

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



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

Hispanic – 25%

American Indian/Alaskan Native – 12%

Asian – 14%

Black/African American – 54%

Native Hawaiian/Pacific Islander – 1%

White – 25%

Economically Disadvantaged – 65.5%

ELL – 40%

SPED – 5%

Mobility Rate TBD

Demographics Strengths

Outley Elementary is a diverse melting pot of different cultures. 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 number of ELL learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Outley has a high mobility rate compared to other Alief ISD schools. **Root Cause:** We are zoned to an area with a lot of apartment complexes.

Student Achievement

Student Achievement Summary

Outley elementary finished the 2018-2019 school year with some of the highest test scores in the district. Students do well in participating in competition activities (i.e. Spelling Bee, AMMO, battle of the books, etc.)

All Grade Level STAAR Tests

% at Approaches standard or above 76%

% at Meets standard or above 51%

% at Masters standard 29%

Student Achievement Strengths

Math:

- Students work collaboratively with peers to build conceptual understanding of grade level skills before practicing independently (gradual release).
- Students are provided learning tools (manipulatives) to have concrete experiences as needed throughout lessons.
- Students are comfortable creating and using pictorial models to scaffold their learning of abstract concepts and skills.
- Teachers track data for each student.

Science:

- Students participate in the 5E model of instruction.
- Teachers integrate science and literacy throughout the week.

LA Student Achievement Strengths:

- Students are engaged in authentic reading and writing throughout the LA block with the Daily 5 structure in place.
- Students write across multiple genres in grades KN through 4th.
- Teachers and interventionists are tracking data for each student.

Social Studies Achievement Strengths:

- Teachers integrate Social Studies into LA as much as possible.

Transition strengths:

- PK teachers and KN teachers work together to allow PK students to visit KN classrooms in the spring
- PK teachers send home activities to work on over the summer to help get their students ready for KN
- PK students are given the opportunity to visit a KN classroom during the Spring KN Round-up.
- Budewig sends student and staff representatives to Outley in the spring to get our 4th graders excited about the transition to Intermediate school.

ESL strengths:

- The ESL Department and Teachers are tracking data for all ELL's including our monitored students and students whose parents have denied or waived ESL.
- For continuous progress monitoring in English Language acquisition throughout the year, the ESL Department will conduct quarterly English Language acquisition bench mark assessments using the Brain Pop ESL placement tests.
- ELD Intervention is being provided to Beginner and Intermediate students within a small group setting for students in grades K – 4th grade

Problem Statements Identifying Student 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.

School Culture and Climate

School Culture and Climate Summary

Staff, students and parents work collaboratively to ensure that all stakeholder feel safe in the school building. Outley tries to establish trust amongst all stakeholders.

School Culture and Climate Strengths

We have very few bullying incidents in class. Boy's Club and Girl's Club are offered as an opportunity for students to grow outside of the academic classroom. Counselors teach whole group guidance lessons, as well as present lessons to parents in the Family Center. Students receive one-on-one or small group counseling to better their emotional well-being.

Staff is provided with jeans passes for various activities. The administrators provide many different incentives throughout the school year. THE PULSE committee responds to the staff needs and concerns in a timely manner.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Outley has a high amount of disciplinary write ups in school and on the bus. **Root Cause:** Staff does not consistently implement or practice behavior management systems.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Only 11 teachers left Outley at the end of the year. New positions have been made this year to help with the needs of our campus. Many teachers have changed grade levels but stayed at our campus.

Staff Quality, Recruitment, and Retention Strengths

Outley has weekly PLC to allow teacher, specialists, and admin to collaborate based on the needs of the campus. New teachers participate in a mentor program in which veteran teachers pass on their experience. Teachers receive 55 mins of planning time daily. Teachers are provided with professional development and opportunities to lead professional development.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Outley has multiple positions to fill each year. **Root Cause:** The demands of teaching are higher now than ever before.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Outley uses multiple resources to provide instruction to our students. Outley follows district curriculum guides. Teachers meet with content specialists to plan and implement best practices in their classrooms. Teachers are provided with instructional coaching when requested. Outley uses district assessment data to make instructional decisions throughout the year.

