

**Alief Independent School District**  
**Horn Elementary**  
**2018-2019 Campus Improvement Plan**

# **Mission Statement**

Horn will provide a positive environment that promotes growth and develops thinkers.

# **Vision**

Horn Elementary will prepare its young scholars for a successful future.

# **Value Statement**

Core values: Respect, Integrity, Accountability, Collaboration.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

#### Student Demographics Strengths

Our student population has a great potential for improvement in learning. Its diversity and multicultural background, creates a rich environment that promotes social and cultural growth as well as academic improvement.

The majority of our student population is of Hispanic background nearly 80%, less than 20% African American, and less than 2% other races.

The greatest advantage of a significant population of English learners is that we can design plans and adopt programs for language acquisition that are consistent and homogeneous across the board to ensure the fidelity of instruction.

#### Staff Quality Strengths

We have hired highly qualified teachers over the last 6 years. We attend all available Alief Job Fairs to recruit new staff members. We have a Cub Camp for all new staff members to guide them with policies and procedures their first year at Horn.

Continue Collaborative Planning as well as vertical, which will provide high quality and ongoing staff development sessions to enable all children to meet state standards.

Horn will maintain ESL or Bilingual certified professionals by providing testing dates, training opportunities, and resources for any new employees.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** More than 80% students are considered at risk in different categories, such as Limited English Proficiency (LEP); Economically Disadvantaged and Academic. **Root Cause:** Very diverse student population with limited English proficiency.

## Student Academic Achievement

### Student Academic Achievement Summary

#### GENERAL SCHOOLWIDE INDICATORS

According to the Texas Education Agency Accountability rating, **Horn Elementary school met standard for 2017-2018.**

The system has three domains and we met 1 out of 3.

Student achievement: **Improvement needed**

Student Progress: **Met standard**

Closing performance gaps: **Improvement Required**

**Overall Score: Not Rated: Harvey Provision**

#### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** 3rd grade met AMM average at 25% and 4th grade met AMM average at 26% on the 2018 Reading STAAR test. **Root Cause:** Lack of action based monitoring system to support rigorous first line instruction and differentiated small group instruction.

**Problem Statement 2:** 4th grade met AMM average at 25% on the 2018 Writing test. **Root Cause:** Lack of specific writing program implementation, planning and monitoring as well as lack of CCA writing benchmarks.

## School Processes & Programs

### School Processes & Programs Strengths

#### Curriculum, Instruction and Assessment

**Math:** Our primary grades continue to make growth. Third and fourth grade have now adopted the Math in Focus curriculum designed to support, scaffold, and reinforce the rigorous instruction necessary for our students to be successful.

#### Reading/Language Arts:

#### **Science:**

\*Held STEAM (Science, Technology, Engineering, Art, Math) Night in February to give families a hands-on opportunity to learn more about STEM careers and activities.

\*Increased use of Interactive Word Walls through anchor charts in lessons to extend critical thinking, literacy, and vocabulary.

\*Increased use of science notebooks and writing in all grades.

\*27 girls participated in Girlstart-a weekly STEM program-to develop their self esteem and pursue paths to higher education and greater opportunities in STEM careers.

\*Dual language program classes score above district average on ALL district assessments.

\*PLCs used to reflect on student work, data, and teacher active participation.

\*“Science Weekly” newsletter sent weekly to highlight exemplary science instruction, student work, writing tips, upcoming TEKS, and current science news.

\*Re-designed lesson plan template incorporates all SIOP strategies and differentiation to support TAIS goals.

\*1 science literacy PD session held per semester.

\*25 SciPads were in classrooms to help promote technology and STEMscope use.

### **Staff Recruitment and Retention**

We have hired 100% of highly qualified teachers over the last 6 years. We attend all available Alief Job Fairs to recruit new staff members. We have a Cub Camp for all new staff members to guide them with policies and procedures their first year at Horn.

Continue Collaborative Planning as well as vertical, which will provide high quality and ongoing staff development sessions to enable all children to meet state standards.

Horn will maintain 100% ESL certified by providing testing dates, training opportunities, and resources for any new employees.

### **Technology**

- iPads are used to allow students to create content: Created better policies and procedures, increased usage, raised the rigor of the use and students' final products. Librarian and Technology Specialist modeled, trained, and collaborated with teachers in the use of iPads for research databases, iMovie trailers and Educreations activities. We guided teachers through the whole lesson cycle utilizing campus strategies of sentence stems and Thinking Maps and integrating Educreations and iMovie trailer as the final product. We will continue this school year promoting the use of iPads in the classrooms. Also iPad use was promoted in science classrooms (Scipads) daily. Data: 90% of students experience working with iPads for simulations, augmented reality, creating books, working on projects, educreations, exploring different science concepts, researching, recording with camera and video of experiments, and showing Science knowledge.
- Math and Science Lesson Planning sessions are conducted with teachers using Google Docs as a way to collaborate. This school year also Reading Lesson Planning will be done following the same model.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** 3rd grade met AMM average at 25% and 4th grade met AMM average at 26% on the 2018 Reading STAAR test. **Root Cause:** Lack of action based monitoring system to support rigorous first line instruction and differentiated small group instruction.

**Problem Statement 2:** 4th grade met AMM average at 25% on the 2018 Writing test. **Root Cause:** Lack of specific writing program implementation, planning and monitoring as well as lack of CCA writing benchmarks.



## **Perceptions**

### **Perceptions Strengths**

#### **School Culture**

Vision: Horn Elementary will prepare its young scholars for a successful future.

Mission: Horn will provide a positive environment that promotes growth and develops thinkers.

Core values: Respect, Integrity, Accountability, Collaboration.

These are posted across the school and they are visible at any height, so the students have access to the information.

Our community has the privilege of enjoying the second newest elementary campus facility in the district, with comfortable and safe classrooms designed for the best use in student academic development.

The teaching staff has a complete support from several teams of specialists, paraprofessionals and administrators. The campus has special programs for new teachers to provide targeted assistance and support so they can take advantage of the variety of committees and activities designed to enrich and enhance their teaching strategies.

#### **Family Engagement**

- Horn has increased parent involvement through a variety of avenues such as an active parent center, curricular events, family wellness events in the fall and spring, a Fine Arts Celebration nights, 2 musical programs during the year, Participation in the Alief Honor Choir and AMMO.
- Quarterly newsletters as well as flyers and advertisements in English and Spanish are sent to all students for each event. In addition our website is updated and the school marquee advertises the events.
- We have extended our community outreach through partnerships with United Way, Pennies Campaign for Texas Leukemia & Lymphoma Society and Wal-Mart.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Moderate family engagement and participation in school related events, affecting students' attitude regarding school. **Root Cause:** Parent participation and channels of communication need to be constantly updated. Parent contact information changes and parents do not update records at school.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Running Records results
- 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership 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**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1: Horn Elementary will close the achievement gap to ensure that all students reach their academic potential.**

**La Primaria Horn cerrara la brecha en el rendimiento para asegurar que todos sus estudiantes alcancen el potencial academico.**

**Performance Objective 1:** 3rd grade will meet AMM average at 30% and 4th grade will meet AMM average at 30% on the 2019 Reading STAAR test. 4th grade students will move from 16% to 26% Meets and from 6% Masters to 11% Masters from the 3rd to 4th grade 2019 Reading STAAR test.

