

Alief Independent School District
Klantzman Intermediate School
2018-2019 Goals/Performance Objectives/Strategies



Mission Statement

Klantzman, in collaboration with parents and community, will provide an exemplary education for all students in a safe environment.

Vision

Our staff, students, and parents are dedicated to fulfilling the goal of fostering individual student success through an exemplary educational program that enables students to contribute to our community in a positive, productive and rewarding manner. Each day we strive to make these contributions to our community and to develop individual character.

Value Statement

Klantzman Intermediate School believes that students learn best when they are surrounded by nurturing and knowledgeable teachers that focus on creating meaningful relationships and plan meaningful opportunities for learning. The faculty and staff understand that students thrive within a learning environment that is collaborative and promotes student choice. Our teachers participate in staff development with a focus on TEK alignment and differentiated activities that engage all learners. Our goal is for all our students to be prepared for a successful college experience fortifying them to achieve

their dreams within their career of choice. Klentzman students are resilient and through strong mentorship and instruction, they will succeed!

Table of Contents

Goals	6
Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.	6
Goal 2: Alief ISD will improve student preparation for college and career.	19
Goal 3: Alief ISD will maintain a safe and orderly environment.	22
Goal 4: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.	29
Goal 5: Alief ISD will continue to build positive relationships with all stakeholders.	31
Goal 6: TAIS Targeted Improvement Plan: Goal 1 ANNUAL GOAL: Goal 6: TAIS Targeted Improvement Plan ANNUAL GOAL: (Behavior) Klentzman will decrease the number of (PATS & IRDO) office referrals from the 2016-2017 school year by 10%. The target number of referrals should be less than or equal to 1438 for the school year. ROOT CAUSE: The number of office referrals has remained constant for the last two years. PROBLEM STATEMENT: Klentzman staff wrote 1,598 referrals during the 2016-2017 school year. STRATEGY: Safe and Civil Schools through the Above and Beyond Committee will o Discuss discipline at the beginning of the year o Additional and behavioral aide o Implement the checklist for writing referrals o Start reward system (DoJo) and school store o Train the AP secretary to screen referrals using the checklist before submitting them to the AP. o Support those teachers with a high number of referrals writing from the beginning of the year. What INDEX does this address? EOY REPORT: Did you meet your annual goal? YES! Provide data that supports you meeting or not meeting your annual goal. In the 16/17 school year, total referrals were 1611. In the 17/18 school year, total referrals are 1130 (as of 05/11/18). If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success? Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2018-2019 school year. Our identified elements that led to our success will influence our planning for the 18/19 school year by being more targeted with our tracking of referral codes and the number of specific referrals by teachers. We will also track specific bus routes and their bus referrals numbers.	32

Goal 7: TAIS Targeted Improvement Plan: Goal 2 ANNUAL GOAL: The number of students reaching approaches on STAAR will increase by 7% in all content areas. PROBLEM STATEMENT: Klentzman has ___% student who did not meet approaches standard. 43% 5th reading 51% 6th reading 39% 5th math (decrease by 5%) 40% 6th math (decrease by 5%) 61% 5th science ROOT CAUSE: SIOP strategies are not being implemented with fidelity across all academic content STRATEGY: PDs at campus level to increase awareness and strength in the implementation What INDEX does this address? EOY REPORT: 6th Reading-YES, we met the goal thanks to more strategic and focused planning. We were able to plan ahead using the previous years results and narrow in on specific TEKS that have been historically difficult for our students. Walkthroughs done throughout the year revealed that teachers may have previously focused on surface level teaching of material. We then prepared Long Term Planning meetings to focus on those specific TEKS and give more critical thinking opportunities to students. 6th Reading-NO, we did not meet the goal. Although planning was more focused and extended to include some historically difficult TEKS, some teachers may not have taught them with fidelity and give deeper critical thinking opportunities. In the future, we will focus not just on planning but delivering lessons efficiently. 6th Grade Math: YES - the goal for 6th grade math was met. We were more intentional this year in instructional planning this year. I also think that the walkthroughs being done with the content specialist helps giving direct feedback that is content specific by the specialist they are used to working with. I also think that our data talks after KCAs was helpful in identifying trends and how to adjust going forward. NO - the goal for 6th grade math was NOT met. We experienced decreases in several KCAs and teachers mostly attributed that to the student's lack of problem solving skills or literacy skills when it comes to math. While we did put more effort into our instructional planning, it was a slow start - which is something we will start from the beginning for the 18-19 school year. I also think that our walks need to be more tailored to what each teacher is lacking in so we can be more specific with areas of refinement. Going forward - we will need to use our previous data prior to teaching those units to identify the areas that are weaknesses and develop a plan to overcome those challenges. 5th grade Math: Yes-the goal for 5th grade was met. Teachers used a planning protocol to plan lesson to plan more effectively. Feedback and walkthroughs were consistent throughout the year. Modeling and co-teaching were utilized as well for teachers that struggled. Data was looked at and planned with for small groups as well as STAAR Focus lessons. No- the goal for 5th grade was not met. While data was used to plan for small group lessons and STAAR Focus, teachers had a hard time implementing small groups at least 3 times a week. We also had some changes in the interventionist for grade 5 Math. As a result, we had a gap in services. Teachers also saw a decrease in a few KCA's or no change and attributed it to lack of fact fluency, and higher order thinking skills in regards to problem solving. Did you meet your annual goal? Provide data that supports you meeting or not meeting your annual goal. If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success? Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2018-2019 school year. 46