Curriculum, Instruction, and Assessment Strengths

Math:

- Teachers meet to collaborate with content specialists weekly for curriculum planning.
- Teachers will have three extended planning sessions throughout this school year to collaboratively plan engaging lessons.
- Data from DCAs is disaggregated to show strengths and areas of needed growth.
- Teachers are trained to implement the Math In Focus program effectively.
- Curriculum pacing and unit documents are provided to teachers by the district math department, and are reviewed during planning at the start of each unit.

Science

- Hands-on science and literacy strategies are implemented using the 5E model and science notebooks in 100 % of K-4 classrooms.
- During content planning with specialist and Science PLC every 9 weeks, teachers collaborate about science objectives, district initiatives, and create campus common assessments.
- Science enrichment opportunities are offered to K-4 grade levels throughout the year.
- Data from DCAs is disaggregated to show where students succeeded and struggled during PLC.
- Science on the block rotation schedule has been successful at increasing the amount of science learning time throughout the week.

Language Arts Strengths

- Samples of student work such as running records and compositions are analyzed in a PLC setting to determine an instructional focus.
- Teachers and Language Arts Specialist collaborate at half day long range planning sessions.
- Teachers work together to create and/or refine Campus Common Assessments.
- Teachers meet weekly to plan for engaging and purposeful front line instruction in reading and writing.
- Multiple data points are considered when analyzing student progress (anecdotal notes, Istation data, CCAs, DCAs, running records, and STAAR)

Social Studies Strengths

- Grade level teams meet to plan with the Social Studies lead teacher weekly.
- Specific units are integrated within the Language Arts block.

ESL Strengths:

- The ESL Department is providing SIOP based Professional Development opportunities for teachers in K - 4th during PLC's
- We have three SIOP cohorts who will participate in peer coaching and their classrooms will serve as models for our campus
- Teachers in grades K - 4th received ELD Proficiency rating rubrics along with a summary of ELPS Proficiency level descriptors that will aid in monitoring ELL English Language Development progress and planning effective instruction for their ELL's
- Teachers will receive an ESL resource binder that will include ESL grading guidelines, how to write content/language objectives, ELL research-based language building strategies, examples of sentence stems, SIOP Interaction Activities and background information on ELL learners.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: There was at least a 10% difference between approaches and meets standard in all content areas tested on STAAR. **Root Cause:** We do not frequently follow up on how data is being used and applied in the classroom

Parent and Community Engagement

Parent and Community Engagement Summary

Outley has worked toward involving parents more in the daily routines of the campus.

Parent and Community Engagement Strengths

Outley ranked Exemplary in Community and Student engagement.

Outley met expectations in family-school interactions.

Families are welcomed to volunteer and participate in activities here on campus.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Family attendance is low for curriculum and instructional informational nights. **Root Cause:** Families are not informed of the value of attending these nights.

School Context and Organization

School Context and Organization Summary

Outley is a pre-Kindergarten to fourth grade school. We currently have over 1,200 students enrolled. Here are our current staffing numbers:

- Pre-Kindergarten-four, half-day classes; two teachers; two paraprofessionals
- Kindergarten-nine classes; nine teachers; one paraprofessional
- First Grade-nine classes; nine teachers
- Second Grade-eleven classes (one of which is gifted and talented); eleven teachers
- Third Grade-ten classes (two of which are gifted and talented); ten teachers
- Fourth Grade-ten classes (two of which are gifted and talented); ten teachers
- Special Education in-class support- three teachers
- Speech-one speech pathologists
- Block Teachers-two music teachers, two physical education teachers, one art teacher, one wellness teacher, one science teacher, one librarian, one CCC lab
- Support Teachers-two interventionists, two ESL teachers with two paraprofessionals, six content specialists
- Front Office-three administrators, one nurse, one registrar, one attendance clerk, one secretary, two workroom paraprofessionals

ILT reviews assessment data to find areas of concern. Students are given intervention opportunities to foster academic growth.

School Context and Organization Strengths

Outley has worked to empower teachers through the implementation of Professional Learning Communities and collaborative planning. Teachers work together to strengthen instruction and student achievement. Teachers provide before and after school tutorials for at risk students. Walkthroughs are done on a weekly basis and feedback is given to teachers in a timely manner.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The needs of the students are not always met. **Root Cause:** Outley has a high mobility rate, large student number, and not enough man power to service everyone.

Technology

Technology Summary

Outley has 100% of staff at Level 1 Proficiency and 25% of staff at Level 2 Proficiency and Level 3 Proficiency. Students met the basic proficiency level.

