

Alief Independent School District

Collins Elementary School

2018-2019 Goals/Performance Objectives/Strategies



Mission Statement

The Collins Community celebrates the exploration of learning by challenging its members to be life-long learners of unlimited potential.

Vision

COLLINS ELEMENTARY
GUIDELINES FOR SUCCESS-GUIA PARA EL EXITO

- Care for others Piensa en los demás
- Have positive relationships Ofrece buenas relaciones
- Act responsibly Demuestra responsabilidad
- Respect others Es respetuoso
- Take initiative Resueltamente toma la iniciativa
- Strive for success y lucha por alcanzar el éxito

A COLLINS EXPLORER CHARTS THE BEST COURSE
FOR SUCCESS!

UN EXPLORADOR DE COLLINS TIENE EL PODER DE NAVEGAR EL
MEJOR CURSO HACIA EL EXITO.

Value Statement

Statement of Beliefs

MEANINGFUL RELATIONSHIPS / MEANINGFUL WORK

The most important relationship in a school is the relationship of the student and the teacher. This positive and nurturing relationship creates the opportunity for productive, cooperative and successful students and will be centered on acceptance, tolerance, and continual encouragement. The relationships of the home and community with the school and its staff will be characterized by open communication and respect for individual differences.

RESPONSIBILITY

To create a community of responsible learners, good citizens, and positive role models, Collins Community members will accept the consequences for both positive and negative actions. Collins Community members will problem-solve solutions which are necessitated by their actions without creating additional hardship or interruption for others.

RESPECT

The Collins Community recognizes that respect is the acceptance and acknowledgment of the diverse culture and the diverse beliefs of others. As member of our community, we will

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Goal 6: Annual Goal: All contents in grades 3-5 will increase by 5 points in each content in the AMM average as measured by STAAR results. Problem Statement: 80% of STAAR assessment areas decreased in the overall passing rate by 2% or more from the previous year's performance. Root Cause: Priority was focused on compensating and assisting only the teachers in 4th grade writing and reading, and as a result content areas and other grade levels suffered. Strategy:	33
Goal 7: Annual Goal: All contents in grades 3-5 will show a 5% growth in the AMM average as measured by STAAR results. Problem Statement: 45% of all students tested did not meet Approaches, 72% did not meet Meets, and 89% did not meet Masters. Root Cause: Focus was only given to students in the Did Not Meets and Approaches performance categories. Strategy:	39
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Goals






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












Performance Objective 1: Reading Smart Goal: 85-87% of all students will meet all District Assessments/State Test Standards

Evaluation Data Source(s) 1: TAPR and End-of-year reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Reading Smart Goal: Reading teachers in K-2 will have 85% of all students reaching end of year reading expectations. Reading teachers in 3-5 will have 75% of all students with a combined passing average on the reading STAAR test. (SCE Funded Position) (System Safeguard) (ELA2, ELA3, ELA4, ELA5, ELA7, ELA8, ELA15)</p>	ELL, SPED Teachers and Elementary Specialist	STAAR, TELPAS and iStation				
Funding Sources: State Comp Ed - 0.00						
<p>Comprehensive Support Strategy Critical Success Factors CSF 2</p> <p>2) Teachers, Interventionists and Specialists will analyze data from I-Station, Telpas testing to organize whole and small group instruction. (Grades PK-5) (SCE Funded Position) (System Safeguard) (ELA1, ELA4, ELA9, RTI8, RTI9)</p>	Teachers, Intervention Teacher, ESL Multi-Age Newcomer Teacher, Elementary Specialists, Technology Aide, Administrators	iStation, TELPAS				
Funding Sources: State Comp Ed - 0.00						

<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>3) Teachers will refine and implement effective reading group strategies by selecting appropriate materials, assessing students and teaching reading strategies for students. Guided Reading training and supplies will be offered. (SCE Funded Position) (System Safeguard) (ELA1, ELA4, ELA9,)</p>	Teachers, Elementary Specialists, Administrators	Running Records; Anecdotal notes; Rubrics				
Funding Sources: State Comp Ed - 0.00						
<p align="center">Critical Success Factors CSF 1</p> <p>4) Reading instruction will include the comprehension strategies outlined in the Texas Treasures Textbook adoption, as well as Alief Pacing Guide. (SCE Funded Position) (ELA9)</p>	Teachers, Elementary Specialists, Administrators	Lesson Plans; Comprehension rubrics				
Funding Sources: State Comp Ed - 0.00						
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>5) Teachers, Interventionists and Specialists will analyze data from Telpas, CCAs DCAs, iStation, and STAAR testing to organize small and whole group instruction. (Grades 3-5) (SCE Funded Position) (System Safeguard) (ELA1, ELA4, ELA7, ELA8, ELA9, ELA10, ELA15, RTI8, RTI9, SM5)</p>	Teachers, REID teacher, Intervention Teacher, Elementary Specialists, Administrators	DCA and STAAR Assessment data				
Funding Sources: State Comp Ed - 0.00						
<p align="center">Critical Success Factors CSF 4</p> <p>6) Incorporate technology resources to promote student engagement across all content areas (content-specific on-line programs, eBooks, computers, iPads, Mimeo, Promethean, document cameras, Smart Boards). Full-time tech specialist is housed on campus. (IL1)</p>	Classroom Teachers	Observation by administrators, specialist, and teachers				
Funding Sources: Tech Plan - 0.00						
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>7) Teachers will continue to implement Thinking Maps into their lessons to create visual patterns that are related to content and critical thinking. Campus has a Primary Specialist and Intermediate Specialist that provide training to help guide instruction. Campus wide expectations include formative walk-thrus. SE student progress will be analyzed through the use of data from CCAs, DCAs, System 44, READ 180, and I-Station. (SCE Funded Position)(PD4,PD6,SPED1)</p>	Classroom teachers and Elementary Specialists	Assessment data, Curriculum rubrics, DCA and benchmarks				
Funding Sources: State Comp Ed - 0.00						










<p>Comprehensive Support Strategy Critical Success Factors CSF 4</p> <p>8) Students and teachers will utilize library furniture, computers and resources for reading research and accessing available eBooks and databases. Other devices such as iPads are also available for student use. (System Safeguard)(TEC8)</p>	<p>Librarian, Teachers and students</p>	<p>Database usage report and AR reports</p>				
<p>Critical Success Factors CSF 4</p> <p>9) Utilize appropriate differentiated strategies in all classrooms to engage students (PBMAS) (ELA1,ELA9)</p>	<p>Classroom teachers</p> <p>Funding Sources: Local - 0.00</p>					
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>10) Use Telpas and iStation to provide tutorials to 1st-5th grade ELL's in order to assess and address their academic needs. (SCE Funded Position) (System Safeguard) (RTI8,RTI9,ELA10,SLE3)</p>	<p>ELL Teachers, Technology Aide and Administrators</p>	<p>TELPAS, iStation and Tutorials data</p> <p>Funding Sources: State Comp Ed - 0.00</p>				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>11) Provide in-class support, during school and after school tutorials in reading, writing, math, and science to increase the number of students passing the STAAR test and/or meeting AYP. (SCE Funded Position) (System Safeguard) (AA3)</p>	<p>Teachers, Intervention Teacher, Elementary Specialists, Administrators</p>	<p>Rosters and tutorial schedules, CCA, DCA, iStation, and EasyCBM</p> <p>Funding Sources: State Comp Ed - 0.00</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>12) Provide intervention within the classroom setting by using various resources to help support the learning and development for the students in collaboration with the classroom teacher. (SCE Funded Position) (ELA1)</p>	<p>ESL Multi-Age Newcomer Teacher, Bridge Teacher, ELL Teachers, Intervention Teacher, REID Teacher</p>	<p>Funding Sources: State Comp Ed - 0.00</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 2: Writing Smart Goal: Writing teachers in grade 4 will have 55% of all students combined meet satisfactory progress on the writing STAAR test in April. (System Safeguard)