Comprehensive Support Strategies 70

Goals

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

Performance Objective 1: Reading Smart Goal: All Klentzman students will increase their STAAR Proficiency level from 2018 to 2019 by one level or maintain master level. (A- approaches, M- meet, M- master)

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>1) Strategy #1: Team Planning: Teachers will have weekly meetings with their content team focusing on data driven lesson plans to increase rigor and relevance to meet STAAR expectations, differentiated instruction, data analysis (DMAC), intervention in the classroom, small group instruction, and SIOP implementation for ESL/BIL population. Professional development on well-developed lesson planning will also be provided to teachers. This is in additional to PLC and faculty training.</p>	Team Leaders, Classroom Teachers, Specialists, Interventionists	Walk throughs, lesson plans, posted objectives, PDAS				
Funding Sources: State Comp Ed - 0.00						
<p>Comprehensive Support Strategy</p> <p>2) Strategy #2: Reading Interventions: Reading Interventionists will use the 3 Tiered RtI model to provide evidence based interventions to students utilizing the a pull out method within the 90 minute reading block. (RTI 1)</p>	Reading Interventionists	Local and State Assessments				
Funding Sources: Title I - 1000.00						
<p>3) Strategy #3: STAAR Blitz: Content specialist and teachers will work with students in need of extra assistance in reading. Campus reading interventionists will provide small group academic support.</p>	Classroom Teachers, Reading Interventionists, Reading Specialist	Teachers and specialists will assess effectiveness by analyzing STAAR results				
Funding Sources: Local - 0.00, State Comp Ed - 0.00						