**Evaluation Data Source(s) 1:** AEIS and AYP End-of Year reports. Reportes de progreso al final del ano escolar.

## Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7  1) Reading. 100% of reading teachers will have updated reading levels based on running records by 9/7/18. 100% of teachers will begin small group instruction by 9/21/18. (Research ELA 1-20) Research SLE 1-3)	2.4, 2.5, 2.6	LA Specialists, Interventionist, Teachers	Assessment report pulled from Horn DMAC Staff meeting agendas and sign in sheets, presentation materials (PPT, handouts, anchor charts)				
Problem Statements: Student Academic Achievement 1 Funding Sources: State Comp Ed - 60000.00							
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7  2) Reading. CCA's will be administered starting 9/21/2018 every 3-5 weeks depending on grade level. (Research ELA 1-20) Research SLE 1-3)	2.4, 2.5, 2.6	LA Specialists, Interventionist, Teachers	BOY/EOY, CCA,DCA, DMAC Attendance sheets, staff development agendas, PLC (professional learning community) agenda, planning agendas, copies of binder components				
Problem Statements: Student Academic Achievement 1 Funding Sources: State Comp Ed - 0.00, Title I - 60000.00							

<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Reading. Two walkthroughs per teacher will be conducted by the end of Q1 focusing on student understanding, small group instruction, and SIOP components by Language Arts and ESL departments. (Research ELA 1-20)</p>	2.4, 2.5, 2.6	LA Specialist, Interventionist, Teachers, Part time Interventionist	BOY/EOY, CCA,DCA rubrics, data tool, feedback documentation, walkthrough schedule, training agenda				
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: State Comp Ed - 0.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Reading. 100% of reading teachers will be trained on Daily 5 rotations and differentiation of independent activities during small group by 9/10/18 and Language Arts PLC and planning will be focused on training and modeling of running records and small group guided reading. (Research ELA 1-20) (Research SLE 1-3)</p>	2.4, 2.5, 2.6	LA Specialist, Interventionist, Teachers	Assessment report pulled from Horn SDS, DMAC Anecdotal small group records, attendance sheets, PLC agenda, planning agendas, small group lesson plans				
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: State Comp Ed - 0.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>5) Reading. 100% of reading teachers will have completed mid-year running record checkpoints by 12/21/2018. (Research ELA 1-20)</p>	2.4, 2.5, 2.6	LA Specialist, Interventionist, Teachers	Assessment report pulled from Horn SDS, DMAC Staff meeting agendas and sign in sheets, presentation materials (PPT, handouts, anchor charts)				
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: State Comp Ed - 10000.00, Title I - 10000.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>6) Reading. During PLC, teachers will use their running record data to analyze student growth and placement in small group settings by 01/14/2019. (Research ELA 1-20)</p>	2.4, 2.5, 2.6	LA Specialist, Interventionist, Teachers	Assessment report pulled from Horn SDS, DMAC Attendance sheets, staff development agendas, PLC (professional learning community) agenda, planning agendas, copies of binder components				
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: State Comp Ed - 0.00</p>							

<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>7) Reading. Two walkthroughs per teacher will be conducted by the ELA and ESL departments by the end of Q2 focusing on TEKS alignment, small group instruction, and SIOP components: building by background and comprehensible input. (Research ELA 1-20) (Research SLE 1-3)</p>	2.4, 2.5, 2.6	ESL Lead/ELL interventionist/ LA Specialist/ teachers	Professional Development every 9 weeks. rubrics, data tool, feedback documentation, walkthrough schedule, training agenda				
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: State Comp Ed - 0.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>8) Reading. ELL lead teachers will provide SIOP PD on planning and implementing building background and comprehensible input strategies by 12/03/2018 with an expectation that all content areas show evidence in lesson plans. (Research ELA 1-20) (Research SLE 1-3)</p>	2.4, 2.5, 2.6	ESL Lead/ELL interventionist/ LA Specialist/Teachers SPED Teacher, Teachers	Anecdotal small group records, attendance sheets, PLC agenda, planning agendas, small group lesson plans				
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: State Comp Ed - 60000.00, Title I - 50000.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>9) Reading. 100% of students will reflect and set their goals for DCA #2 based on their data from previous DCA. Students will complete a tracking growth chart. (Research ELA 1-20)</p>	2.4, 2.5, 2.6	ESL Lead/ELL interventionist/ LA Specialist/ teachers	Staff meeting agendas and sign in sheets, presentation materials (PPT, handouts, anchor charts)				
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: State Comp Ed - 0.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>10) Reading. During PLC Language Arts department will conduct PD session on analyzing data from DCA #1 and using it to drive small group instruction (Research ELA 1-20)</p>	2.4, 2.5, 2.6	ESL Lead/ELL interventionist/ LA Specialist/Teachers SPED Teacher, Teachers, Technology Aid	Attendance sheets, staff development agendas, PLC (professional learning community) agenda, planning agendas, copies of binder components				
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: State Comp Ed - 15000.00</p>							

<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>11) Reading. Two walkthroughs per teacher will be conducted by the ELA and ESL departments by the end of Q3 focusing on results from DCA 1 and TEKS not mastered in small group instruction based on data analysis. (Research ELA 1-20)</p>	2.4, 2.5, 2.6	ESL Lead/ELL interventionist/ LA Specialist/ teachers	rubrics, data tool, feedback documentation, walkthrough schedule, training agenda				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: State Comp Ed - 0.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>12) Reading. During PLC teachers will compare and analyze running records and istation reports to find correlations and make adjustments to small group instruction. (Research ELA 1-20) (Research SLE 1-3)</p>	2.4, 2.5, 2.6	ESL Lead/ELL interventionist/ LA Specialist/ teachers	Anecdotal small group records, attendance sheets, PLC agenda, planning agendas, small group lesson plans				
<p>Problem Statements: Student Academic Achievement 1</p>							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>13) Reading. During PLC in March Language Arts department will conduct a PD session on analyzing data from DCA #2 to design and create a differentiated STAAR blitz plan. (Research ELA 1-20)</p>	2.4, 2.5, 2.6	ESL Lead/ELL interventionist/ LA Specialist/ teachers	Staff meeting agendas and sign in sheets, presentation materials (PPT, handouts, anchor charts)				
<p>Problem Statements: Student Academic Achievement 1</p>							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>14) Reading. Two walkthroughs per teacher will be conducted by the ELA and ESL departments by the end of Q4 focusing on results from DCA 2 and TEKS not mastered in small group instruction based on data analysis. (Research ELA 1-20)</p>	2.4, 2.5, 2.6	ESL Lead/ELL interventionist/ LA Specialist/ teachers	Attendance sheets, staff development agendas, PLC (professional learning community) agenda, planning agendas, copies of binder components				
<p>Problem Statements: Student Academic Achievement 1</p>							