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

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 4</p> <p>1) Kinder - 5th grade teachers will plan vertically for writing to understand student and teacher expectations for each grade level. Teachers will use the Write From the Beginning & Beyond writing program along with the district pacing guide. (SCE Funded Position) (ELA16,ELA17)</p>	Teachers, Elementary Specialists, Administrators	6 Write from the Beginning Rubric; campus based writing rubric; STAAR scoring rubric				
Funding Sources: State Comp Ed - 0.00						
<p>Critical Success Factors CSF 2</p> <p>2) Fourth grade teachers will analyze CCA and DCA data to guide conversations with individual student conferencing. Students receive 45 minutes of guided writing instruction. There will be an increased focus of writing across all grade levels.(System Safeguard) (ELA16,ELA17)</p>	Teachers	6 Write from the Beginning Rubric; campus based writing rubric; STAAR scoring rubric				
Funding Sources: Local - 0.00						
<p>Critical Success Factors CSF 4</p> <p>3) Fourth Grade Students and teachers will participate in writing camp, presented by Writing Academy. (SCE Funded Position)(System Safeguard) (ELA16,ELA17)</p>	Teachers, Elementary Specialists, Administrators	Write from the Beginning Rubric; campus based writing rubric; STAAR scoring rubric				
Funding Sources: State Comp Ed - 0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 3: Math Smart Goal: Math teachers in grades K-2 will have 85% of all students meeting easyCBM and Math In Focus expectations on areas tested for their grade level.

Evaluation Data Source(s) 3: TAPR and End-of-year reports

Summative Evaluation 3:











Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 2</p> <p>1) Teachers and Specialists will analyze data from iReady/Math In Focus assessments to organized whole and small group instruction. (PK-2) (SCE Funded Position) (EM1,EM2,EM3)</p>	Teachers, Elementary Specialists, Administrators	CCAs; DCAs				
Funding Sources: State Comp Ed - 0.00						
<p>Critical Success Factors CSF 7</p> <p>2) Teachers will attend professional development based on different components of easyCBM during Planning and PLC, attend and implement Math in Focus to drive instruction). (SCE Funded Position)(PD1,RTI8)</p>	Teachers; Elementary Specialists; Administrators	Three mid-point assessments				
Funding Sources: State Comp Ed - 0.00						
<p>Critical Success Factors CSF 4</p> <p>3) Incorporate math resources, manipulatives, technology and software to promote student engagement and academic learning.</p>	Classroom Teachers and Math Specialists	CCAs; DCAs				
Funding Sources: Tech Plan - 0.00						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 4: Math Smart Goal: Math teachers in grades 3-5 will have 80-85% of all students meet AYP based on new accountability standards the math STAAR test in April

Evaluation Data Source(s) 4: TAPR and End-of-year reports

Summative Evaluation 4:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 2</p> <p>1) Teachers and Specialist will analyze data from chapter tests, DCA's, and STAAR testing to organize small and whole group instruction.(SCE Funded Position) (EM1,EM2,EM3)</p>	Teachers, Elementary Specialist; Administrators	DCA, STAAR assessment data				
Funding Sources: State Comp Ed - 0.00						
<p>Critical Success Factors CSF 1</p> <p>2) Teams will develop weekly daily review questions for math that are aligned with prior content taught based on student needs. (SCE Funded Position) (EM1,EM2,EM3)</p>	Elementary Specialists	DCA, STAAR assessment data				
Funding Sources: State Comp Ed - 0.00						
<p>Critical Success Factors CSF 1</p> <p>3) Teams will use many resources to create problem solving questions that are aligned with TEKS currently being taught. Teachers will teach strategies to solve questions and explain the answer verbally and in written form. (SCE Funded Position) (EM1,EM2,EM3)</p>	Teachers, Elementary Specialist; Administrators	Problem Solving Quiz				
Funding Sources: State Comp Ed - 0.00						
<p>Critical Success Factors CSF 4</p> <p>4) Incorporate technology resources and software to promote student engagement and academic learning.</p>	Classroom Teachers and Math Specialists	CCAs; DCAs; Math STAAR Assessment				
Funding Sources: Tech Plan - 0.00						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 5: Science Smart Goal: Science teachers in grades K-5 will have at least 85% of their students pass the DCA tests.

Evaluation Data Source(s) 5: TAPR and End-of-year reports

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) Science teachers will utilize the 5 E's model to plan and implement their lessons in order to ensure the achievement of the generalizations. (SCE Funded Position) (ES5,ES15,ES17,ES19,ES21,ES23)</p>	Elementary Science Specialist, Science teachers	DCA; Observations by Administrators and Specialist				
Funding Sources: State Comp Ed - 0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 6: Science Smart Goal: Science teachers in grade 5 will have 90% of all students combined passing the science STAAR test in April.

Evaluation Data Source(s) 6: TAPR and End-of-year reports

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Science instructors will utilize the 5 E's model to plan and implement their lessons focusing on application and extension problems to ensure the achievement of the generalizations.(SCE Funded Position) (ES5,ES15,ES17,ES19,ES21,ES23)</p>	Science Teachers; Elementary Science Specialist	Science STAAR; Observations by Administrators and Specialist				
Funding Sources: State Comp Ed - 0.00						
<p>Critical Success Factors CSF 7</p> <p>2) 5th grade science intervention groups will meet 2 times weekly with the science specialist to provide them with additional instruction beginning in December.(SCE Funded Position) (ES5,ES15,ES17,ES19,ES21,ES23)</p>	Elementary Science Specialist	Science STAAR				
Funding Sources: State Comp Ed - 0.00						
<p>Critical Success Factors CSF 4</p> <p>3) Administrators and the science specialist will review science content with the identified students prior to each DCA that did not show mastery of the objectives tested. (SCE Funded Position) (ES5,ES15,ES17,ES19,ES21,ES23)</p>	Administrators; Elementary Science Specialist	Science STAAR				
Funding Sources: State Comp Ed - 0.00						
<p>Critical Success Factors CSF 4</p> <p>4) K-5th grade students will get extra Science instruction during block and PLC time with the addition of Science class to supplement classroom instruction. (ES1,ES2,ES3,ES5,ES15,ES17,ES19,ES21,ES23)</p>	Science Block Teacher	DCA; Science STAAR				
Funding Sources: Local - 0.00						











<p align="center">Critical Success Factors CSF 4</p> <p>5) 5) 3rd-5th grade students will receive additional science time on STEMSCOPES on iPads before school starts in the morning. (SCE Funded Position) (ES1, ES2, ES5, ES15, ES17, ES19, ES21, ES23)</p>	<p>Elementary Science Specialist</p>	<p>DCA, Science STAAR</p>				
<p>Funding Sources: State Comp Ed - 0.00</p>						
<p align="center"> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>						

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

Performance Objective 7: ELL Smart Goal: 50% of 2nd-5th Grade English Language Learners will increase at least one proficiency level based on TELPAS in Spring 2016.