Outley Elementary prepares and supports teachers and students in the use of technology for learning by providing professional development opportunities, modeling lessons, and collaborating with teachers during planning. Additionally, we support instruction by providing enrichment opportunities, teaching information in digital literacy and guiding students and staff to become effective users of information. As a result, we believe that technology transforms the way students connect and communicate with the world.

Technology Strengths

- Our campus is enthused about the integration of technology into their daily lessons, and are willing to incorporate new tools introduced during professional development trainings and PLCs. As of date, they have received training for BYOD, Discovery Education, AUP/RUP, Google Classroom and Library Online Databases. In the Fall Outley hosts a library and technology night that has continued to have a high family attendance rate. Additionally, some teachers have integrated Kahoot.it and Plickers into their daily lessons.
- In an effort to support these achievements our campus provides 3 computers per classroom, 35 laptops, 90 iPads that support instruction in the Library, Science, and in the classroom, and 10 iPad Minis. Furthermore, we participate in video conferences using the LifeSize video equipment, 3 web cameras, and 20 video recording cameras for collaboration purposes.
- Teachers moved from 5% of staff at Level 2 Proficiency and 1% Level 3 Proficiency to over 25%.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- 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
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- 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)
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data

- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- 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
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

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

- Study of best practices
- 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: Writing SMART Goal: By April 2019, the percentage of fourth grade students in the approaches category will increase from 63% to 66%.

Evaluation Data Source(s) 1: STAAR Phase 2 writing data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Strategy #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)</p>	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 - 0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Strategy #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)</p>	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 - 0.00						
<p>Critical Success Factors CSF 1</p> <p>3) Strategy #3: Students in K-4 will go through all steps of the writing process at least once per marking period. (ELA 16 & 17)</p>	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 - 0.00						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						








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

Performance Objective 2: Reading SMART Goal: ANNUAL GOAL: By Spring 2019, we will grow 3% in the reading reporting category 2 on STAAR 2019.

Evaluation Data Source(s) 2: STAAR, STAAR-A, TELPAS, DCA, I-Station, TAPR Report, DRA

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Strategy #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)</p>	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 - 0.00					
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Strategy #2: The Bridge, Title 1, and REID teachers will provide reading interventions. (ELA 4)</p>	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 - 0.00					
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Strategy #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)</p>	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 - 0.00					
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Strategy #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.</p>	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 - 0.00					










<p align="center">Critical Success Factors CSF 1</p>	Classroom Teachers, PK/Kindergarten Aides (SCE Funded Position)	Istation, small group data, running records				
5) Strategy #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)		Funding Sources: State Comp Ed - 0.00				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 3: Social Studies SMART Goal: Reading and writing will be integrated into social studies instruction 2 out of 5 days of instruction by May 2019.

Evaluation Data Source(s) 3: Collection of data from class observations and monitoring of lesson plans throughout the year.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Strategy #1: Classroom instruction of social studies will focus on unit understandings. During planning teachers and specialists will discuss strategies and plan lessons that are integrated and focused on the unit understanding. (ELA 13, SS 1)</p>	Language Arts/Social Studies Specialists	Lesson plans with reading and writing integrated. Classroom observation of students reading and writing during social studies.				
Funding Sources: State Comp Ed - 0.00						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Strategy #2: Thematic units of study, such as Multicultural May, immigration, economics, etc. will be refined to integrate literacy skills. (ELA 12, SS 1)</p>	Language Arts/Social Studies Specialists	Lesson plans with reading and writing integrated. Classroom observation of students reading and writing during social studies.				
Funding Sources: State Comp Ed - 0.00						
<p>Critical Success Factors CSF 1</p> <p>3) Strategy #3: PK - 4th grade students will attend field trips to learn about history, other cultures. understand dramatic play, and their influence on social skill development such as trips to Main Street Theatre. (SS 10)</p>	Language Arts/Social Studies Specialist	Student work, CCA scores, Student Engagement				
Funding Sources: Local - 1470.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						


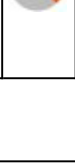






Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 4: Math SMART Goal #1: 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%, and increase 3% in domain 2A on STAAR 2019.