<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7  15) Reading. During PLC Language Arts department will conduct a PD session on analyzing data from running records and determine which students did not make a year's growth to target needed skills in small group. (Research ELA 1-20)	2.4, 2.5, 2.6	ESL Lead/ELL interventionist/ LA Specialist/ teachers	rubrics, data tool, feedback documentation, walkthrough schedule, training agenda				
	Problem Statements: Student Academic Achievement 1						
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7  16) Reading. ILT team will meet with teachers to discuss plans for summer professional development. (Research ELA 1-20)		ESL Lead/ELL interventionist/ LA Specialist/ teachers	Anecdotal small group records, attendance sheets, PLC agenda, planning agendas, small group lesson plans				
	Problem Statements: Student Academic Achievement 1						

**Performance Objective 1 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> 3rd grade met AMM average at 25% and 4th grade met AMM average at 26% on the 2018 Reading STAAR test. <b>Root Cause 1:</b> Lack of action based monitoring system to support rigorous first line instruction and differentiated small group instruction.

**Goal 1:** Horn Elementary will close the achievement gap to ensure that all students reach their academic potential.

La Primaria Horn cerrara la brecha en el rendimiento para asegurar que todos sus estudiantes alcancen el potencial academico.

**Performance Objective 2:** 4th grade students will meet a 30% AMM average on the 2019 Writing STAAR assessment.

**Evaluation Data Source(s) 2:** AEIS and AYP End-of Year reports. Reportes de progreso al final del ano escolar.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Writing. By the end of October LA department will provide the PD "A Balanced Writing Program" (morning message, daily edit, journaling, grammar, composition) for K - 4th grade.            (Research ELA 1-20)            (Research SLE 1,2,3,)</p>	2.4, 2.5, 2.6	ELA Specialists, ELA Interventionists, ESL Lead Teachers	Attendance sheets, staff development agendas, PLC (professional learning community) agenda, planning agendas, copies of binder components				
Funding Sources: State Comp Ed - 0.00							
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Writing. Writing CCAs will be administered once a month beginning October. Data will be collected and discussed with teachers during planning/PLCs with action steps developed along with a follow up plan on action steps each month.            (Research ELA 1-20)</p>	2.4, 2.5, 2.6	Writing ELA Teachers, ELA Specialists, ELA Interventionists, ESL Lead Teachers	Rubrics, data tool, schedules, debrief protocol including teacher				
Problem Statements: Student Academic Achievement 2							
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Writing. One walkthrough per 4th grade teacher will be conducted by the end of Q1 focusing on writing block components by LA and ESL Departments with feedback provided including reflective questions/action steps with scheduled follow up based on this feedback.            (Research ELA 1-20)</p>	2.4, 2.5, 2.6	ELA Specialists, ELA Interventionists, ESL Lead Teachers	PLC agendas and sign in sheets, materials and resources, sample lessons.				
Problem Statements: Student Academic Achievement 2							

<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Writing. By the end of October the LA Department will provide the PD "Digging Deeper into the Write Source" (is this reflected on WT form) for grades 2-4th with a focus based on WT data. (Research ELA 1-20) (Research SLE 1-3)</p>	2.4, 2.5, 2.6	ELA Specialists, ELA Interventionists	Staff meeting agendas and sign in sheets, presentation materials (PPT, handouts, anchor charts), PD records				
Problem Statements: Student Academic Achievement 2 Funding Sources: State Comp Ed - 60000.00, Title I - 60000.00							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>5) Writing. CCAs for November, December and DCA in January.Immediate feedback will be shared with the teachers based on Walkthrough evidence. (Research ELA 1-20) (Research SLE 1-3)</p>	2.4, 2.5, 2.6	Writing ELA Teachers, ELA Specialists, ELA Interventionists, ESL Lead Teachers	Attendance sheets, staff development agendas, PLC (professional learning community) agenda, planning agendas, copies of binder components				
Funding Sources: State Comp Ed - 0.00							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>6) Writing. One walkthrough per 4th grade teacher will be conducted at the end of Q2 by a different LA/ESL staff member focusing on evidence of Write Source implementation by LA and ESL Departments. (Research ELA 1-20) (Research SLE 1-3)</p>	2.4, 2.5, 2.6	ELA Specialists, ELA Interventionists, ESL Lead Teachers	Rubrics, data tool, schedules, debrief protocol including teacher				
Funding Sources: State Comp Ed - 0.00							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>7) Writing. The first week of November the LA Department will provide a PD on TEKS-aligned instruction and based on WT data in preparation for the Writing Benchmark.DCA #1 in January (Research ELA 1-20) (Research SLE 1-3)</p>	2.4, 2.5, 2.6	ELA Specialists, ELA Interventionists	PLC agendas and sign in sheets, materials and resources, sample lessons.				
Funding Sources: Title I - 0.00							

<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>8) Writing. CCAs data for February and March will be analyzed and discussed at PLCs/plannings to adjust instruction. (Research ELA 1-20) (Research SLE 1, 2, 3)</p>	2.4, 2.5, 2.6	Writing ELA Teachers, ELA Specialists, ELA Interventionists, ESL Lead Teachers	Professional Development every 9 weeks.				
	Funding Sources: State Comp Ed - 15000.00						
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>9) Writing. One walkthrough per 4th grade teacher will be conducted by the end of Q3 focusing on TEKS alignment by LA and ESL Departments. (Research ELA 1-20) (Research SLE 1-3)</p>	2.4, 2.5, 2.6	ELA Specialists, ELA Interventionists, ESL Lead Teachers	Attendance sheets, staff development agendas, PLC (professional learning community) agenda, planning agendas, copies of binder components				
	Funding Sources: State Comp Ed - 0.00						
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>10) Writing. LA Specialists, in collaboration with teachers, will design a Writing differentiated STAAR Blitz plan based on the data analysis of DCA 1. (Research SLE 1-3) (Research ELA 1-20)</p>	2.4, 2.5, 2.6	Writing ELA Teachers, ELA Specialists, ELA Interventionists, ESL Lead Teachers	Rubrics, data tool, schedules, debrief protocol including teacher				
	Funding Sources: State Comp Ed - 0.00						
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>11) Writing. Students and teachers will work on gathering materials for the writing portfolio in preparation for the Writing Student Showcase in late April. (what are required components?) (Research ELA 1-20) (Research SLE 1,2,3)</p>	2.4, 2.5, 2.6	Writing ELA Teachers, ELA Specialists, ELA Interventionists, ESL Lead Teachers	PLC agendas and sign in sheets, materials and resources, sample lessons.				
	Funding Sources: State Comp Ed - 0.00						
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>12) Writing. One walkthrough per teacher will be conducted focusing on evidence of writing portfolios. (Research ELA 1-20)</p>	2.4, 2.5, 2.6	ELA Specialists, ELA Interventionists, ESL Lead Teachers	Staff meeting agendas and sign in sheets, presentation materials (PPT, handouts, anchor charts), PD records				
	Funding Sources: State Comp Ed - 0.00						



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

**Performance Objective 2 Problem Statements:**

**Student Academic Achievement**

**Problem Statement 2:** 4th grade met AMM average at 25% on the 2018 Writing test. **Root Cause 2:** Lack of specific writing program implementation, planning and monitoring as well as lack of CCA writing benchmarks.