Evaluation Data Source(s) 7: TAPR and End-of-year reports

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) Ensure collaboration between content specialists and ESL team in lesson planning and lesson delivery for teachers of LEP students. (SCE Funded Position) (PBMAS) (ELA10,SLE3)</p>	ELL teachers, ESL Multi-Age Newcomer Teacher and Content Specialists	TELPAS Holistic L-S-R-W (K-1); TELPAS Holistic W (2-4); TELPAS L, S & R On-line (2-4)				
Funding Sources: State Comp Ed - 0.00						
<p>Critical Success Factors CSF 2 CSF 4</p> <p>2) Small group instruction-Teachers will identify students' needs using assessment data. Intervention will be used based upon small group instructional needs. (SCE Funded Position) (ELA4,ELA9,ELA10,SLE3)</p>	ESL Multi-Age Newcomer Teacher, Intervention Teacher	TELPAS Holistic L-S-R-W (K-1); TELPAS Holistic W (2-4); TELPAS L, S & R On-line (2-4)				
Funding Sources: State Comp Ed - 0.00						
<p>Critical Success Factors CSF 7</p> <p>3) Provide targeted support in sheltering instruction through modeled sheltered instruction classrooms, PLC's and staff trainings.(SLE3)</p>	ESL Lead Teacher	TELPAS Holistic L-S-R-W (K-1); TELPAS Holistic W (2-4); TELPAS L, S & R On-line (2-4)				
Funding Sources: Local - 0.00						
<p>Critical Success Factors CSF 4</p> <p>4) Language Lab 3rd-5th grade- provide language support for newcomers to ensure students basic language needs are met. (SCE Funded Position) (SLE3)</p>	ELL Teachers, ESL Lead, ELD Interventionist, ESL Multi-Age Newcomer Teacher, Intervention Teacher	TELPAS Holistic W (2-4); TELPAS L, S & R on-line (2-4)				
Funding Sources: State Comp Ed - 0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 8:

Writing Smart Goal: Writing teachers in grades K-3, & 5th will have at least 70% of students receiving a passing score of 3 using the STAAR rubric. (System Safeguard)

Evaluation Data Source(s) 8:

Summative Evaluation 8:











Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>1) Every marking period, teachers will guide students through the writing process to develop at least one complete composition in various genres. Campus and teachers will integrate the Write From the Beginning program into their daily writing instruction. This resource is aligned with the state's TEKS/Objectives and provides specific graphic organizers which aid in the planning of writing composition that will enhance the overall completion of a writing composition. (SCE Funded Position) (System Safeguard)(ELA16,ELA17)</p>	Teachers, Elementary Specialists, Administrators	Write from the Beginning Rubric; campus based writing rubric; STAAR scoring rubric				
Funding Sources: State Comp Ed - 0.00						

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

Performance Objective 9: Technology Smart Goal: Collins will be ranked as recognized or higher on Digital Learning Environment scorecard indicators.

Evaluation Data Source(s) 9:

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 7</p> <p>1) The technology specialist and technology lead teachers will offer technology integration lessons during and after school throughout the school year to meet the minimum requirement of 70% teachers having taken 3.5 hours PD. (PD1)</p>	technology specialist, technology committee	Each nine weeks				
Funding Sources: Tech Plan - 0.00						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Teachers who are not certified level 1 will take online training to be certified. In addition, one working session will be offered every semester. (PD1)</p>	teacher technology specialist technology committee	PowerPoint Task				
Funding Sources: Tech Plan - 0.00						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) The technology specialist and district technology integrationist will conduct walk-throughs to rate and gather data on Level 2 and Level 3 teacher technology competencies using walk-through forms. (PD1)</p>	technology specialist District technology integrationist	Walk-through form				
Funding Sources: Tech Plan - 0.00						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Teachers will create and include components that develop students technology competencies to reach 75% mastery per grade level in their lesson plans during their content lesson planning sessions. (SCE Funded Position) (TEC8)</p>	classroom teachers, technology committee, technology specialist & technology aide.	Lesson Plans				
Funding Sources: State Comp Ed - 0.00						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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












Performance Objective 1: Smart Goal: 75% of students will communicate details about at least three career options and how to obtain them. Counselors feature careers on morning announcements to support career day.

Evaluation Data Source(s) 1: TPR and AYP End-of-year reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) VIPS (Volunteers in Public Schools) and local business partners will mentor at-risk and homeless students in an effort to improve social and academic skills. (FAME2,FAME13)</p>	VIPS and Business partners	VIPS monthly reports, behavior reports, office referrals; Mentoring logs				
Funding Sources: Local - 0.00						
<p>Critical Success Factors CSF 4</p> <p>2) Collins will host Career Day to explore and research various careers. Professionals will present overviews of their careers through guest speaker presentations. (AVID4, AVID5)</p>	Community members; Career day committee	Sign-in sheets for presenters; schedules for presentations; lesson plans				
Funding Sources: Local - 0.00						
<p>Critical Success Factors CSF 4</p> <p>3) Students will participate in a campus wide Walk-a-Thon with community professionals coming in to volunteer. (FAME2,FAME13)</p>	Community members and staff	Staff feedback and sign-in sheets				
Funding Sources: Local - 0.00						
<p>4) Students will participate in a field trip to visit a local college campus or university where they will tour the campus and attain information about college and career. (PK-5) (FAME13)</p>	Teachers, parent volunteers, Administrators, & Specialists	Lesson plans, student feedback				
Funding Sources: Title I - 1500.00						
<p>Critical Success Factors CSF 4 CSF 5</p> <p>5) 5th grade students will participate in a trip to Rice University where they will have a campus tour, attend a music concert, tour a sculpture garden, and have a question/answer discussion with college students. (FAME13)</p>	Teachers, parent volunteers, Administrators, & Specialists	Staff and student survey				
Funding Sources: Title I - 300.00						

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>6) Students will demonstrate mastery of the 21st century skills of information and communication literacy through assessment of Technology Applications, TEKS objectives across all content area (Title II, Part D). (FAME2)</p>	Classroom teachers	Student Technology Competencies				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>7) Teachers will demonstrate mastery of the Technology Applications SBEC standards by providing opportunities for students to utilize 21st century tools in the classroom. (Title II, Part D) (FAME2)</p>	Technology Specialist and classroom teachers	Teachers that demonstrate mastery				
Funding Sources: Title I - 2000.00						
<p align="center">Critical Success Factors CSF 4</p> <p>8) Staff will participate in the "College Door Challenge" by representing a college or university with information and visual memorabilia. A student tour is incorporated to promote collage awareness. (AVID5)</p>	All teachers and Counselors	Student and staff feedback				
Funding Sources: Title I - 500.00						
<p align="center">Critical Success Factors CSF 6 CSF 7</p> <p>9) Teachers will be provided support in the 7 Habits of Highly Effective People so that they can teach the 7 Habits to students during the school year. Resources will be provided and housed in the library for teachers, students, and parents to check out (PASS3,PASS4).</p>	All staff and faculty	Lesson plans, teacher feedback, Lighthouse committee, ILT				
Funding Sources: Title I - 300.00						
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>10) Counselors will introduce and discuss "College Word of the Week" during Morning Announcements to provide information related to college awareness. (AVID 5)</p>	Counselors	Participation during Morning Announcements, Teacher Feedback				
Funding Sources: 21st Century Grant - 0.00						





<p align="center">Critical Success Factors CSF 7</p> <p>11) Teachers demonstrate mastery of the Technology Applications SBEC standards by providing opportunities for students to utilize 21st century tools in the classroom (NCLB). (Teachers have been working on this since 2006. If they completed their assessment [How to Master], they don't have to re-take it. Check with Tech Specialist for more information. (IL1,IL2)</p>	Principal	Online Teacher Assessment				
<p align="center">Critical Success Factors CSF 3</p> <p>12) Ensure Campus Technology Plan goals are included within the CAP. (TEC)</p>	Technology Specialist	Written Goals				
		Funding Sources: Tech Plan - 0.00				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>13) GT program will provide at least 2 parental involvement opportunities, during academic school year. (GTAP1)</p>	GT Campus Coordinator and Principal	Parent Sign-In sheet				
		Funding Sources: Local - 0.00				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>14) Continue to evaluate the effectiveness of the GT program and use data to make student placement decisions into the GT program. (TEC). (GTAP1)</p>	GT Campus Coordinator and Principal	Data Tracking Sheets and Report Cards				
		Funding Sources: Local - 0.00				
<p align="center">Critical Success Factors CSF 4</p> <p>15) Provide career guidance activities (K-5) appropriate to the grade level to guide students in preparing for college and a career path. (PBMAS) (AVID5)</p>	Career Day volunteers, Career Day committee	Sign-in sheets for presenters;schedules for presentations; lesson plans				
		Funding Sources: Local - 0.00				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 2: Campus will maintain a safe and orderly environment.

