL Department will implement a Language Lab for grades Pre-K - 2nd to encourage students to practice listening, speaking, reading and writing centered around the four seasons. (SLE 2)		ESL Specialist, ELD Interventionist and classroom teachers	TELPAS				
	Funding Sources: Title I - 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 8: Special Education: Students in the approaches domain on STAAR will increase 5% in all areas tested in 3rd and 4th grade.

Evaluation Data Source(s) 8: STAAR

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Resource, REID, and classroom teachers will meet regularly to monitor progress of students. They will plan lessons, inclusion strategies, and interventions together. (CPT 1) (REID Teacher SCE Funded Position)		Resource Teachers, REID Teacher (SCE Funded Position)	CCA data, DRA data, small group binders, anecdotal notes, grades, EasyCBM				
Funding Sources: State Comp Ed (SCE) - 0.00							
2) Administrators, specialists, specialized instruction teachers, and general education classroom teachers will participate in professional development to stay current with laws, programs, and data analysis, documentation expectations as related to district policy, federal law, and state TEA expectations for all SPED students. (Continued Legal Education for Professionals, Special Education Conference (2012) Houston, TX, NBI.)		Administrators, Special Education Teachers	Agendas, Minutes, Sign-in Sheets, Data Tracking Sheets				
3) Continuously monitor and review students receiving special education and 504 accommodations. (PBMAS-SPED) (Continued Legal Education for Professionals, Special Education Conference (2012) Houston, TX, NBI.)		Administrators, Special Education Teachers	Review of Assessments, ARD minutes, IEP progress				
4) Consider 504 services prior to referring students diagnosed with ADHD to special education for testing. (PBMAS-SPED) (Continued Legal Education for Professionals, Special Education Conference (2012) Houston, TX, NBI.)		Administrators, 504 Coordinator	Review of Assessments, 504 plans				




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
5) :Submit a monthly report to Central Special Education Department providing current suspension data for general education and special education students. If required per Central Special Education Department, campus will submit a Continuous Improvement Plan. (PBMAS-SPED) (Continued Legal Education for Professionals, Special Education Conference (2012) Houston, TX, NBI.)		Administrators, Special Education Teachers	Review of reports				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 1: Outley elementary will provide at least one activity directed towards college and career readiness every month.

Evaluation Data Source(s) 1: Flyers, Agendas, sign in sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>ESF Levers Lever 4: High-Quality Curriculum</p> <p>1) Outley students will be exposed to multiple colleges and given guidance to pursue college as a future choice. Events include but are not limited to college shirts on Wednesdays, college pennants, field trips to Houston based colleges. (AVID 4)</p>							
<p>ESF Levers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum</p> <p>2) Outley will provide career guidance activities appropriate to the grade level to expose students to career opportunities. For example, teachers will introduce career possibilities when introducing curriculum (PBMAS), and have a career day.</p>							
<p>ESF Levers Lever 5: Effective Instruction</p> <p>3) We will continue to evaluate the effectiveness of the GT and AIMS programs and use data to make decisions about refinement. (Texas Education Code) (GTAP 1, GTAP 4)</p>							

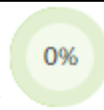
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction</p> <p>4) 4th grade students will visit feeder Intermediate Campuses to receive explanations about campus incentives, classes, clubs, and electives. Students will see performances by Intermediate students. Course selections sheets will be handed out and returned within a 3 week window.(PASS 13)</p>							
<p>ESF Levers Lever 5: Effective Instruction</p> <p>5) PK and incoming Kindergarten students will be offered to participate in transition activities such as Kinder Round-Up. (EC 1, EC 2, and EC 6)</p>							
<p>ESF Levers Lever 5: Effective Instruction</p> <p>6) Materials will be purchased that promote skills needed for Pre-School students to transition smoothly to Kindergarten and beyond. (EC 1, EC 2, and EC 6)</p>							
<p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>7) Students will be provided digital tools such as iPads, laptops, software programs, etc., aligned with the curriculum for collaboration, creativity, college and career readiness and problem solving. (TEC 7 & 8)</p>		Instructional Technology Specialist	Summary of digital tools used, CASE data and student competency checklist.				
<p>ESF Levers Lever 5: Effective Instruction</p> <p>8) Support digital learning with the purchase of toner, technology replacement parts (batteries for Mimio, Mobi, Mobi/Mimio Pens, broken iPad chargers), cameras for recording, interactive boards, projectors, and document cameras.</p>		Instructional Technology Specialist	Successful implementation of technology being integrated in the classroom				



= Accomplished



= Continue/Modify



= No Progress









= Discontinue

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

Performance Objective 1: Discipline: The number of discipline offenses in bullying, physical aggression, and insubordination towards staff will decrease by 10% by June 2020.