**Goal 1:** Horn Elementary will close the achievement gap to ensure that all students reach their academic potential.







La Primaria Horn cerrara la brecha en el rendimiento para asegurar que todos sus estudiantes alcancen el potencial academico.

**Performance Objective 3:** Science: Passing rate on District Science assessments will meet or exceed district average.  
 Ciencias: El porcentaje de rendimiento en Evaluaciones de Ciencias del Distrito cumplira o superara el promedio del distrito.

**Evaluation Data Source(s) 3:** Assessments and Curriculum Guides. Evaluaciones y guias de curriculo.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 3</p> <p>1) Science: Interactive notebooks will be utilized in science and writing to communicate student understanding and mastery of science concepts. Inquiry based strategies will be used to promote hands on science and literacy. (Research ES5-ES24)</p>		Teachers, Science Specialist	Assessments and Curriculum Guides				
Funding Sources: State Comp Ed - 50000.00							
<p><b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 3 CSF 4</p> <p>2) Science: Teachers will use academic vocabulary development strategies such as Thinking Maps and interactive science word walls. Teachers will use quality questioning techniques from Bloom's/Webb's Depth of Knowledge. (Research ES5-ES24)</p>		Teachers, Science Specialist	Assessments and Curriculum Guides				
Funding Sources: State Comp Ed - 0.00							
<p><b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 3 CSF 4</p> <p>3) Science: Professional learning communities will be utilized to analyze student work and explore cross-curricular strategies for Science Literacy and SIOP. (Research ES1-ES4)</p>		Teachers, Science Specialist	Assessments and Curriculum Guides				
Funding Sources: State Comp Ed - 0.00							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) Science: SciPads (iPads) will be used to foster student engagement, creativity, research, and documentation of their learning. Teachers will use digital Resources including: STEMscopes, National Geographic, EduSmart, and BrainPop during science instruction. (Research ES5-ES24)</p>		Administrators, Science Specialist	Assessments, Walkthroughs				
<p>5) Science: Teachers will use lesson plan template that focuses on the use of 5E, SIOP, and differentiation strategies.</p>		Administrators, Science Specialist					
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Goal 1:** Horn Elementary will close the achievement gap to ensure that all students reach their academic potential.

La Primaria Horn cerrara la brecha en el rendimiento para asegurar que todos sus estudiantes alcancen el potencial academico.

**Performance Objective 4:** Horn Elementary will create strategies for Special Education, and other supplemental strategies to support student achievement. La escuela creara estrategias para Educacion Especial y otras estrategias suplementarias para garantizar exito estudiantil.

**Evaluation Data Source(s) 4:** Assessments and Curriculum Guides, AEIS and AYP End-of-year reports. Evaluaciones y guias de curriculo. Reportes de progreso al final del ano escolar.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Special Education: Students will receive small group instruction daily. 3rd and 4th grade will attend tutorials in the morning before school and receive small group instruction in math and reading. Students will receive Imagine Learning computer based instruction 5 days a week. (Research RTI 3,4,5,8,9,10,12,13)</p>		SPED Teacher, Teacher, REID teacher	DMAC, Report Cards, Student work, Student accomodations				
Funding Sources: State Comp Ed - 60000.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>2) Special Education: Collaborative Planning/In Class Support Special Education teachers and General Education teachers will collaboratively plan for and monitor student progress. In class support will be given to students in need to ensure mastery. (Research RTI 17)</p>		SPED Teacher, Teacher, REID teacher	DMAC, Report Cards, Student work, Student accomodations				
Funding Sources: State Comp Ed - 60000.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>3) Special Education. Determine if all students scheduled to take a STAAR Alternate 2 have a significant cognitive disability. (PBMAS-SPED)  (Research SPED - 1)</p>		Teachers, SPED department and Administration	INOVA and DMAC reports				
Funding Sources: Local - 0.00							



<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>4) Special Education. Review all students who have a need for Special Education only because of ADHD. Determine if any of these students could be serviced through 504. Consider 504 services prior to referring students diagnosed with ADHD to special education for testing. (PBMAS-SPED)</p>		Teachers, SPED department and Administration	INOVA and DMAC reports				
Funding Sources: Local - 0.00, State Comp Ed - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>5) Special Education. Obtain varied print resources which will be used by teachers and students independently and in classes to allow students to improve reading, thinking and writing skills as well as instill a lifelong love of reading.  (Research SPED 1)</p>		Librarian					
Funding Sources: Local - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>6) Special Education. 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)</p>		Special Ed Personnel	referrals				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>7) Other. Tutorials: Content and enrichment tutorials before, after school and on Saturdays.  (Research TUT 1)</p>		Administration and Teachers	INOVA				
Funding Sources: Local - 0.00							
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>8) Other. C.O.M.E.T. Program: Horn will continue the after school program with outside volunteers at one of our apartment complexes to assist students with homework tutoring. (Research FAME 1, 2)</p>		Parents, Volunteer teachers	Grant Guarantee				
Funding Sources: 21st Century Grant - 0.00							

<p align="center"><b>Critical Success Factors</b> CSF 2</p> <p>9) Other. Student Data Folders will be created and used with students to empower students to own their learning.</p>		Administration, Teachers and students	INOVA and DMAC reports				
Funding Sources: Local - 0.00							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6 CSF 7</p> <p>10) Other. Transition activities:  PreK and Kinder Students will be helped through the transition to 1st grade with extra support from a Pre-K or Kindergarten aide and activities such as Buddy system and Round-up.  4th Grade students will go on a field trip to Klentzman to observe the expectations of their future school.</p>		PreK and Kinder Aide, Teachers	EasyCBM				
Funding Sources: State Comp Ed - 15000.00							
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>11) Other. District procedures are followed to ensure that all homeless students are immediately enrolled and provided appropriate services.(Title I, Part A) (Research H 1- 15)</p>		Administration, Counselors and Registrar	INOVA and DMAC reports				
Funding Sources: Local - 0.00, State Comp Ed - 0.00							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>12) Other. Review students in Easy Reach and Structured who could be included in the general education setting. Review current placements of all Structured/DC and Easy REACH students, as appropriate, to determine if they are in the Least Restrictive Environment. (PBMAS-SPED)  (Research SPED 2)</p>		Teachers, SPED department and Administration	INOVA and DMAC reports				
Funding Sources: Local - 0.00, State Comp Ed - 0.00							

<b>Critical Success Factors</b> CSF 1 CSF 4  13) Other. Provide summer school program or extended school year opportunities for students based on performance and test results. (Title I, Part A) (Research SUM 1-6)	Administration and teachers	INOVA and DMAC reports				
	Funding Sources: Local - 0.00, State Comp Ed - 0.00					
14) Other. Provide students field trip opportunities to broaden schema and extend classroom learning to real world experience and Migrant Education. (Research ES 7, 8, 22)	Teachers and Administration	INOVA and DMAC reports				
	Funding Sources: Title I - 1000.00					


**Goal 1:** Horn Elementary will close the achievement gap to ensure that all students reach their academic potential.

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**Performance Objective 5:** During 2017-2018, All campuses will be ranked as recognized or higher on Digital Learning Environment scorecard indicators. Durante el año escolar 2017-2018, todas las escuelas seran calificadas como reconocidas o mejor en cuanto a ambiente de aprendizaje digital.