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

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 4</p> <p>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 3x yearly to ensure that all departments are involved in promoting wellness. (HPW 5, HPW6, HPW8, HPW9, HPW10)</p>	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.				
Funding Sources: Local - 0.00						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) A campus wide fitness event will address healthy lifestyles through health check ups, snack samples, and other fitness or wellness activities. (HPW1, HPW2, HPW3, HPW4, HPW5, HPW10)</p>	Wellness committee	Sign up sheets or count of distributed materials. E-mail responses from families				
Funding Sources: Local - 250.00, Title I - 250.00						
<p>Critical Success Factors CSF 4</p> <p>3) Students will participate in structured activity through PE, recess, and music class for a minimum of 135 minutes per week. Movement will be done 10 minutes in the morning. (HPW1, HPW2, HPW3, HPW4, HPW5, HPW8, HPW9, HPW10)</p>	PE staff Music staff Classroom teachers	Lesson plans and CWTs direct observation				
Funding Sources: Local - 0.00						
<p>Critical Success Factors CSF 4</p> <p>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. (HPW1, HPW2, HPW3, HPW4, HPW5, HPW8, HPW9, HPW10)</p>	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%.				
Funding Sources: Local - 0.00						



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue









Goal 3: Campus will maintain a safe and orderly environment.







Performance Objective 1: Smart Goal: All stakeholders will participate in the school climate survey with an anticipated 85% positive feedback.










Evaluation Data Source(s) 1: TPR and AYP End-of-year reports









Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) The Above and Beyond Committee will meet to promote a learning and teaching environment that is safe and orderly. The committee will monitor the school climate and develop policies that improve student and staff safety. The committee will review discipline data (CHAMPS) at every meeting. (PASS3, PASS4, PASS9, PASS10, PAS13)</p>	Teachers, Principal	Agendas, Minutes				
Funding Sources: Local - 0.00, State Comp Ed - 0.00						
<p>Critical Success Factors CSF 2 CSF 6</p> <p>2) A school climate survey regarding student, staff, and parent perceptions of school safety and interpersonal interactions will be conducted in the Fall and then analyzed to develop new campus goals for improving student safety and school climate. (PASS3, PASS4, PASS9, PASS10, PAS13)</p>	Teachers	Survey Results				
Funding Sources: Local - 0.00						
<p>Critical Success Factors CSF 6</p> <p>3) Teachers will follow 5 Steps to Office Referral discipline flow chart for addressing student misbehaviors. Teacher responses for Level 1, 2, or 3 misbehavior will reinforce campus expectations for teacher behavior and student behavior. (PASS3, PASS4, PASS8, PASS11, PASS12, PASS13)</p>	Teachers, Administrators	Discipline Data				
Funding Sources: Local - 0.00						

<p align="center">Critical Success Factors CSF 6</p> <p>4) The guidelines for success will be promoted throughout the school building on posters, t-shirts, and banners. A Collins Explorer: Cares for Others, has positive relationships, acts responsibly, respects others, takes initiative, & strives for success. (SCE Funded Position) (PASS3, PASS4, PASS8, PASS11, PASS12, PASS13)</p>	<p>Teachers, Administrators, Counselor, Behavior Intervention/Office A</p>	<p>Climate survey, Discipline data</p>				
<p>Funding Sources: State Comp Ed - 0.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>5) The school counselors will provide individual and group guidance lessons to classes based on a menu of guidance topics chosen by teachers (PASS3, PASS4, PASS8, PASS11, PASS12, PASS13)</p>	<p>Counselor</p>	<p>Climate survey, Discipline data, Teacher feedback on guidance lessons</p>				
<p>Funding Sources: Local - 0.00</p>						
<p align="center">Critical Success Factors CSF 6</p> <p>6) Collins will participate in "Red Ribbon Week" to discuss the harmfulness of alcohol, tobacco, illegal drugs, and bullying. (PASS3, PASS4, PASS7, PASS8, PASS11, PASS12, PASS13)</p>	<p>Counselor and Teachers</p>	<p>Climate survey, Discipline data</p>				
<p>Funding Sources: Local - 0.00</p>						
<p align="center">Critical Success Factors CSF 6</p> <p>7) Counselors and teachers will teach social and leadership lessons to all students throughout the year as well as issue LEAD awards to students for making positive choices. Teachers will also select Leaders of the Week (one girl/boy per grade level). ((PASS3, PASS4, PASS7, PASS8, PASS11, PASS12, PASS13)</p>	<p>Teachers</p>	<p>Lesson plans, walk-through. school climate survey, Leader of the Week award</p>				
<p>Funding Sources: Local - 0.00</p>						
<p align="center">Critical Success Factors CSF 6</p> <p>8) Teachers will monitor student attendance and alert an administrator if students have excessive tardies and/or absences. Administrator will contact parents if students have excessive absence.(AE1,AE2. A1, A2, A3, A4, A5, A6)</p>	<p>Teachers, Administrators, & Attendance clerk</p>	<p>Attendance Reports</p>				
<p>Funding Sources: Local - 0.00</p>						
<p align="center">Critical Success Factors CSF 6</p> <p>9) Students with perfect attendance, A ,B honor roll and exhibit leadership characteristics, will be recognized every 9 weeks with certificates and various incentives (AE1,AE2. A1, A2, A3, A4, A5, A6, PASS11, PASS12,PASS13)</p>	<p>Teachers and Administrators</p>	<p>Attendance Reports</p>				
<p>Funding Sources: Title I - 500.00</p>						

<p align="center">Critical Success Factors CSF 6</p> <p>10) Students will be recognized for practicing leadership characteristics in the classroom weekly through Morning Announcements. Teachers will, also, select boy/girl per grade level for Leader of the Week. (PASS3, PASS4, PASS11, PASS12, PASS13)</p>	Teachers and Administrators	Bulletin board with pictures and certificates				
Funding Sources: Local - 0.00						
<p align="center">Critical Success Factors CSF 6</p> <p>11) Students will be taught the 7 Habits through teacher designed lessons focused on principles, habits, paradigms, and each of the 7 habits. ((PASS3, PASS4, PASS11, PASS12, PASS13))</p>	Teachers and Administrators	Leader of the Week award, School Climate Survey				
Funding Sources: Local - 0.00						
<p align="center">Critical Success Factors CSF 6</p> <p>12) Utilize and evaluate conflict resolution, violence, or prevention/intervention strategies to improve safety and reduce drug use, violence and bullying among students. (Texas Education Code; Title IV, Part A SDFSC) ((PASS3, PASS4, PASS11, PASS12, PASS13))</p>	All Collins Elementary Staff/Faculty	Teacher feedback; ILT committee				
Funding Sources: Title I - 500.00						
<p align="center">Critical Success Factors CSF 6</p> <p>13) The Raptor System will be used to screen visitors for prior and outstanding convictions of sexual predator activity. (A3,AA9)</p>	Front office staff	The number of visitors who are on campus				
Funding Sources: Local - 0.00						
<p align="center">Critical Success Factors CSF 6</p> <p>14) All staff members will sign in daily with the Raptor System. (PASS3, PASS4, PASS11, PASS12, PASS13)</p>	All Collins Elementary Staff/Faculty	Teacher attendance				
Funding Sources: Local - 0.00						
<p align="center">Critical Success Factors CSF 6</p> <p>15) All staff members will wear photo identification badges daily with their job description. All students will wear ID badges with their names. (PASS3, PASS4, PASS11, PASS12, PASS13)</p>	All Collins Elementary Staff/Faculty	Data- Number of badges printed for our campus				
Funding Sources: Local - 0.00						