Evaluation Data Source(s) 1: Using the data from the discipline report, we will see a 10% decrease in discipline and bullying.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Services and programs offered by counselors: 1. Character Education program 2. Anti-Bully and Drug Free/Red Ribbon Week for grades Pk-4 3. Fire Prevention Week 4. Oskar and the Bully presentation (PASS 13)		Counselors and Teachers					
2) Mentor relationships between staff and students using the Student Assistance Program (SAP)		Counselors, ILT, Teachers and Behavior Interventionist (SCE Funded Position)					
Funding Sources: State Comp Ed (SCE) - 0.00							
ESF Levers Lever 3: Positive School Culture 3) Present District Bully Policy to staff (PASS 7)		Prevention Program Coordinator (counselors)					
ESF Levers Lever 3: Positive School Culture 4) Provide conflict resolution strategies, small group, individual counseling, and mental health counseling to students (PASS 8)		Counselors and administrators					







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning 5) Outley will purchase materials required to create an organized system fro arrival and dismissal. Materials will include but not limited to posters, cones, flags, and a smart tag printer. (PASS 13)		Admin. and secretary					
Funding Sources: Title I - 3000.00							
ESF Levers Lever 3: Positive School Culture 6) Outley Elementary will purchase behavior incentive materials and action based learning equipment in order do decrease discipline infractions. (HPW 2)		Admin					
Funding Sources: Title I - 4600.00							
ESF Levers Lever 3: Positive School Culture 7) Students will be given the opportunity to participate in the following activities: student council, mentor program, garden club, flag patrol, TV crew, and Outley Boys and Girls Clubs. (PASS 13)							
ESF Levers Lever 3: Positive School Culture 8) Students will participate in structured activity through PE, structured recess, and music class for a minimum of 135 minutes per week. Movement will be done 10 minutes in the morning (HPW 2)		PE and Wellness Teachers					
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 1: By June 2020, Outley Elementary will retain 90% of effective personnel.

Evaluation Data Source(s) 1: Effective Personnel Report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
ESF Levers Lever 2: Effective, Well-Supported Teachers 1) Language arts, math, science, & social studies leadership teams will participate in on-going professional development sessions as a support network to enhance all content areas. (PD 1 and PD 2)		Administrators, Content Specialists	PLC agendas and sign-in sheets, staff development records				
	Funding Sources: State Comp Ed (SCE) - 0.00						
2) Grade level standards for students will be communicated between teachers through Professional Learning Communities' (PLCs), ongoing professional development, and team plannings. (PD 1 and PD 2)		Administrators, Content Specialists	PLC agendas and sign-in sheets				
	Funding Sources: State Comp Ed (SCE) - 0.00						
3) Newly recruited teachers are paired with mentors to provide leadership, support, and guidance through monthly collaborative trainings and individual meetings. (PD 1)		Administrators, Mentors	New teacher agendas and sign-in sheets, mentor records				
	Funding Sources: State Comp Ed (SCE) - 0.00						
4) Incentives will be given for teachers with perfect attendance. (PD 2)		Administrators	Staff Attendance Rate				
	Funding Sources: State Comp Ed (SCE) - 0.00						
5) Instructional Leadership Team will conduct weekly walk throughs and give timely feedback in targeted areas. PD/Coaching will be offered to teachers based on walk through data. (PD 1)		Administrators and ILT	Documentation of Highly Effective Status of Teachers				
	Funding Sources: State Comp Ed (SCE) - 0.00						
6) Administration, Counselors, and staff will attend on-going professional development. (PD 1)		Administrators	Records of Professional Development				
	Funding Sources: Title I - 1000.00						





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
ESF Levers Lever 5: Effective Instruction 7) Six teachers, librarian, and technology specialist will attend the Technology integration PD such as TCEA - TOTS For Technology to learn new ways of implementing digital learning in/outside the classroom.		Technology Specialist, Teachers, and Admin.	More implementation and integration of Technology in the classroom.				
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers 8) Pre-K and Kindergarten support staff will be hired and given professional development to help promote the development of Pre-K and Kindergarten students.	2.5	Administrators, Pre-Kindergarten Aide (SCE Funded Position), Kindergarten Aides (SCE Funded Positions)					
Funding Sources: State Comp Ed (SCE) - 0.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 1: By May 2020, Outley will increase overall attendance of FAME events s by 3% from the previous year.