**Evaluation Data Source(s) 5:** Assessments and Curriculum Guides, AEIS and AYP End-of-year reports. Evaluaciones y guias de curriculo. Reportes de progreso al final del ano escolar.

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Provide 3 hours Technology PDs Online and face to face will be offered on Campus during the school year up to Spring Break on the following topics: Google Classroom, Tweeter in the Classroom, echalk classes, Google Docs, Educreations, and Imovie. (Research TEC 1-8)		District Tech Coordinator Campus Tech Specialist Campus Tech Committee	PD Reports will be generated with the percentage of teachers that have 3 hours or more.				
2) Implement a school motivational campaign: Technology is engaging! Technology is fun! 100% Tech Level I teachers and 10% Level II @ Horn can be done! which includes close guided Online training for both levels. (Research TEC 1-8)		Campus Tech Specialist Tech Committee	Reports will be generated with the percentage of teachers that are level 1 and level 2				
3) Implement a school motivational campaign: We dreamt Big, 75% of Horn teachers offer a Digital/active classroom 24/7 Implementation of the PD offered to have a classroom digital environment in twitter, echalk, and Google Classrooms. (Research TEC 1-8)		Campus Tech Specialist Tech Committee	Digitals Active Classrooms links with updated and meaningful content.				
							

**Goal 2: Horn Elementary will improve student preparation for college and career.**

**La Primaria Horn mejorara la preparacion de sus estudiantes para la universidad y sus carreras.**

**Performance Objective 1:** Horn Elementary will improve student preparation for college and career.

La Primaria Horn mejorara la preparacion de sus estudiantes para la universidad y sus carreras.

**Evaluation Data Source(s) 1:** AEIS and AYP End-of-year reports.







Reportes de final de ano escolar.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6</p> <p>1) Horn will have monthly activities that will promote post high school educational opportunities through our Career and College Readiness Committee.</p>		Leadership Team, Team Leaders & Career and College Readiness Committee	number of students attending, Q/A, contests				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Horn staff will promote college awareness by implementing College t-shirt day every Wednesday of each month to advertise the various colleges, so that students can be aware of their future options look towards the future. All staff and students are encouraged to participate.</p>		Assistant Principal	Participation				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Horn will have a weekly college presentation during announcements so students can learn more about the many colleges and universities.</p>		Principal & Career and College Readiness Committee	number of students visiting the board, Q/A,				
<p><b>Critical Success Factors</b> CSF 3 CSF 6</p> <p>4) Counselors will go to each classroom and teach a lesson on various careers, choices, and student interests</p>		Principal & Career and College Readiness Committee					

<p><b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6</p> <p>5) Horn will provide career of the month activities and showcase. Horn will also implement a career day, students will advertise their future career choice.</p>		Administrators and ILT, Counselor and community members	Once a month teachers will include a lesson about The career of the month. Students will answer trivia questions via CNN (Cub News Network) to check for understanding				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>6) Continue the implementation of the Dual Language program to create future students that are bilingual and bi-literate to participate in a global community.</p>		ESL Specialists and ELD Interventionists and Teachers	INOVA, DMAC and EasyCBM				
<p><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>7) Horn Teachers and Technology Block Teacher allow students access to technology to review concepts and create presentations applying Technology TEKS .</p>		Classroom Teachers/ Block Teacher	Daily Observation Tech competencies, student projects				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>8) GT coordinator and classroom teachers will continue to identify GT students and provide additional opportunities, including STEAM (Science, Technology, Engineering, Art, Math) activities, PBL (Project Based Learning), coding/robotics, to meet these student's needs.</p>		Classroom Teacher and GT coordinator	GT assessment, GT instructor hours				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>9) Obtain and implement classroom technology to integrate into the curriculum which will allow students to utilize 21st century tools in the classroom. (Promethean Boards, Mobi, iPad, digital media equipment, document cameras and projectors, etc)</p>		All teachers, Librarian and Technology Specialist	Tech competencies, student projects				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>10) Obtain and implement mobile technology which will be used by students independently and in classes to allow students to utilize 21st century tools (Ipads, Kindles, etc)</p>		All teachers, Librarian and Technology Specialist	Tech competencies, student projects				

<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5</p> <p>11) Host a STEAM (Science, Technology, Engineering, Art, and Math) to create awareness and develop critical/creative thinkers with 21st century tools.</p>		Science Specialist	parent feedback, participation				
<p><b>Critical Success Factors</b> CSF 1</p> <p>12) 25 girls participate in Girlstart, a weekly STEM program, to develop their self-esteem and pursue paths to higher education and greater career opportunities.</p>		Science Specialist	student data				
<p><b>Critical Success Factors</b> CSF 1</p> <p>13) Students will participate in one STEAM and/or PBL (Project Based Learning) activity per nine weeks during science to build their 21st century skillset to include creativity, collaboration, critical thinking and communication.</p>		Science Specialist	Student data				
<p><b>Critical Success Factors</b> CSF 1</p> <p>14) Students in K through 4 grades will come to the library bi-weekly to participate in Makerspaces/STEAM activities including coding.</p>		Information Technology Specialist/Librarian	participation, classroom data				
<p>15) 4th grade students will apply to join the Horn STEM Academy beginning 2018-19 school year. STEM (Science, Technology, Engineering, Math) and PBL (Project Based Learning) strategies will be incorporated within all core subjects.</p>		Science Specialist/STEM Academy Coordinator					

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 3: Horn Elementary will maintain a safe and orderly environment.**

**La Primaria Horn mantendra un ambiente seguro y ordenado.**

**Performance Objective 1:** Decrease by 25% the discipline offenses in Bully/Hara/FTNG/PATS by June 2017

Disminuir en 25% las ofensas de disciplina de BULLY/HARA/FTNG/PATS para Junio de 2017.