<p align="center">Critical Success Factors CSF 6</p> <p>16) Methods for addressing the needs of students in special programs such as suicide prevention, conflict resolution, discipline management, violence prevention/intervention strategies to improve safety and reduce drug use and violence among students (TEC; Title I, Part A) (RTI14)</p>	<p>All Collins Elementary Staff/Faculty</p>	<p>Discipline removal form, Discipline reports</p>				
<p>Funding Sources: Title I - 300.00</p>						
<p align="center">Critical Success Factors CSF 6</p> <p>17) SAC monitors will track the number of special education students placed in ISS. (SCE Funded Position) (PBMAS) (RTI14, PASS13)</p>	<p>Principal, Assistant Principals and Behavior Intervention/Office A</p>	<p>Discipline removal form, Discipline reports</p>				
<p>Funding Sources: State Comp Ed - 0.00</p>						
<p align="center">Critical Success Factors CSF 6</p> <p>18) Ensure that the campus has plans for embedding curriculum and documentation meeting Children's Internet Protection Act (CIPA) guidelines within CAP (USDE) (A1)</p>	<p>Pk-5 teachers</p>	<p>Acceptable Use for Technology Student Handbook Form</p>				
<p>Funding Sources: Local - 0.00</p>						
<p>19) Campus will utilize strategies concerning discipline management, such as reinforcing CHAMPS around the building. (TEC) (PASS3, PASS4, PASS8, PASS11, PASS12, PASS13)</p>	<p>All Collins Elementary Staff/Faculty</p>	<p>Discipline Data</p>				
<p>Funding Sources: Local - 0.00</p>						
<p align="center">Critical Success Factors CSF 6</p> <p>20) Provision of extra security to ensure student and staff safety, we will continue to utilize additional radio communication devices. (AA5)</p>	<p>All Collins Elementary Staff/Faculty</p>	<p>Drill debriefing notes</p>				
<p>Funding Sources: Local - 0.00</p>						
<p align="center">Critical Success Factors CSF 3</p> <p>21) Emergency response team created and implemented to assist administrative team as needed. (AA5)</p>	<p>Administration and ERT</p>	<p>Drill debriefing notes</p>				
<p>Funding Sources: Local - 0.00</p>						
<p align="center">Critical Success Factors CSF 6</p> <p>22) Presentation for Grades 2nd-5th of "Oscar the Bully" about prevention/intervention strategies to improve students awareness of others differences (PASS3, PASS4, PASS8, PASS9, PASS10, PASS11, PASS12, PASS13, PASS15)</p>	<p>Counselor</p>	<p>Teacher feedback; ILT committee</p>				
<p>Funding Sources: Local - 0.00</p>						





<p align="center">Critical Success Factors CSF 6</p> <p>23) Staff will complete a Bullying Prevention Training and learn strategies to improve student awareness and interactions. (PASS3, PASS4, PASS8, PASS9, PASS10, PASS11, PASS12, PASS13, PASS15)</p>	<p>Prevention Program Coordinator</p>	<p>Incident Reports</p>				
<p>Funding Sources: Local - 0.00</p>						
<p align="center">Critical Success Factors CSF 6</p> <p>24) "Aims to Success" presentation for 5th grade to promote awareness to students to avoid the risk of drugs, alcohol and bullying. (PASS3, PASS4, PASS8, PASS9, PASS10, PASS11, PASS12, PASS13, PASS15)</p>	<p>Counselors, 5th Grade Teachers</p>	<p>Teacher Feedback, Incident Reports</p>				
<p>Funding Sources: Local - 0.00</p>						
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						














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

Performance Objective 1: Smart Goal: Collins Elementary will retain 85% of its highly qualified personnel.

Evaluation Data Source(s) 1: TPR and AYP End-of-year reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 4 CSF 7</p> <p>1) New teachers to Collins will attend the New Teacher/Peer Coaching meetings. Topics include report card training, parent conferencing, district forms, discipline/classroom management, and grading procedures. Teacher questions will guide additional resources. (AA1,AA4,AA5,AA6,AA7)</p>	Principal Intern and Assistant Principal	Teacher feedback				
Funding Sources: Title I - 150.00						
<p>Critical Success Factors CSF 4 CSF 7</p> <p>2) New teachers will be assigned a mentor who will be available to address specific needs of each teacher as needed and assist them with beginning of the year classroom preparation/start-up. (AA1,AA4,AA5,AA6,AA7)</p>	Mentors, Specialist	Mentor Logs				
Funding Sources: Local - 0.00						
<p>Critical Success Factors CSF 7</p> <p>3) Teachers will participate in Professional Learning Communities and Long Range Planning to plan instruction and evaluate data. (ELA12,ES1,ES2,ES3, PD2)</p>	Principal, Assistant Principals, Specialists	Lesson plans, data, teacher feedback				
Funding Sources: Local - 300.00						
<p>Critical Success Factors CSF 7</p> <p>4) Teachers will meet with content specialists weekly or bi-weekly to provide guidance and support in the development of classroom lessons that are meaningful and challenging. (AA1,AA4,AA5,AA6,AA7)</p>	Teachers, Specialists	STAAR, DCAs, CCAs, informal walkthroughs, lessons				
Funding Sources: Local - 0.00						





Critical Success Factors CSF 6 5) Administration will recognize staff efforts and dedication through teacher celebrations. (100% Club, Staff of the Week, Thanksgiving Pie Celebration, 12 Days of Christmas, Monthly Treats, Spring Treats, Teacher Appreciation Week Celebrations, Custodial Day, Paraprofessional Day, etc) (AA5)	Administrators	Teacher feedback				
	Funding Sources: Donation - 0.00					
Critical Success Factors CSF 7 6) Include strategies to recruit high-qualified teachers and ensure that instruction will be provided by highly qualified teachers (NCLB) (AA5,AA6,AA7)	Administrators	Teacher feedback				
	Funding Sources: Title I - 2000.00					
Critical Success Factors CSF 4 CSF 7 7) Teachers and administrators will attend professional development courses through the district and other places based on content need to increase professional growth.(PD1)	Administrators	Professional Development Log				
	Funding Sources: Title I - 5000.00					
Critical Success Factors CSF 3 CSF 7 8) If campus is not 100% highly qualified, it must include strategies in its Highly Qualified Continuous Improvement Plan developed in collaboration with the Human Resources Department. (ESSA) (AA5)	Administrators	Teacher Feedback				
	Funding Sources: Local - 0.00					
Critical Success Factors CSF 4 CSF 7 9) Professional Development Books and Resources will be purchased for staff to continue and increase professional growth. (PD1)	Administrators & Specialists	Professional Development Log				
	Funding Sources: Local - 0.00					
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						







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







Performance Objective 1: Smart Goal: 75% of parents and community members will attend school events as measured through sign-in sheets for attendance.