<p>Comprehensive Support Strategy</p> <p>4) Strategy #4: Monitor Exited ELL: ESL Compliance and Lead teacher will monitor students academic progress every nine weeks with their Report Cards, ensuring students are making adequate academic progress and language development in a general education classroom. (SLE 1,2,3)</p>	<p>ESL Compliance and Lead Teacher</p>	<p>Report Cards</p>				
<p>Funding Sources: Title I - 2900.00</p>						
<p>Comprehensive Support Strategy</p> <p>5) Strategy #5: ELL: All staff will facilitate sheltering techniques for ELL students to provide a holistic balance of language proficiency and academic achievement. ELD intervention for LEP students will take place weekly for 30 minutes in addition to small group instruction during the language arts block.</p>	<p>Content Specialists</p>	<p>Teachers and Specialists will assess effectiveness by analyzing SIOPI Implementation</p>				
<p>Funding Sources: Local - 0.00, State Comp Ed - 0.00</p>						
<p>Comprehensive Support Strategy</p> <p>6) Strategy #6: SIOPI Implementation: Training will be provided to staff members to begin the implementation in the school. SIOPI Leadership Team has been created and will serve as a model for successful shelter instruction implementation.</p>	<p>Teachers, ESL Lead Teachers, SIOPI Leadership Team</p>	<p>Teacher Observation, SIOPI Checklist</p>				
<p>Comprehensive Support Strategy</p> <p>7) Strategy #7: STAT: Students who are struggling in reading will be brought to Student Teacher Assistance Team (STAT) in order to develop an appropriate plan using the Tier I, Tier II, Tier III RTI model based on the student's individual needs.</p>	<p>STAT Committee Members</p>	<p>Station Reports, Reading Smart Reports, DMAC, Report Cards</p>				
<p>8) Strategy #8: Tutorials: Small group reading tutorials will be provided by teachers before school to address students with low scores on DCA's and STAAR. (ASP 2)</p>	<p>Reading Specialist, Tutorial Teachers</p>	<p>Local and State Assessments</p>				
<p>Funding Sources: Title I - 1000.00, State Comp Ed - 0.00</p>						
<p>9) Strategy #9: Data Analysis: Teachers will participate in professional development to utilize student performance data from DMAC and INOVA. These programs will be utilized to analyze student performance for each campus and rigorous district made assessment. Data binders will be maintained to track students participating in small groups.</p>	<p>Reading Teachers, Reading Interventionists, Reading Specialist</p>	<p>DMAC, Report Cards</p>				
<p>10) Strategy #10: Learning Together Peer Mentor Program: This program will be implemented for reading for the 2017-2018 school year. Fifteen mentors (6th graders) and fifteen student to tutor (5th graders) will be hand selected to participate in a Leadership Academy to learn to mentor a peer throughout the year for the duration of 30 lessons in reading. This is provided during W.I.N. time.</p>	<p>Librarian, Reading Specialist</p>	<p>Report Cards, DMAC</p>				
<p>11) Strategy #11: Summer School: Klentzman will provide a summer school program to extend learning opportunities in reading and language arts to students.</p>	<p>Summer School Teachers</p>	<p>Summer School Report Cards, STAAR results</p>				

<p>12) Strategy #12: High-interest Fiction and Non-fiction: The Klentzman library will continue to develop high-interest fiction and non-fiction collections to appeal to ELLs, reluctant, and general readers. (IL 5)</p>	<p>Library Information Specialist</p>	<p>Library circulation statistics and monthly library report</p>				
<p>Funding Sources: Title I - 5000.00, Local - 0.00</p>						
<p>13) Strategy #13: Klentzman will implement W.I.N. program. This program is a small group is composed of small group interventions and enrichment classes, that will be provided by staff to address low achievement and high interest.</p>	<p>All Staff</p>	<p>3 WK Progress Reports Campus/District Assessments</p>				
<p>14) Students will be rewarded for educational efforts with awards/certificates and school wide interactive performances that will allow students to become actively engaged in the learning process. (A6)</p>	<p>Teachers, Specialist, Administration</p>	<p>Report Cards, DMAC</p>				
<p>Funding Sources: Title I - 1500.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 2: Math SMART Goal: Percentage of all students meeting or exceeding progress on Math STAAR 2018 will increase by 5 percentage points from 77% in 2016 to 82% in 2018. Percentage of all students exceeding progress on Math STAAR will increase by 5 percentage points from 21% in 2015 to 26% in 2016.