**Evaluation Data Source(s) 1:** End-of-year reports - Reportes de final del ano escolar.


**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Provide 2 school wide assemblies for students to participate in anti-bullying program to encourage making good choices for a safe healthy life.  Anti-Bully week for all grades  (Research PASS 7, 8, 13, 15)		Counselor	Presentation Agenda Incident Reports Student Evaluations				
Funding Sources: Local - 750.00							
2) C.O.M.E.T. Program: Horn will continue the after school program with outside volunteers at one of our apartment complexes to assist students with homework tutoring.  (Research FAME 1, 2)		Club Coordinator and Teachers	Percentage of students invited to participate				
Funding Sources: Local - 800.00							



3) Implement Attendance Awards for students with perfect and improved attendance and Academic Awards for students with achieved and improved academic performance. (Research A 1-6)	Administrators, Teachers, Registrar	Data from attendance records				
	Funding Sources: Local - 500.00, Title I - 130.00					
4) Establish counseling groups for students with emotional needs. Also, practice diffusion strategies for students who enter the building emotionally conflicted.  (Research PASS 9, 13, 16, 17)	Counselors	Number of students who participated in the program.				
	Funding Sources: Local - 400.00					
5) Provide training on Bullying, CHAMPS, Second Step and STOIC.  (Research PASS 13)	Above and Beyond Campus Representatives, Administrators, Prevention Program Coordinator	Sign in sheets  A decrease in the number of office referrals.				
	Funding Sources: Local - 0.00					
6) Horn will have anger management, conflict resolution, problem solving, violence, and suicide prevention intervention for safety and drug use lessons for students. Using Second Step, Playworks and Community Circle.  (Research PASS 3, 4, 13)	Counselors, Prevention Program Coordinator, Playworks coach, Classroom teachers.	Observed classroom lessons and the number of students receiving counseling.				
	Funding Sources: Title I - 2000.00					

7) Maintain Morning and dismissal Duty and various dismissal procedures to promote a safe environment for students. (Research PASS 13)	Administrators, Teachers, Para Professionals Kindergarten Aid	A decrease in the number of parents altering the mode of transportation for their child. A decrease in the number of complaints about dismissal.				
	Funding Sources: Local - 0.00, State Comp Ed - 16200.00					
8) Implement Red Ribbon Week activities to promote safe and drug free students. (Research Pass 1)	Prevention Program Coordinator	Programs and activities will be evaluated by both students and staff.				
	Funding Sources: Local - 600.00					
9) Mandate the use of planners for 3rd and 4th grade students and conduct folders for Pre-K through 2nd students. (Research PASS 13)	Teachers	Percent of students actively using planners and the consistency of parent signatures.				
	Funding Sources: Local - 1200.00					
10) Maintain student uniform guidelines	Horn staff	Number of gold coupons given to students in compliance. Students seen on morning announcements are in uniform.				
	Funding Sources: Donation - 0.00					
11) Maintain cafeteria procedures to control noise, safety, and cleanliness. (Research PASS 13)	Administrators	Observations, number of incident reports, and number of complaints				
	Funding Sources: Local - 0.00					

12) Maintain a safe environment for students during arrival and dismissal in all areas including car, bus, and day care. (Research Pass 13)	Administrators, Teachers, Para Professionals	A decrease in the number of bus incident reports/referrals. A decrease in the number of complaints about dismissal.				
	Funding Sources: Local - 0.00					
13) Structure Teachers/ behavior interventionist will track the number of special education students placed in ISS. (research PASS 3, 4, 13)	Structure, behavior interventionist, administration	Decrease in the number of incident reports.				
	Funding Sources: State Comp Ed - 15000.00					
14) We will provide all students with the Acceptable and Responsible Use policies, internet safety presentation and lessons during technology block time. (Research PASS 9, 10, 13)	Technology Specialist, Block Teacher, Technology Aide	List of students who viewed the presentation.				
	Funding Sources: Local - 0.00					
15) Above and Beyond committee shall evaluate campus safety needs to provide positive and structured school climate. (Research PASS13)	Above and Beyond Campus Representative, Administrators	Decrease in the number of incident reports.				
	Funding Sources: Title I - 500.00					
						


**Goal 3:** Horn Elementary will maintain a safe and orderly environment.

La Primaria Horn mantendra un ambiente seguro y ordenado.

**Performance Objective 2:** Campus will maintain a safe and orderly environment. (Health)

**Evaluation Data Source(s) 2:** End-of-year reports

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Campus 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. Campus will have a wellness/CATCH team that meets a minimum of 3 times yearly to ensure that all departments are involved in promoting wellness.		Campus wellness team Health/tech teacher PE teacher	School health index assessment survey will be given once every 2 years. Students will be given knowledge tests yearly on nutrition education and the benefits of physical activity.				
2) A campus wide fitness event will address healthy lifestyles through health check ups, and other fitness or wellness activities. Campus will have several themes and events that will incorporate fitness and wellness. Healthy recipes will be made available weekly to parents through Alief web page.		Wellness committee	Sign up sheets or count of distributed materials. E-mail responses from families				
3) 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 and 10 minutes after lunch		PE staff Music staff Classroom teachers	Lesson plans and Campus Walkthrough direct observation				
4) Fitness tests will be given to all students in grades 3-5 and data will be used to evaluate fitness levels of those students.		PE Staff	Data from fitness tests will be evaluated by the end of April. Number of students achieving the healthy fitness zone in all 6 tests will improve to 35% and the number of students passing the cardiovascular test will improve to 75%.				
							

**Goal 4: Horn Elementary will recruit, develop, and retain highly qualified and effective personnel.**

**La Primaria Horn reclutara, capacitara y retendra personal altamente calificado.**

**Performance Objective 1:** Horn Elementary will recruit, develop, and retain highly qualified and effective personnel.

La Primaria Hprn reclutara, capacitara y retendra personal altamente calificado.

**Evaluation Data Source(s) 1:** End-of-year reports - Reportes de final de ano escolar.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Horn will maintain its 100% rating of highly qualified and effective personnel, while increasing the professional development of its staff.		Administration, Counselors	Number of highly qualified staff and Professional Development website				
2) Horn will maintain 100% ESL certified by providing testing dates, training opportunities, and resources for any new employees. (Research PD 8, 9)		Administrators and ESL Lead	Percentage of teachers ESL certified by June 2015				
Funding Sources: Local - 0.00, State Comp Ed - 0.00							
3) Provide Staff incentive for attendance		Administrators	Number of staff members qualifying for incentives based on attendance				
Funding Sources: Local - 0.00							
4) Continue Collaborative Planning, which will provide high quality and ongoing staff development sessions to enable all children to meet state standards. (Research CPT 1, 2,3,)		Administrators and ILT	Sign in sheet, agenda, handouts, and notes				
Funding Sources: Local - 0.00, Title I - 2500.00							
5) Implement strategies to retain highly qualified teachers: Implementation of Teacher Induction Program, a. Collaborative planning b. Celebration awards		Administrators	teacher retention				
Funding Sources: Local - 0.00							
6) Cub Camp for New Teachers		Administrators and ILT	Percentage of new teacher retention				
Funding Sources: Local - 0.00							
7) All staff will be highly qualified and if not, then a Highly Qualified Continuous Improvement Plan will be created in collaboration with the Human Resources Department.		Administration and Human Resources	Submission of CIP if necessary.				
Funding Sources: Local - 0.00							



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

**Goal 5: Horn Elementary will continue to build positive relationships with all stakeholders.**

**La Primaria Horn continuara fortaleciendo las relaciones con todos los miembros de la comunidad escolar.**

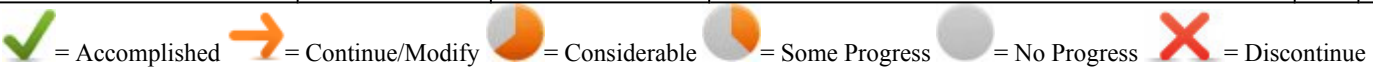
**Performance Objective 1:** Horn Elementary will continue to build positive relationships with all stakeholders.