Evaluation Data Source(s) 1: TPR and AYP End-of-year reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Parent/community involvement events that celebrate student academic achievement/progress will be held during the school year. Events include: Awards assemblies, K/5th graduation, 4th Bilingual graduation). (FAME 1-14)</p>	Teachers, Administration, Parent center liaison	Sign-in Sheets				
Funding Sources: Local - 0.00						
<p>Critical Success Factors CSF 5</p> <p>2) The Parent Center liaison will provide parents with a literacy program for three year olds. (Jump Start) (102)</p>	Parent Center Liaison	Parent feedback				
Funding Sources: Local - 0.00						
<p>Critical Success Factors CSF 5</p> <p>3) The Parent Center (FAME) liaison will purchase materials and resources to support FAME projects as well as items used for parent classes. (FAME 1-14)</p>	Parent Center Liaison	Sign-in Sheets				
Funding Sources: Title I - 2500.00						
<p>Critical Success Factors CSF 5</p> <p>4) Academic nights will be held during the school year to provide parents with strategies and activities for supporting teaching at home. These nights include: Literacy Night, CHAMP Night, STAAR Night (3-5), Academic Night (Reading, Math, & Science) (K-2). (FAME 1-14)</p>	Staff	Sign-in Sheets				
Funding Sources: Title I - 1500.00						

<p align="center">Critical Success Factors CSF 5</p> <p>5) Library Nights: Parents are encouraged to participate in reading activities with our students. Some activities are: Story time, book checkout, drawings for new books, and door prizes. (FAME 1-14)</p>	<p>Librarian & Administrators</p>	<p>Sign-in Sheets</p>				
<p>Funding Sources: Title I - 1500.00</p>						
<p align="center">Critical Success Factors CSF 5</p> <p>6) Parent involvement events that celebrate and showcase student talent will be held during the school year. Such performances include: Music concerts for 1st/2nd/3rd & 4th grades, 2nd grade Thanksgiving music performance at Library Night Christmas Caroling at the Book Fair, PK-2 Rodeo. (FAME 1-14)</p>	<p>Teachers</p>	<p>Parent feedback</p>				
<p>Funding Sources: Local - 0.00</p>						
<p align="center">Critical Success Factors CSF 5</p> <p>7) Community involvement events that promote stronger community relationships will be held during the year. These events include: Walk-a-Thon, Career Day, Read-a-Thon, PK-2 Rodeo, Fall Festival, Mother-Son Dance, Father-Daughter Dance, Moms & Muffins, and Multi-cultural activities to promote awareness. (FAME 1-14)</p>	<p>Staff</p>	<p>Sign-in Sheets</p>				
<p>Funding Sources: Local - 0.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>8) The CIS case manager will set up and identify at-risk and homeless students to help them to be successful. CIS will partner with community members to refer families to the service they need. (FAME 1-14)</p>	<p>CIS, Teachers, Administrators Parents</p>	<p>Student/Family Feedback</p>				
<p>Funding Sources: Local - 0.00</p>						
<p align="center">Critical Success Factors CSF 5</p> <p>9) The STAR mental health program by Depelchin will come to campus to work with students and their families. This program is partnered with CIS. (FAME 1-14)</p>	<p>CIS</p>	<p>Parent attendance during sessions, sign-in sheets; parent questionnaire filled out at end of program</p>				
<p>Funding Sources: Local - 0.00</p>						
<p align="center">Critical Success Factors CSF 5</p> <p>10) Parents will be recruited as school volunteers to support campus programs. (FAME 1-14)</p>		<p>VIPS hours</p>				
<p>Funding Sources: Title I - 100.00</p>						

<p align="center">Critical Success Factors CSF 5</p> <p>11) Community business partners will mentor students at risk and homeless. (FAME2, FAME9, FAME10, FAME11, FAME12, FAME13)</p>	<p>Business partners, Mentor coordinator, Counselor</p>	<p>Mentor sign-in/hours sheet/Mentor appreciation ceremony</p>				
<p>Funding Sources: Local - 0.00</p>						
<p align="center">Critical Success Factors CSF 5</p> <p>12) Newsletters highlighting campus events, homework tips, discipline tips, etc. will be sent home weekly to communicate to parents.(FAME1-14)</p>	<p>Principal</p>	<p>Parent feedback</p>				
<p>Funding Sources: Title I - 1000.00</p>						
<p align="center">Critical Success Factors CSF 5</p> <p>13) Father-figures will participate in "Fathers Leading Explorers to X-celence (FLEX)" by providing support to staff and students at-risk or homeless as positive role models and leaders. (FAME2, FAME 13)</p>	<p>Counselors</p>	<p>Parent feedback</p>				
<p>Funding Sources: Local - 0.00</p>						
<p align="center">Critical Success Factors CSF 5</p> <p>14) Tuesday folders and planners will be designated as parent information folders to be sent home only on Tuesdays. (FAME 1-14)</p>	<p>Teachers</p>	<p>Parent feedback</p>				
<p>Funding Sources: Title I - 200.00</p>						
<p align="center">Critical Success Factors CSF 5</p> <p>15) Hold teacher/parent conferences and information meetings to discuss: 1) What the school will do to help students meet the standards, 2) What the parent can do to help the student's performance (Include Title I School/Parent Compacts), and 3) Additional assistance at the school or somewhere else. (Title I, Part A) Refreshments will be provided for parent information meetings. (FAME 1-14)</p>	<p>Teachers</p>	<p>Parent/Teacher conference summaries; parent sign-in sheets for meetings</p>				
<p>Funding Sources: Title I - 1000.00</p>						
<p align="center">Critical Success Factors CSF 5</p> <p>16) Include strategies to increase parent involvement. (Title I, Part A) (FAME 1-14)</p>	<p>Principal and Assistant Principals</p>	<p>Parent attendance</p>				
<p>Funding Sources: Local - 0.00</p>						

<p align="center">Critical Success Factors CSF 5</p> <p>17) A School-Parent Compact and Parent Involvement Policy will be jointly developed with parents and will outline how parents, the entire campus staff and students share responsibility for improved student academic accountability and the means by which the school and parents will build and develop a partnership to help children achieve state standards. (NCLB) (FAME 1-14)</p>	Principal and Assistant Principals	Parent attendance					
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>18) Outgoing Transition Activities will be held towards the end of the Spring Semester to ease the transition anxieties of students moving on to Intermediate and Middle School. (NCLB). (FAME 1, FAME 6, FAME 14)</p>		Principal, Assistant Principals, Counselors, 4th Grade Teachers, 5th Grade Teachers	Parent attendance to events and parent conferences				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>19) The PK/Kindergarten team will hold a "Kinder Round-Up" towards the end of the Spring Semester to ease the transition anxieties of students entering our school. (SCE Funded Position) (NCLB) (FAME1, FAME6, FAME14)</p>		Principal, Assistant Principals, PK/K Teachers, PK/K Aide	Parent attendance to events and parent conferences				
<p align="center">Critical Success Factors CSF 5</p> <p>20) Student planners will be purchased as a form of daily communication to parents. (FAME 1-14)</p>		Teachers	Parent feedback and conferences with teachers				
<p align="center">Critical Success Factors CSF 4 CSF 5</p> <p>21) Students will take field trip to visit the workplace of Community Business Partners. (FAME2, FAME13)</p>		Business partners, Mentor coordinator, Counselor	students feedback				
<p align="center"> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 6: Annual Goal:

All contents in grades 3-5 will increase by 5 points in each content in the AMM average as measured by STAAR results.

Problem Statement: 80% of STAAR assessment areas decreased in the overall passing rate by 2% or more from the previous year's performance.

Root Cause: Priority was focused on compensating and assisting only the teachers in 4th grade writing and reading, and as a result content areas and other grade levels suffered.