Evaluation Data Source(s) 1: Parent participation report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) The library will be opened during Open House, family curriculum nights, and book fairs. Materials will be available through the library for parent check out to help student achievement. (FAME 2)		Librarian	Parent sign-in sheets				
2) The Fall Festival, Strong Fathers, Family Fitness Nights, Garden club, Children's Museum of Houston visit, and musical programs will encourage family and school participation through a variety of activities. Books will be purchased to encourage independent reading and research outside of school. Engagement materials, such as but not limited to, flyers, signs, banners, tents, tarps, etc. will be purchased to promote school culture. (FAME 5)		Administrators, Counselors, Librarian, FAME Center Liaison	Parent sign-in sheets				
Funding Sources: Title I - 3500.00							
3) Family Curriculum Night (Math/Literacy/Science/Social Studies Night) will be held in the Fall and Spring to give parents home-school information for helping students in all content areas. (FAME 3)		Content Specialists	Parent Sign-in Sheets				
Funding Sources: State Comp Ed (SCE) - 0.00							
4) Teacher/parent conferences will include a review of Title I School/Parent Compact and will be reflected in the conference summary. (Title I, Part A)		Teachers, Administrators	Parent Teacher Sign In Sheets, Conference Summary Forms				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning 5) Provide web based systems supporting instruction and facilitating communications between teacher, student, parent and community. This includes call outs, Remind 101, weekly newsletters, Twitter and Outley campus website. (DL 7 & 11)		Administration, ILT, FAME	More accesible information for stakeholders.				
6) Opportunities for parents to volunteer will be offered 4 days a week.	3.1, 3.2	FAME coordinator					
7) FAME center will provide parents with training, using a variety of materials for hands on practice. They will also welcome parents with coffee and snacks to create a warm atmosphere. (FAME 6)							
ESF Levers Lever 3: Positive School Culture 8) Students will perform for parents, students, and staff through musical performances, Fitness Nights, classroom presentations, and Multicultural May. (FAME 13)		Teachers, Admin, ILT	More parent involvement at our school.				
9) Provide assistance to the extent practicable to families in the homeless demographic category. (H2)		Counselors, Admin, and CIS.	Increase in attendance				
ESF Levers Lever 3: Positive School Culture 10) Wellness newsletters will be posted on the Outley webpage every 9 weeks promoting healthy lifestyles. Fall and Spring events will be promoted to give the staff, students, and community an opportunity to focus on health and wellness. (HPW 7)		Wellness Coordinator, staff, Admin.					
= Accomplished = Continue/Modify = No Progress = Discontinue							

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Facilitator	John Cuellar	Science Specialist
Classroom Teacher	Shelia Evans	PK Teacher
Classroom Teacher	Gabrielle Hardeway	Kindergarten Teacher
Classroom Teacher	Maren Bartasis	First Grade Teacher
Classroom Teacher	Courtney Martin	Second Grade Teacher
Classroom Teacher	Laura Pitrucha	Third Grade Teacher
Classroom Teacher	Marcia James	Fourth Grade Teacher
Classroom Teacher	Greg Coleman	Physical Education Teacher
Non-classroom Professional	Alexus Waddles	Special Education
Business Representative	Dean Hill	CEO Houston Hockey and Skate World
Community Representative	Novia Brannon	Community Representative
District-level Professional	Bridget McKinney	Math Instruction Department
Administrator	Sharonda Newby	Principal
Administrator	Serena Williams	Assistant Principal
Administrator	Kellye Brown	Assistant Principal
Administrator	Marvin Birks	Assistant Principal
Paraprofessional	Rebekah Rickner	Principal Secretary
Non-classroom Professional	Susan Shaner	Interventionist
Parent	Desta Takie	Parent
Parent	Kimberly Floyd	Parent
Parent	Maricela Estrada	Parent
Parent	Marlene Bailey	Parent

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Interventionist	Salary	\$0.00
1	4	3	Interventionist		\$0.00
1	4	4	Math interventionist	Product cost	\$3,549.00
1	4	5	Math Interventionist	Salary	\$0.00
1	7	5	Computer Lab, Language Lab materials		\$0.00
3	1	5			\$3,000.00
3	1	6			\$4,600.00
4	1	6			\$1,000.00
5	1	2	Books, Consultants		\$3,500.00
Sub-Total					\$15,649.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	4	ELPS Instructional Tools and Linguistic Instruction Alignment Guides, Binders		\$0.00
Sub-Total					\$0.00
State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Salaries		\$0.00
1	2	2	Salaries		\$0.00
1	2	3	Salaries		\$0.00
1	3	1	Salaries		\$0.00

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	REID Teacher	Salary	\$0.00
1	3	3	Salaries		\$0.00
1	3	4	Salaries		\$0.00
1	3	5	Strategy #7: Students in Pre-kindergarten and Kindergarten will be given extra support from our pre-kindergarten and kindergarten paraprofessionals based on data from the classroom teacher.		\$0.00
1	4	1	Salaries		\$0.00
1	4	2	Salaries		\$0.00
1	4	3	Salaries		\$0.00
1	4	4	Salaries		\$0.00
1	4	5	Salaries		\$0.00
1	4	6			\$0.00
1	5	1	Salaries		\$0.00
1	5	2	Salaries		\$0.00
1	5	3	Salaries		\$0.00
1	5	4			\$0.00
1	6	1	Salaries		\$0.00
1	6	2	Salaries		\$0.00
1	6	3	Salaries		\$0.00
1	8	1	Salaries		\$0.00
3	1	2	Salaries		\$0.00
4	1	1	Salaries		\$0.00
4	1	2	Salaries		\$0.00
4	1	8			\$0.00
5	1	3	Salaries		\$0.00
Sub-Total					\$0.00

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Grand Total					\$15,649.00