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

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Strategy #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)</p>	Elementary Math Specialists (SCE Funded Position), Campus Administrators	CCA, DCA , Informal observations, STAAR, weekly assessments				
	Funding Sources: State Comp Ed - 0.00					
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Strategy #2: Math specialists and teachers will analyze data regularly to ensure student growth and learning. (AA 4) (Elementary Math Specialist SCE Funded Position)</p>	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 - 0.00					
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Strategy #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)</p>	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 - 0.00					
<p>Critical Success Factors CSF 1</p> <p>4) Strategy #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)</p>	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 - 0.00					











<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) Strategy #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)</p>	<p>Elementary Math Specialists (SCE Funded Position), Interventionists, Teachers, Tutors, ICS teachers</p>	<p>CCA, DCA, Weekly assessments, Informal observations</p>				
<p>Funding Sources: Title I - 0.00, State Comp Ed - 0.00</p>						
<p>Critical Success Factors CSF 1</p> <p>6) Strategy #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)</p>	<p>Teachers, Elementary Math Specialists (SCE Funded Position), Administrators</p>	<p>CCA, DCA, Weekly assessments, Informal observations</p>				
<p>Funding Sources: State Comp Ed - 0.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 5: Math SMART Goal #2: By May 2019, the student growth measure for STAAR will increase 3% from 2018.

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

Summative Evaluation 5:










Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Strategy #1: Teachers and math specialists will utilize balanced math components as a framework to develop conceptual understanding of math concepts. (EM 3)</p>	Math Specialists, Lead teachers, Administrators	CCA, DCA, STAAR Weekly assessments, Informal observations				
Funding Sources: State Comp Ed - 0.00						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Strategy #2: Math specialists, Interventionists, and teachers will analyze data regularly to ensure student growth and learning. (AA3)</p>	Math Specialists, Teachers, Interventionists	CCA, DCA, STAAR, i-Ready Math data, Informal assessments/observations				
Funding Sources: Title I - 0.00, State Comp Ed - 0.00						
<p>Critical Success Factors CSF 7</p> <p>3) Strategy #3: Provide staff professional development opportunities that help teachers scaffold student learning from concrete to abstract. (PD 2)</p>	Math Specialists, Lead teachers	CCA, DCA, STAAR, Informal assessments/observations				
Funding Sources: Title I - 0.00, State Comp Ed - 0.00						
<p>Critical Success Factors CSF 1</p> <p>4) Strategy #4: Math specialists, math interventionists and CCC lab teacher will provide targeted math intervention for struggling students. (AA 4)</p>	Math Specialists, Math Interventionists, CCC lab teacher and Classroom Teachers	CCA, DCA, STAAR, Informal assessments/observations				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 6: Science SMART Goal #1: By May 2019 the average of the total CCA scores will increase in Kindergarten from 93% to 96%, and in 1st grade from 95% to 96% on all CCAs. The end of the year science DCA # 2 scores will increase in 2nd grade from 77% to 83%, 3rd grade from 50% to 65%, and 4th grade from 56% to 72%.

Evaluation Data Source(s) 6: End of year Science DCA #2 in 2nd - 4th grade, and the average of four unit CCAs in kindergarten and Organisms and Environments CCA in 1st.

Summative Evaluation 6:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Strategy #1: 100% of K-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)</p>	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 - 0.00						
<p>Critical Success Factors CSF 1</p> <p>2) Strategy #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)</p>	Elementary Science Specialist (SCE Funded Position)	Student Engagement, CCA's, DCA's, student understanding of science grade level TEKS.				
Funding Sources: State Comp Ed - 0.00						
<p>Critical Success Factors CSF 1 CSF 5</p> <p>3) Strategy #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)</p>	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 - 0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = 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 SMART Goal: By Spring 2019, TELPAS scores in the domain of Speaking will increase in 2nd grade from 26% to 50 %, 3rd grade from 55 % to 65% and 4th grade from 45% to 65% in the Advanced and Advanced High proficiency levels.

Evaluation Data Source(s) 7: TELPAS

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Strategy #1: Our 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)</p>	ESL Specialist, ELD Interventionist	IPT Oral Assessment, CCA, DCA, TELPAS, STAAR				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 7</p> <p>2) Strategy #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)</p>	ESL Specialist, ELD Interventionist, classroom teachers and District Specialist	IPT Oral Assessment, CCA, DCA, TELPAS, STAAR, report card				
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Strategy #3: 100% of Kindergarten - Fourth Grade 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)</p>	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.				
Funding Sources: Local - 0.00						