La Primaria Horn continuara fortaleciendo las relaciones con todos los miembros de la comunidad escolar.

**Evaluation Data Source(s) 1:** End-of-year reports - Reportes de final del ano escolar.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Horn will provide opportunities throughout the year for parental involvement while fostering community partnerships through parent center and parent involvement monthly events.		Administration	Participation sign-in sheets, minutes, agendas from Principal chats				
2) Disseminate information through a campus newsletter and campus website to keep parents and community informed.		Assistant Principal	Number of newsletters sent home or made available in front office.				
3) SDC will hold monthly meetings and keep an updated bulletin board to allow the stakeholder members to assist the principal in development, review, and implementation of the CAP.		SDC Facilitator	Number of members in attendance.				
4) FAME committee will distribute Parent Involvement Policy and School Compact to every family.		FAME committee	Completion.				
5) Host Meet the Teacher, Primary Night, Curriculum Night, Literacy Night, Family Fitness Night, Targeted Parent Conferences, Family Book Fair events, STEAM Night, Fine Arts Night, Music Programs, to encourage parental involvement in student academic success.		Administrators, ILT, all teachers.	Log of sign in sheets compiled from each event.				
6) Utilize CIS to help provide necessities for students and families with various needs.		Campus Communities in Schools Representative.	Log of the number of families who have received assistance				

7) Community Outreach: Pass out supplies to student in apartment complex and advertise for open house prior to school beginning. Assist with school uniform needs as well as holiday gift donation.		Staff.	Open House attendance.				
8) Parent Center to increase parental involvement in school with a liaison. Coordinator will provide various programs for parents and members of the community.		Parent Center Coordinator.	Number hours logged by parents. Number of parents attending special events.				
9) Utilize the district call out system to contact parents and staff to keep them informed.		Administrators.	Data indicating the number of families reached by this system.				
10) Continue to implement strategies to increase parent involvement. 1. Library card for parents 2. Family Engagement Week 3. First Responders Day 4. Open House Family Center 5. Speakers		Parent Center Coordinator, Librarian, Administrators	Number hours logged by parents. Number of parents attending special events.				
11) An orientation will be held to ease the transition anxieties of students leaving Horn. (Students transitioning from 4th Grade to Intermediate.)		Administrators, Counselor, and 4th grade teachers	Number of students participating in orientations sessions.				
12) Teachers provide two parent conferences a year to inform parents of child's academic progress, Parent Positive Phone Call log and School/parent compact.		Classroom teachers.	Signed parent conferences.				
13) C.O.M.E.T. Program: Horn will continue with the after school program with outside volunteers at one of our apartment complexes to assist students with homework tutoring while providing a safe environment.		Volunteers.	Grant Guarantee.				
							



## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Reading. 100% of reading teachers will have updated reading levels based on running records by 9/7/18. 100% of teachers will begin small group instruction by 9/21/18. (Research ELA 1-20) Research SLE 1-3)
1	1	2	Reading. CCA's will be administered starting 9/21/2018 every 3-5 weeks depending on grade level. (Research ELA 1-20) Research SLE 1-3)
1	1	3	Reading. Two walkthroughs per teacher will be conducted by the end of Q1 focusing on student understanding, small group instruction, and SIOP components by Language Arts and ESL departments. (Research ELA 1-20)
1	1	4	Reading. 100% of reading teachers will be trained on Daily 5 rotations and differentiation of independent activities during small group by 9/10/18 and Language Arts PLC and planning will be focused on training and modeling of running records and small group guided reading. (Research ELA 1-20) (Research SLE 1-3)
1	1	5	Reading. 100% of reading teachers will have completed mid-year running record checkpoints by 12/21/2018. (Research ELA 1-20)
1	1	6	Reading. During PLC, teachers will use their running record data to analyze student growth and placement in small group settings by 01/14/2019. (Research ELA 1-20)
1	1	7	Reading. Two walkthroughs per teacher will be conducted by the ELA and ESL departments by the end of Q2 focusing on TEKS alignment, small group instruction, and SIOP components: building by background and comprehensible input. (Research ELA 1-20) (Research SLE 1-3)
1	1	8	Reading. ELL lead teachers will provide SIOP PD on planning and implementing building background and comprehensible input strategies by 12/03/2018 with an expectation that all content areas show evidence in lesson plans. (Research ELA 1-20) (Research SLE 1-3)
1	1	9	Reading. 100% of students will reflect and set their goals for DCA #2 based on their data from previous DCA. Students will complete a tracking growth chart. (Research ELA 1-20)
1	1	10	Reading. During PLC Language Arts department will conduct PD session on analyzing data from DCA #1 and using it to drive small group instruction (Research ELA 1-20)
1	1	11	Reading. Two walkthroughs per teacher will be conducted by the ELA and ESL departments by the end of Q3 focusing on results from DCA 1 and TEKS not mastered in small group instruction based on data analysis. (Research ELA 1-20)
1	1	12	Reading. During PLC teachers will compare and analyze running records and istation reports to find correlations and make adjustments to small group instruction. (Research ELA 1-20) (Research SLE 1-3)
1	1	13	Reading. During PLC in March Language Arts department will conduct a PD session on analyzing data from DCA #2 to design and create a differentiated STAAR blitz plan. (Research ELA 1-20)