Strategy:

Performance Objective 1: Literacy Across Content 1st Quarter.


90% of all classroom teachers will implement literacy across content areas by scoring 60% or higher in the areas of language development, writing, and read aloud based on the literacy walk-through rubric.

Evaluation Data Source(s) 1: Did you meet the Quarter Goal? (use data to support your response)

What Adjustments or Next Steps will you make to keep you on track?

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 1) Teachers will attend instructional rotations on August 8th for language station rotations, math talk, science notebooks and interactive word walls.	ILT members Administration					
2) Teacher will desegregate data from the pre-assessments during the first PLC to categorize students in approaches, meets and masters in all grade levels the week of August 27th	Teachers, ILT memebers					
3) During the week of September 3rd to the 7th during PLC, all teachers will participate in learning that addresses literacy in all content areas: vocabulary, read aloud and writing, language development and comprehension questions. Teachers will review the literacy walk-through rubric.	Content specialists					

4) All students will have writing portfolios with evidence of writing across all content areas.	Content Specialists				
5) Master schedule will be modified to include daily read aloud in all reading classrooms.	ILT members				
6) Math and Science teachers will plan read aloud lessons for the first marking period.	ILT members				
7) Content specialists will conduct one walk-through per grading period per teacher to measure implementation of literacy strategies in the areas of read aloud, language development and writing. Teachers observed will receive a copy of the walkthrough rubric within a week of the observation. First round of walkthroughs will be completed by October 12th	Content Specialists				
8) Collins will kick off weekly Book Talk Tuesday the week off August 20th	Librarian, ELA Specialists and Technology Specialists.				
					

Goal 6: Annual Goal:

All contents in grades 3-5 will increase by 5 points in each content in the AMM average as measured by STAAR results.

Problem Statement: 80% of STAAR assessment areas decreased in the overall passing rate by 2% or more from the previous year's performance.

Root Cause: Priority was focused on compensating and assisting only the teachers in 4th grade writing and reading, and as a result content areas and other grade levels suffered.

Strategy:

Performance Objective 2: Literacy Across Content 2nd Quarter

93% of all classroom teachers will implement literacy across content areas by scoring 60% or higher in the areas of language development, writing, read aloud, vocabulary development and comprehension strategies based on the literacy walk-through rubric.







__% of students will show at least half a year's growth as measured by iStation and iReady in grades K-5.

Evaluation Data Source(s) 2: Did you meet the Quarter Goal? (use data to support your response)

What Adjustments or Next Steps will you make to keep you on track?

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) ESL, science and math specialists will conduct a PD on interactive vocabulary word walls the week of October 22nd.	ESL specialists and science specialists					
2) Content specialists will provide teacher support in areas of need according to walkthrough analyzed data.	Content specialists					
3) ILT will conduct one walkthrough per grading period per teacher to measure implementation of literacy strategies. Teachers observed will receive a copy of the walkthrough rubric within a week of the observation. Second round of walkthroughs will be completed by November 14th.	ILT					

<p align="center">Critical Success Factors CSF 1</p> <p>4) Teachers and students will collectively develop goals for upcoming CCA's and DCA's as evidenced through student goal folders at PLC the week of ____.</p>	<p>Content specialists Teachers</p>					
<p>5) Teachers will have a PLC to analyze DCA's data the week of December 17th to the 21st.</p>						
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 6: Annual Goal:

All contents in grades 3-5 will increase by 5 points in each content in the AMM average as measured by STAAR results.

Problem Statement: 80% of STAAR assessment areas decreased in the overall passing rate by 2% or more from the previous year's performance.

Root Cause: Priority was focused on compensating and assisting only the teachers in 4th grade writing and reading, and as a result content areas and other grade levels suffered.

Strategy:

Performance Objective 3: Literacy Across Content 3rd Quarter

100% of all classroom teachers will implement literacy across content areas by scoring 80% or higher in the areas of language development, writing, read aloud, vocabulary development and comprehension strategies based on the literacy walk-through rubric.







80% of students in 2nd - 5th grade will show a growth of 5% from DCA 1 to DCA 2 in reading and math.

Evaluation Data Source(s) 3: Did you meet the Quarter Goal? (use data to support your response)

What Adjustments or Next Steps will you make to keep you on track?

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 2</p> <p>1) ILT will conduct one walkthrough per grading period per teacher to measure implementation of literacy strategies. Teachers observed will receive a copy of the walkthrough rubric within a week of the observation.</p>	ILT Classroom teachers					
<p>2) Teachers and students will collectively develop goals for upcoming STAAR as evidenced through student goal folders.</p>	Classroom teacher Students					
<p>3) Teachers will use a system to track students' positive or negative growth and determine if students are on target for their AMM goal.</p>	ILT Classroom teachers					

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

Goal 6: Annual Goal:

All contents in grades 3-5 will increase by 5 points in each content in the AMM average as measured by STAAR results.

Problem Statement: 80% of STAAR assessment areas decreased in the overall passing rate by 2% or more from the previous year's performance.

Root Cause: Priority was focused on compensating and assisting only the teachers in 4th grade writing and reading, and as a result content areas and other grade levels suffered.

Strategy:

Performance Objective 4: Literacy Across Content 4th Quarter

All returning K-5th grade teachers will reflect on their 18-19 literacy across content walk-through data and develop a professional development goals/ plan for 2019-20.

Evaluation Data Source(s) 4: Did you meet the Quarter Goal? (use data to support your response)

What Adjustments or Next Steps will you make to keep you on track?

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) All teachers will complete a Google Form to reflect on the implementation literacy across content	ILT Classroom teachers					
Critical Success Factors CSF 1 CSF 2 2) All returning teachers will craft professional development goals that will align with TEKS in content areas that will continue the development of literacy skills.	ILT Classroom teachers					
Critical Success Factors CSF 1 3) Teachers will register for long range planning that will take place in August.	ILT Classroom teachers					
4) Teachers will revisit data foldables and develop a plan during the PLC of _____.	Classroom teachers					

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

Goal 7: Annual Goal:**All contents in grades 3-5 will show a 5% growth in the AMM average as measured by STAAR results.****Problem Statement: 45% of all students tested did not meet Approaches, 72% did not meet Meets, and 89% did not meet Masters.****Root Cause: Focus was only given to students in the Did Not Meets and Approaches performance categories.****Strategy:****Performance Objective 1: Differentiation 1.**







100% of the teachers will have students appropriately identified for small group instruction in math and reading.

Evaluation Data Source(s) 1: Did you meet the Quarter Goal? (use data to support your response)

What Adjustments or Next Steps will you make to keep you on track?

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) The principal will review TAIS goals with all staff on Wednesday August 8th before instructional rotations.	Principal					
2) All students are participating in pre-assessments in Math, Reading and Science to target instructional needs of students.						
3) Teachers will attend instructional rotations on August 8th for reading small group instruction, tools for differentiation, and language station rotations.	ILT					
Critical Success Factors CSF 1 CSF 2 4) Teachers will use pre-assessment, data to group students according to performance standards to structure intervention support (i.e. Tier I, Tier II, and Tier III) the week of August 27th.	admin, Content specialists, interventionists, classroom teachers					

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>5) Interventions will be modified to support all students as follows; All kids that were Approaches and almost Approaches will meet with interventionists on Mondays, Wednesdays and Fridays. All kids that were at meets and masters will meet with interventionists on Tuesdays and Thursdays beginning the week of September 3rd.</p>	Interventionists										
6) During the week of September 10th teachers will participate in PLC to revisit effective/differentiated small group practices for reading and math.	Content Specialist and teachers										
7) During the week of September 10th PLC, teachers will use data from the previous year, STAAR and pre-assessments to make small groups foldables for their classrooms.	Content specialists										
8) All classroom teachers will begin weekly math and reading small group planning sessions guided by content specialists beginning the week of September 19th	Content specialist, teachers.										
9) Content specialists will conduct one walk-through per grading period per teacher to measure implementation of small groups strategies. Teachers observed will receive a copy of the walk-through rubric within a week of the observation. First round of walk-throughs will be completed by October 26.	ILT members										
10) All teachers will be trained on iReady for math as an additional tool to provide differentiated instructional support for students.	Reading and Math content specialists										
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>											

Goal 7: Annual Goal:

All contents in grades 3-5 will show a 5% growth in the AMM average as measured by STAAR results.