<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Strategy #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)</p>	<p>ESL Specialist, ELD Interventionist, ESL Teachers</p>	<p>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</p>				
<p>Funding Sources: Title III - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>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)</p>	<p>ESL Specialist, ELD Interventionist and classroom teachers</p>	<p>TELPAS</p>				
<p>Funding Sources: Title I - 0.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						









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

Performance Objective 8: Special Education/Dyslexia SMART Goal: 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Strategy #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)</p>	Resource Teachers, REID Teacher (SCE Funded Position)	CCA data, DRA data, small group binders, anecdotal notes, grades, EasyCBM				
Funding Sources: State Comp Ed - 0.00						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Strategy #3 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.)</p>	Administrators, Special Education Teachers	Agendas, Minutes, Sign-in Sheets, Data Tracking Sheets				
<p>Critical Success Factors CSF 1</p> <p>3) Strategy #4: 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.)</p>	Administrators, Special Education Teachers	Review of Assessments, ARD minutes, IEP progress				










<p align="center">Critical Success Factors CSF 1</p> <p>4) Strategy #5: 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.)</p>	<p>Administrators, 504 Coordinator</p>	<p>Review of Assessments, 504 plans</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>5) Strategy # 10: 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.)</p>	<p>Administrators, Special Education Teachers</p>	<p>Review of reports</p>				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 9: Transition SMART Goal: By June 2019, 35% of our parents from PK, KN, and 4th grades will participate in multiple campus based events such as Open house, Curriculum night, Technology Night, Fitness Nights, Performance Nights, Budewig Intermediate visits, and KN Round Up.

Evaluation Data Source(s) 9: Evaluation of sign in sheets for each event.

Summative Evaluation 9:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Strategy #1: Increase awareness of transition activities by sending home fliers and posting video clips/ information on the campus web page. (http://www.gse.harvard.edu/news/uk/06/07/family-involvement-what-does-research-say)</p>	Early Childhood Transition Team Members	Sign in Sheets from each event with the same family members represented at multiple events				
<p>Critical Success Factors CSF 1</p> <p>2) Strategy #3: 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>	Early Childhood Transition Team Members	Student use of these materials in the classroom.				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) Strategy #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>	Admin and Counselors					
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 1: College Preparation SMART Goal: By June 2019, Outley will improve student's preparation for college, career and academic achievement by promoting an awareness of higher education options as appropriate for students in grades K-4 by having 100% class participation in at least one out of the first three strategies below .

Evaluation Data Source(s) 1: End of Year Survey

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Strategy #1: Outley students will be exposed to multiple colleges and given guidance to pursue college as a future choice. Activities will include but will not be limited to, teacher college highlights on the announcements, college shirts on wednesdays, college pennants, field trips to Houston based colleges. (AVID 4)</p>	Counselors	Schedule of teachers who have shared, teacher bulletin board, student engagement in conversations				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Strategy #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>	Counselors and Teachers	Have students discuss different careers and their interest (student engagement)				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Strategy #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>	Outley GT Coordinator	PLC Agendas, Report Cards, GT Projects, Coordinator/Administrative walk throughs				
<p>Critical Success Factors CSF 1</p> <p>4) Strategy #4 Outley 2nd - 4th grade students will become better organized and have better communication with their parents by using planners.(AVID 4)</p>	Administrators, Counselors, Teachers	Grades should improve and parent communication				
Funding Sources: Title I - 3000.00						



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress












= Discontinue

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

Performance Objective 2: Instructional Technology - PD strategy By May 2019 100% of teachers will have have received 3 hours or more of technology professional development.

Evaluation Data Source(s) 2: Student end of year Competency check list.

Summative Evaluation 2:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Strategy 1: Providing digital tools 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.				
Funding Sources: Tech Plan - 60000.00						
<p>Critical Success Factors CSF 1 CSF 5</p> <p>2) Strategy 2: Provide web based systems supporting instruction and facilitating communications between teacher, student, parent and community. (DL 7 & 11)</p>	Instructional Technology Specialist	Schoology campus analytical results				
<p>Critical Success Factors CSF 1</p> <p>3) Six teachers, librarian, and technology specialist will attend the TCEA - TOTS For Technology to learn new ways of implementing digital learning in/outside the classroom.</p>	Instructional Technology Specialist	Teachers ability to facilitate Technology PD sessions to other teachers on the campus.				
Funding Sources: Tech Plan - 4368.00						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 3: Instructional Technology - Digital Classroom Environment (90% or higher of classrooms) will provide students learning opportunities in/outside of the classroom in a digital environment.