Evaluation Data Source(s) 2: Klentzman students will meet or exceed on Math STAAR by increasing by 5 percent in 2018. Students will be able to meet or exceed this goal by the implementation of strategies such as STAAR Blitz, small group instruction, KCA and DCA, math interventionist conducting small group lessons, ect. Students progress will be measured by data binders and other data collecting tools.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Strategy #1: Student Centered Lessons: Increased opportunities for students to work collaboratively on engaging activities by focusing on planning student centered lessons aligned to pacing guide for all students (including AA, Hispanic, LEP and Eco Dis sub groups).	Math Teachers, Math Specialist, Math Interventionists	Lesson Plan Records				
Comprehensive Support Strategy		Funding Sources: Local - 0.00, State Comp Ed - 0.00				
2) Strategy #2: Small Groups: Differentiated small group instruction will be implemented weekly addressing specific TEK objective based on KCA and DCA data through DMAC.	Math Teachers, Math Specialist, Math Interventionists	Local and State Assessments				
Comprehensive Support Strategy		Funding Sources: Local - 0.00, State Comp Ed - 0.00				
3) Strategy #3: Lesson Design: Deconstructing TEKS for planning effectively aligned lessons during weekly content team meetings, PLC, and long range planning days.	Team Leaders, Math Teachers, Math Specialist, Math Interventionists	Lesson Plan Records				
Comprehensive Support Strategy		Funding Sources: Local - 0.00, State Comp Ed - 0.00				
4) Strategy #4: Math Interventions: Math Interventionists will use data from KCA and DCA'S STARR to provide evidence based interventions to students within the 90 minute math block.	Math Interventionists	Local and State Assessments				
Comprehensive Support Strategy		Funding Sources: Local - 0.00				
5) Strategy #5: STAAR Blitz: Content specialist and teachers will work with students in need of extra assistance in math. Campus math interventionists will provide small group academic support. Future cycles will be based on DCA and KCA results.	Math Specialist, Math Teachers, Math Interventionists	Teachers and specialists will assess effectiveness by analyzing STAAR results				
Comprehensive Support Strategy		Funding Sources: Local - 0.00, State Comp Ed - 0.00				

Comprehensive Support Strategy					
6) Strategy #6: STAT: Students who are struggling in math will be discussed at Student Teacher Assistance Team (STAT) in order to develop an appropriate plan using the Tier I, Tier II, Tier III RTI model based on the student's individual needs.	STAT Committee Members	Think Through Math Reports, DMAC, Report Cards			
7) Strategy #7: Homework Help: Small group tutorials will be provided by content teachers before school to address low scoring objectives on DCA's and STAAR. (ASP 2)	Math Specialist, Tutorial Teachers	Local and State Assessments			
	Funding Sources: Title I - 1500.00				
8) Strategy #8: Data Analysis: Teachers will participate in professional development to utilize student performance data from DMAC and INOVA. These programs will be utilized to analyze student performance for each campus and rigorous district made assessment. Data binders will be maintained to track students participating in small groups.	Math Specialist, Math Teachers, Math Interventionists	DMAC, INOVA			
	Funding Sources: Local - 0.00, State Comp Ed - 0.00				
9) Strategy #9: Learning Together Peer Mentor Program: This program will be implemented for math for the 2017-2018 school year. Fifteen mentors (6th graders) and fifteen students to tutor (5th graders) will be hand selected to participate in a Leadership Academy to learn to mentor a peer throughout the year for the duration of 30 lessons in math. This provided during W.I.N.	Librarian, Math Specialist	Report Cards, DMAC			
10) Strategy #10: Summer School: Klentzman will provide a summer school program to extend learning opportunities in math to our students.	Summer School Teachers	Summer School Report Cards, STAAR results			
11) Klentzman Intermediate will implement a research based math program that will assist with closing the achievement gap in the subject of math. The math program that will be implemented will be called Reflex Math. Reflex Math is a fact-fluency based online gaming program that helps strengthen student foundational skills to help them move forward and have a deeper understanding of complex math ideas. It is individualized for each student, can be checked for progress measures and has been effective for RTI. It will be used in the classroom in rotations, during a computer lab time at least once a week during a 45 minute math session an at home.	Math Teachers, Math Specialist, Math Interventionists	Local and State Assessments, and the provided progress monitoring system through Reflex Math.			
	Funding Sources: Title I - 2636.00				
					

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

Performance Objective 3: Science SMART Goal: Increase the overall passing rate of all students meeting or exceeding the state standards by 10 percentage points from 50% in 2017 to 60% in 2018.