Problem Statement: 45% of all students tested did not meet Approaches, 72% did not meet Meets, and 89% did not meet Masters.

Root Cause: Focus was only given to students in the Did Not Meets and Approaches performance categories.

Strategy:

Performance Objective 2: Differentiation 2

80% of students in 2nd - 5th grade will show a growth of 15% from the beginning of the year pre-assessment to the December math and reading DCAs.







85% of teachers in K-5 will score 75% or higher in each area of the small group rubric.

Evaluation Data Source(s) 2: Did you meet the Quarter Goal? (use data to support your response)

What Adjustments or Next Steps will you make to keep you on track?

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Language lab will begin the week of October 29th for year 2+ beginners and intermediate students in grades 3 thru 5. Sessions will take place Monday through Friday.	Interventionists					
2) All students in grades K-5 will receive iReady computerized intervention for math.	Teachers, content specialists, administrators					
Critical Success Factors CSF 1 CSF 4	Content Specialists Classroom Teachers					
3) Tutorials, "Level Up", will occur for approaches to meets students in 3rd to 5th grade levels the weeks of October 15th and 22nd and the weeks of November 5th and 12th.						
4) Enrichment for students in meets and masters will be provided by interventionists on Tuesdays and Thursdays.						
5) All students in grades K-5 will receive ___ computerized intervention for reading.						

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>6) Teachers will meet weekly to plan for small group instruction on Wednesdays.</p>	<p>Content specialists Classroom teachers</p>					
<p align="center">Critical Success Factors CSF 7</p> <p>7) ILT will conduct one walk-through per grading period per teacher to measure implementation of small groups strategies. Teachers observed will receive a copy of the walk-through rubric within a week of the observation. First round of walk-throughs will be completed by January 25th.</p>	<p>ILT</p>					
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 7: Annual Goal:

All contents in grades 3-5 will show a 5% growth in the AMM average as measured by STAAR results.

Problem Statement: 45% of all students tested did not meet Approaches, 72% did not meet Meets, and 89% did not meet Masters.

Root Cause: Focus was only given to students in the Did Not Meets and Approaches performance categories.

Strategy:

Performance Objective 3: Differentiation 3

80% of students in 2nd - 5th grade will show a growth of 5% from DCA 1 to DCA 2 in reading and math.







85% of teachers in K-5 will score 75% or higher in each area of the small group rubric.

Evaluation Data Source(s) 3: Did you meet the Quarter Goal? (use data to support your response)

What Adjustments or Next Steps will you make to keep you on track?

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) All students in grades K-5 will receive iReady computerized intervention for math.	Classroom teachers Math specialists					
Critical Success Factors CSF 1 CSF 2 CSF 4 2) Enrichment for students in meets and masters will be provided by interventionists on Tuesdays and Thursdays.	Interventionists					
Critical Success Factors CSF 1 CSF 2 CSF 4 3) Tutorials, "Level Up", will occur for approaches to meets students in 3rd to 5th grade levels the weeks of Jan 14th and 21st and the weeks of Feb 11 and 18th	Classroom teachers Content					

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Targeted instruction for Tier 2 and 3 RTI students will be monitored and tracked by designated ILT members and interventionists during quarterly RTI meetings</p>	<p>ILT Interventionists</p>					
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 7: Annual Goal:

All contents in grades 3-5 will show a 5% growth in the AMM average as measured by STAAR results.

Problem Statement: 45% of all students tested did not meet Approaches, 72% did not meet Meets, and 89% did not meet Masters.

Root Cause: Focus was only given to students in the Did Not Meets and Approaches performance categories.

Strategy:

Performance Objective 4: Differentiation 4







All returning K-5th grade teachers will reflect on their 18-19 differentiation practices and data to develop professional development goals/plan for 2019-20.

Evaluation Data Source(s) 4: Did you meet the Quarter Goal? (use data to support your response)

What Adjustments or Next Steps will you make to keep you on track?

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 1) All teachers will complete a Google Form to reflect on differentiation practices.	Classroom teachers					
Critical Success Factors CSF 1 CSF 2 CSF 4 2) All returning teachers will craft professional development goals that will align with TEKS in content areas that will continue the differentiation of instruction.						
Critical Success Factors CSF 1 CSF 2 CSF 4 3) Teachers will register for long range planning that will take place in August.						
Critical Success Factors CSF 1 CSF 2 CSF 4 4) Teachers will revisit data foldables and develop a plan during the PLC of _____.						

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Teachers will submit completed data sheets that will indicate student growth.</p>	<p>Classroom teachers Content</p>					
<p>Critical Success Factors CSF 1 CSF 3 CSF 4</p> <p>6) RTI2 team will submit completed tracking sheet for students in Tier 2 and 3.</p>	<p>RTI2 team</p>					
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Reading Smart Goal: Reading teachers in K-2 will have 85% of all students reaching end of year reading expectations. Reading teachers in 3-5 will have 75% of all students with a combined passing average on the reading STAAR test. (SCE Funded Position) (System Safeguard) (ELA2, ELA3, ELA4, ELA5, ELA7, ELA8, ELA15)
1	1	2	Teachers, Interventionists and Specialists will analyze data from I-Station, Telpas testing to organize whole and small group instruction. (Grades PK-5) (SCE Funded Position) (System Safeguard) (ELA1, ELA4, ELA9,RTI8,RTI9)
1	1	3	Teachers will refine and implement effective reading group strategies by selecting appropriate materials, assessing students and teaching reading strategies for students. Guided Reading training and supplies will be offered. (SCE Funded Position) (System Safeguard) (ELA1, ELA4, ELA9,)
1	1	5	Teachers, Interventionists and Specialists will analyze data from Telpas, CCAs DCAs, iStation, and STAAR testing to organize small and whole group instruction. (Grades 3-5) (SCE Funded Position) (System Safeguard) (ELA1, ELA4, ELA7,ELA8,ELA9,ELA10,ELA15,RTI8,RTI9, SM5)
1	1	8	Students and teachers will utilize library furniture, computers and resources for reading research and accessing available eBooks and databases. Other devices such as iPads are also available for student use. (System Safeguard)(TEC8)
1	1	10	Use Telpas and iStation to provide tutorials to 1st-5th grade ELL's in order to assess and address their academic needs. (SCE Funded Position) (System Safeguard) (RTI8,RTI9,ELA10,SLE3)
1	1	11	Provide in-class support, during school and after school tutorials in reading, writing, math, and science to increase the number of students passing the STAAR test and/or meeting AYP. (SCE Funded Position) (System Safeguard) (AA3)
1	8	1	Every marking period, teachers will guide students through the writing process to develop at least one complete composition in various genres. Campus and teachers will integrate the Write From the Beginning program into their daily writing instruction. This resource is aligned with the state's TEKs/Objectives and provides specific graphic organizers which aid in the planning of writing composition that will enhance the overall completion of a writing composition. (SCE Funded Position) (System Safeguard)(ELA16,ELA17)