Evaluation Data Source(s) 3: Three check points are scheduled for the year to measure progress.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 1) Additional devices/resources such as (iPads, laptops, software programs, etc.) will be purchased for student use in order for successful implementation of the strategy.	Instructional Technology Specialist	Results and impact of this strategy will be gathered from Student Technology Competency and Schoology campus (student) analytical captured 3 times throughout the year.				
	Funding Sources: Local - 40000.00					
Critical Success Factors CSF 1 CSF 4 2) Continue to 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.	Instructional Technology Specialist	Successful implementation of technology being integrated in the classroom.				
	Funding Sources: Local - 20000.00					
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 1: Discipline SMART GOAL: The number of discipline offenses in bullying, physical aggression, and insubordination towards staff will decrease by 10% by June 2019.

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	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 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/Office Aide (SCE Funded Position)					
Funding Sources: State Comp Ed - 0.00						
3) Present District Bully Policy to staff (PASS 7)	Prevention Program Coordinator (counselors)					
4) Provide conflict resolution strategies, small group, individual counseling, and mental health counseling to students (PASS 8)	Counselors and administrators					
Critical Success Factors CSF 5 CSF 6	Counselors, Administration, and CIS.					
5) Provide assistance to the extent practicable to families in the homeless demographic category. (H2)						
Critical Success Factors CSF 6	Admin. and secretary					
6) Outley will purchase materials required to create an organized system for arrival and dismissal. Materials will include but not limited to posters, cones, flags, and a smart tag printer.	Funding Sources: Title I - 3000.00					









<p align="center">Critical Success Factors CSF 1</p> <p>7) Outley Elementary will purchase behavior incentive materials and action based learning equipment in order do decrease discipline infractions.</p>	Admin					
Funding Sources: Title I - 4600.00						
<p align="center"> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>						

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

Performance Objective 2: Student Support Services SMART GOAL: By June 2019, 100 % of Outley students will have opportunities to participate or perform in various student involvement activities.

Evaluation Data Source(s) 2: Data from Performances and Clubs

Summative Evaluation 2:










Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Strategy #1: Students will perform for parents, students, and staff through musical performances, Fitness Nights, classroom presentations, and Multicultural May. (FAME 13)</p>	Block Teachers, Social Studies Specialists	Parent sign-in, student engagement, student survey				
<p>Critical Success Factors CSF 6</p> <p>2) Strategy #2: 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)</p>	Club Sponsors	Student Engagement				
		Funding Sources: Title I - 5000.00				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 3: Outley will provide a coordinated school health program (CATCH) through a variety of methods. Nutrition lessons will be taught in health/tech classes and CATCH physical activities will be done through PE classes.

Evaluation Data Source(s) 3: PE and Wellness Grades

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Strategy #1: A school-wide fitness event will address healthy lifestyles through various fitness and wellness activities. 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)	PE and Wellness Teachers	PE and Wellness Grades, newsletters, web page				
2) Strategy #2: 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	PE and Wellness Lesson Plans and Grades				
3) Strategy 3: Fitness tests will be given to all students in grades 3-4 and data will be used to evaluate fitness levels of those students. (HPW 2)	PE and Wellness Teachers	PE and Wellness Lesson Plans and Grades				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						









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

Performance Objective 1: SMART GOAL:By June 2019, Outley Elementary will retain 90% of effective personnel.

Evaluation Data Source(s) 1: Effective Personnel Report

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) Strategy #1: Literacy, 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)</p>	Administrators, Content Specialists	PLC agendas and sign-in sheets, staff development records				
Funding Sources: State Comp Ed - 0.00						
<p>Critical Success Factors CSF 7</p> <p>2) Strategy #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)</p>	Administrators, Content Specialists	PLC agendas and sign-in sheets				
Funding Sources: State Comp Ed - 0.00						
<p>Critical Success Factors CSF 7</p> <p>3) Strategy #3: Newly recruited teachers are paired with mentors to provide leadership, support, and guidance through monthly collaborative trainings and individual meetings. (PD 1)</p>	Administrators, Mentors	New teacher agendas and sign-in sheets, mentor records				
<p>Critical Success Factors CSF 6</p> <p>4) Strategy #4: Incentives will be given for teachers with perfect attendance. (PD 2)</p>	Administrators	Staff Attendance Rate				

<p>Critical Success Factors CSF 7</p> <p>5) Strategy #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)</p>	Administrators and ILT	Documentation of Highly Effective Status of Teachers				
<p>Critical Success Factors CSF 3</p>	Administrators	Records of Professional Development				
<p>6) Strategy #6: Administration, Counselors, and staff will attend on-going professional development. (PD 1)</p>	Funding Sources: Title I - 1000.00					
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						








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

Performance Objective 1: By May 2019, Outley will increase overall attendance of family visits by 3% from the previous year.