Evaluation Data Source(s) 3: Klentzman students will meet or exceed the STAAR Science by 10 percent. Students will be able to meet or exceed this goal by the implementation of weekly science labs, access to technology through STEM Scope and project based assignments.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Strategy #1: Hands on Engagement science labs taught to support instruction and ongoing formative assessments with DMAC data analysis reports.	Science Specialist and Science Teachers	DMAC				
Funding Sources: Local - 0.00, State Comp Ed - 0.00						
2) Strategy #2: Science teachers will incorporate a response to intervention for all students that do not master benchmarks or perform unsatisfactory on DCA'S. Intervention strategies will take place on-going through the win program.	Science Specialist and Science Teachers	DMAC, Local and State Assessments				
3) Strategy #3: Technology: Science Teachers will utilize technology through the science cart and sci pads on a weekly basis.	Science Specialist and Science Teachers	Local and State Assessments				
Funding Sources: Local - 0.00						
4) Klentzman will focus on building Academic Vocabulary using AVID/SIOP strategies in daily lessons as part of first line instruction. Klentzman will achieve this by implementing a new software program onto the campus that will be made available to all teachers. Flocabulary is a website that enables students to master academic content while building core literacy skills through engagement, mastery and student creativity. Flocabulary uses hip-hop videos to teach standards-based skills and content activities in math, science, social studies, reading, and language arts. Flocabulary provides teachers assessments and analytics to develop skills and provide valuable learning insights.	Science Specialist and Science Teachers, all content teachers	DMAC, Local and State Assessments				
Funding Sources: Title I - 1309.00						

<p>5) Klentzman's 5th grade students will be participating in a science field trip that will allow them to be able to connect real world experiences with TEK 5.9-5.10 which covers organisms and environments. The following criteria will be addressed on this field trip.</p> <p>(5.9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:</p> <p>(A) observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements;</p> <p>(B) describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web to consumers and decomposers</p> <p>(5.10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:</p> <p>(A) compare the structures and functions of different species that help them live and survive such as hooves on prairie animals or webbed feet in aquatic animals</p>	<p>Science Specialist and Science Teachers, all content teachers</p>	<p>DMAC, Local and State Assessments</p>				
<p>Funding Sources: Title I - 0.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 4: Writing SMART Goal: 100% of Klentzman students will participate in 45 minutes of language arts instruction daily.

Evaluation Data Source(s) 4: Klentzman students will maintain a writer's notebook to reinforce scholarly writing and note-taking. Students will participate in read, think, and write strategies weekly to help support all content areas.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Strategy #1: Writer's Notebooks: Students will maintain a writer's notebook to reinforce scholarly writing and note-taking. Students will participate in read, think, and write strategies weekly to help support all content areas.	Writing Teachers, Language Arts Specialist	Report Cards				
Funding Sources: Local - 0.00						

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

Performance Objective 5: Social Studies SMART Goal: 100% of Klentzman students will participate in 45 minutes of social studies instruction daily.

Evaluation Data Source(s) 5: The teachers at Klentzman will have objectives posted daily, incorporate engaging activities into lesson plans, and collaborate with lead teachers and specialist to support student achievement.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Strategy #1 Engaging Activities: Teachers will have objectives posted daily, incorporate engaging activities into lesson plans, and collaborate with lead teachers and specialist to support student achievement.	Classroom Teachers, Language Arts Specialist	Walk throughs, lesson plans, posted objectives, PDAS, READ ALOUDS, INTEGRATION				
Funding Sources: Local - 0.00						
2) Strategy #2 Students will engaged in a historical field trip. They will attend the Buffalo Solider National Museum. The supported TEKS: Student's will understand how historical figures like the Buffalo Soldiers have influenced our nation.	Classroom Teachers, Language Arts Specialist	Students will be able to gain information from their lap book and they will be able to collaborate with their peers about the experience at the museum.				
During the field trip Students will use a lap book to take notes and gather information during the re-enactment presentation and tour.	Funding Sources: Title I - 0.00					
						

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

Performance Objective 6: Special Population SMART Goal: Klentzman will utilize multiple strategies to assess and address the needs of special populations by addressing academic and behavioral concerns of all sub groups, including homeless students in order to move from a performance level 3 to a 2. (PBMAS)

Evaluation Data Source(s) 6: Klentzman special population needs will be met through close monitoring of behaviors through data collecting system (Review 360). Also BIP and other interventions will be implemented in the daily schedule of those students struggling with social and behavior concerns.