Goal	Objective	Strategy	Description
1	1	14	Reading. Two walkthroughs per teacher will be conducted by the ELA and ESL departments by the end of Q4 focusing on results from DCA 2 and TEKS not mastered in small group instruction based on data analysis. (Research ELA 1-20)
1	1	15	Reading. During PLC Language Arts department will conduct a PD session on analyzing data from running records and determine which students did not make a year's growth to target needed skills in small group. (Research ELA 1-20)
1	1	16	Reading. ILT team will meet with teachers to discuss plans for summer professional development. (Research ELA 1-20)
1	2	1	Writing. By the end of October LA department will provide the PD "A Balanced Writing Program" (morning message, daily edit, journaling, grammar, composition) for K - 4th grade. (Research ELA 1-20) (Research SLE 1,2,3,)
1	2	2	Writing. Writing CCAs will be administered once a month beginning October. Data will be collected and discussed with teachers during planning/PLCs with action steps developed along with a follow up plan on action steps each month. (Research ELA 1-20)
1	2	3	Writing. One walkthrough per 4th grade teacher will be conducted by the end of Q1 focusing on writing block components by LA and ESL Departments with feedback provided including reflective questions/action steps with scheduled follow up based on this feedback. (Research ELA 1-20)
1	2	4	Writing. By the end of October the LA Department will provide the PD "Digging Deeper into the Write Source" (is this reflected on WT form) for grades 2-4th with a focus based on WT data. (Research ELA 1-20) (Research SLE 1-3)
1	2	5	Writing. CCAs for November, December and DCA in January.Immediate feedback will be shared with the teachers based on Walkthrough evidence. (Research ELA 1-20) (Research SLE 1-3)
1	2	6	Writing. One walkthrough per 4th grade teacher will be conducted at the end of Q2 by a different LA/ESL staff member focusing on evidence of Write Source implementation by LA and ESL Departments. (Research ELA 1-20) (Research SLE 1-3)
1	2	7	Writing. The first week of November the LA Department will provide a PD on TEKS-aligned instruction and based on WT data in preparation for the Writing Benchmark.DCA #1 in January (Research ELA 1-20) (Research SLE 1-3)
1	2	8	Writing. CCAs data for February and March will be analyzed and discussed at PLCs/plannings to adjust instruction. (Research ELA 1-20) (Research SLE 1, 2, 3)
1	2	9	Writing. One walkthrough per 4th grade teacher will be conducted by the end of Q3 focusing on TEKS alignment by LA and ESL Departments. (Research ELA 1-20) (Research SLE 1-3)
1	2	10	Writing. LA Specialists, in collaboration with teachers, will design a Writing differentiated STAAR Blitz plan based on the data analysis of DCA 1. (Research SLE 1-3) (Research ELA 1-20)
1	2	11	Writing. Students and teachers will work on gathering materials for the writing portfolio in preparation for the Writing Student Showcase in late April. (what are required components?) (Research ELA 1-20) (Research SLE 1,2,3)
1	2	12	Writing.One walkthrough per teacher will be conducted focusing on evidence of writing portfolios. (Research ELA 1-20)

# **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)**

## 2018-2019 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Parent	Magali Hernandez	Parent Rep.
Parent	Carlota Rodriguez	Parent Rep.
Parent	Rosa Cardozo	Parent Rep.
Parent	Angelica Chavez	Parent Rep.
Parent	Lydia Juarez	Parent Rep.
Business Representative	Eric King	Business Rep.
Classroom Teacher	Nadia Belman	Teacher Rep.
Classroom Teacher	Nancy Gonzalez	Teacher Rep.
Classroom Teacher	Jeffrey Jernberg	Teacher Rep.
Classroom Teacher	Mayra Knight	Teacher Rep.
Classroom Teacher	Rebeca Marquez	Teacher Rep.
Classroom Teacher	Monica Moran	Teacher Rep.
Classroom Teacher	Wesley Smith	Teacher Rep.
Classroom Teacher	Anna Suarez	Teacher Rep.
Community Representative	Diana Fernandez	Communities in Schools Rep.
District-level Professional	Natalie Martinez	District Rep.
Non-classroom Professional	Emanuel Otero	Spec. Ed. Rep.
Administrator	Mary Starling	Principal
Non-classroom Professional	Jose Bermudez	Facilitator

# Campus Funding Summary

<b>Title I</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2			\$60,000.00
1	1	5			\$10,000.00
1	1	8			\$50,000.00
1	2	4			\$60,000.00
1	2	7	Pre and Post tests, MIF (Math in Focus) Teacher Edition		\$0.00
1	4	14			\$1,000.00
3	1	3			\$130.00
3	1	6			\$2,000.00
3	1	15			\$500.00
4	1	4			\$2,500.00
<b>Sub-Total</b>					\$186,130.00
<b>Local</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	4			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	4	7			\$0.00
1	4	9			\$0.00
1	4	11			\$0.00
1	4	12			\$0.00
1	4	13			\$0.00
3	1	1	Activity Fund		\$750.00
3	1	2	Activity Fund		\$800.00

3	1	3	activity fund		\$500.00
3	1	4	staff time		\$400.00
3	1	5	2nd Step Curriculum, CHAMPs trainings, continuing education		\$0.00
3	1	7	staff time		\$0.00
3	1	8	student activity fund		\$600.00
3	1	9	activity fund		\$1,200.00
3	1	11	staff time/energy		\$0.00
3	1	12	staff time, hand held radios		\$0.00
3	1	14	computer lab		\$0.00
4	1	2			\$0.00
4	1	3	activity fund		\$0.00
4	1	4	substitute pay		\$0.00
4	1	5	staff time		\$0.00
4	1	6	administration and specialists		\$0.00
4	1	7	state and local		\$0.00
<b>Sub-Total</b>					\$4,250.00

**State Comp Ed**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	PLC/ on campus team planning session and SCE funding		\$60,000.00
1	1	2	PLC/ on campus team planning session, and SCE funding		\$0.00
1	1	3	PLC/ on campus team planning session and SCE funding		\$0.00
1	1	4	PLC/ on campus team planning session, Anchor Papers		\$0.00
1	1	5	Staff Development and Team planning		\$10,000.00
1	1	6	PLC/ on campus team planning session, Anchor Papers		\$0.00
1	1	7	Team Planning and PLC		\$0.00
1	1	8			\$60,000.00
1	1	9			\$0.00
1	1	10			\$15,000.00

1	1	11			\$0.00
1	2	1			\$0.00
1	2	4	PLC and SCE funding		\$60,000.00
1	2	5	Pre and Post tests, MIF (Math in Focus) Teacher Edition, and SCE funding		\$0.00
1	2	6	PLC and SCE funding		\$0.00
1	2	8	Team Planning and PLC		\$15,000.00
1	2	9			\$0.00
1	2	10			\$0.00
1	2	11			\$0.00
1	2	12			\$0.00
1	3	1	PLC and SCE funding		\$50,000.00
1	3	2	PD sessions, PLC , and SCE funding		\$0.00
1	3	3			\$0.00
1	4	1			\$60,000.00
1	4	2			\$60,000.00
1	4	4			\$0.00
1	4	10			\$15,000.00
1	4	11			\$0.00
1	4	12			\$0.00
1	4	13			\$0.00
3	1	7			\$16,200.00
3	1	13			\$15,000.00
4	1	2			\$0.00
<b>Sub-Total</b>					\$436,200.00
<b>21st Century Grant</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	4	8			\$0.00

					<b>Sub-Total</b>	\$0.00
<b>Donation</b>						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
3	1	10	donations, community support for students unable to purchase uniforms		\$0.00	
					<b>Sub-Total</b>	\$0.00
					<b>Grand Total</b>	\$626,580.00