Evaluation Data Source(s) 1: Parent participation report

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Strategy #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)</p>	Librarian	Parent sign-in sheets				
<p>Critical Success Factors CSF 5</p> <p>2) Strategy #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)</p>	Administrators, Counselors, Librarian, FAME Center Liaison	Parent sign-in sheets				
		Funding Sources: Title I - 3500.00				
<p>Critical Success Factors CSF 5</p> <p>3) Strategy #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)</p>	Content Specialists	Parent Sign-in Sheets				
		Funding Sources: State Comp Ed - 0.00				
<p>Critical Success Factors CSF 5</p> <p>4) Strategy #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)</p>	Teachers, Administrators	Parent Teacher Sign In Sheets, Conference Summary Forms				








<p align="center">Critical Success Factors CSF 5</p> <p>5) Strategy #5 Outley will increase communication to parents regarding school events by utilizing call outs, Remind 101, weekly newsletter, Twitter and Outley campus website regularly 2017-2018 school year. Encourage parents to use school resources and teacher's webpage which will provide information on curriculum.</p>	<p>Administration, ILT, FAME</p>					
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 2: By May 2019, opportunities for parents to volunteer will be offered 4 days a week.

Evaluation Data Source(s) 2: Parent participation report

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) 5) Strategy #1: 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)</p>	FAME Center Liaison	Attendance of parents at FAME Center, sign-in sheets				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elena Torres	Title 1	Reading	
Susan Shaner	Title 1	Reading	

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Sharonda Newby	Principal
Administrator	Kellye Brown	Assistant Principal
Administrator	Serena Williams	Assistant Principal
Facilitator	John Cuellar	Science Specialist
Classroom Teacher	Shelia Evans	Pre-K
Classroom Teacher	Linda Tran	Kindergarten
Classroom Teacher	Maren Bartasis	1st Grade
Classroom Teacher	Tracy Senf	2nd Grade
Classroom Teacher	Andrea Ghosh-Roy	3rd Grade
Classroom Teacher	Jessica Nguyen	4th Grade
Classroom Teacher	Sheirly Alexandre	Special Ed. In Class Support
Classroom Teacher	Greg Coleman	Physical Education
District-level Professional	Bridget McKinney	K-6 Math Strategist
Community Representative	Novia Brannon	
Business Representative	Dean Hill	CEO
Parent	Maqueshia Jackson	Parent
Parent	Lacretia Richards	Parent
Parent	Coumba Dewalt	Parent
Parent	Israa Mahdi	Parent
Non-classroom Professional	Stephanie Moreno	ESL Interventionist

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	5	2	Interventionist	Salary	\$0.00
1	5	3	Interventionist		\$0.00
1	7	5	Computer Lab, Language Lab materials		\$0.00
2	1	4	3,000		\$3,000.00
3	1	6			\$3,000.00
3	1	7			\$4,600.00
3	2	2			\$5,000.00
4	1	6			\$1,000.00
5	1	2	Books, Consultants		\$3,500.00
Sub-Total					\$23,649.00
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
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Education Foundation Grant Field Trip		\$1,470.00
1	7	3	SIOP Training, SLE/ILT meetings		\$0.00
2	3	1			\$40,000.00

2	3	2			\$20,000.00
Sub-Total					\$61,470.00
Tech Plan					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$60,000.00
2	2	3			\$4,368.00
Sub-Total					\$64,368.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Salaries		\$0.00
1	1	2	Salaries		\$0.00
1	1	3	Salaries		\$0.00
1	2	1	Salaries		\$0.00
1	2	2	REID Teacher	Salary	\$0.00
1	2	3	Salaries		\$0.00
1	2	4	Salaries		\$0.00
1	2	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	3	1	Salaries		\$0.00
1	3	2	Salaries		\$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	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
5	1	3	Salaries		\$0.00
Sub-Total					\$0.00
Grand Total					\$149,487.00