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Strategy #1: Special Education Services: Special Education teachers will provide intensive interventions and supports (pull out and in class support) to Special Education students to help close gaps and increase the number of Special Education students taking and passing the STAAR, and tutorials.	Special Education Teachers	IEP's, Local and State Assessments				
	Funding Sources: Local - 0.00					
2) Strategy #2: Behavior: Functional Behavior Assessments (FBA's) will be used to draft Behavior Intervention Plans (BIP's). Staff will monitor students with BIP's, implement positive, proactive behavioral strategies, and provide opportunities for reinforcements.	Special Education Department, ESL Department, Classroom Teachers, Administrators, Specialists, Interventionists	BIP's				
	Funding Sources: Local - 0.00					
3) Strategy #3: Transition Service: Special Education team will address transition services for Special Education students that will turn 14 before their next annual ARD to describe career goals and objectives for students within this age range.	Special Education Team	ARD				
	Funding Sources: Local - 0.00					
4) Strategy #4: Read 180 and Math ICS: Students will receive reading and language arts services through Read 180 (pull-out) and In Class Support (ICS) for math, science, and social studies.	Special Education Teachers	Local and State Assessments				
	Funding Sources: Local - 0.00					

<p>5) Strategy #5: Special Education Suspension Data: Assistant Principals analyze special education suspension data and submit monthly reports to the district. Performance levels are reviewed to ensure suspensions are equitable for special education and regular education students. Behavior intervention plans (BIPS) are implemented and followed according to students' IEP's. When a student reaches a maximum amount of hours, an ARD is held to discuss appropriate accommodations to support the student's individual needs.</p>	<p>Special Education Teacher, Classroom Teacher, Administrators, Interventionists, Counselors</p>	<p>Current Suspension Data Reports, BIP's</p>				
<p>Funding Sources: Local - 0.00</p>						
<p>6) Strategy #6: Campus STAT Team: Teachers will identify students who are at risk academically and/or behaviorally and notify the REID Teacher. The Student Teacher Assistance Team (STAT) will convene to create a plan to assist the student in reaching their academic/behavior goals using the Tier I, Tier II, Tier III RtI model. The committee will review data from interventionists, DCA's, KCA's, grades, work samples, IStation, Think Through Math, and EasyCBM to ensure that students are making growth. Student STAT plans will be reviewed every 6-9 weeks.</p>	<p>STAT Committee Members</p>	<p>Teacher Observations, Interventionist's data reports, DCA's, KCA's, grades, work samples, IStation, Think Through Math, and EasyCBM</p>				
<p>7) Strategy #7: Universal Screener and Progress Monitoring: Klentzman will use EasyCBM as a universal screener and will administrator a fall, winter, and spring benchmark to every Klentzman student. Students identified at risk will be progress monitored to track academic progress.</p>	<p>Content Specialists, Classroom Teachers, Interventionists, Counselors, REID Teacher, Administrators</p>	<p>EasyCBM</p>				
<p>Funding Sources: Local - 0.00</p>						
<p>8) Strategy #8: Dyslexia Services: Through Student Teacher Assistance Team (STAT), students that are suspected to have dyslexia will be tested by the REID Teacher. Students that qualify for dyslexia will receive a Dyslexia Learning Plan and dyslexia services provided by the REID Teacher. Testing and classroom accommodations will be included in each student's Dyslexia Learning Plan.</p>	<p>REID Teacher, STAT, Dyslexia Committee Members, Classroom Teachers</p>	<p>EasyCBM progress monitoring, Report Cards, local and state assessments</p>				
<p>9) Strategy #9: Homeless Students: All parents fill out a student residency questionnaire when enrolling their child. If the parent completes the form indicating that the child is homeless, the registrar follows district procedures to ensure that the student is enrolled and is receiving appropriate services.</p>	<p>Registrar, Administrators, Counselors, Teachers</p>	<p>Student Residency Questionnaire</p>				
<p>Funding Sources: Local - 0.00</p>						

10) Strategy #10: 504: The Student Teacher Assistance Team (STAT) will consider students for Section 504 services. A Section 504 Committee meeting will be held and if it is deemed that Section 504 services are appropriate, the student will receive a Section 504 Accommodation Plan. The committee will determine the student's testing and classroom accommodations and/or modifications based on the student's individual needs. Section 504 will be considered with students diagnosed with ADD/ADHD.	Content Specialists, Classroom Teachers, Interventionists, Counselors, REID Teacher, Administrators	EasyCBM progress monitoring, Report Cards, local and state assessments				
	Funding Sources: Local - 0.00					
11) Strategy #11: Least Restrictive Environment: The campus structured teacher, department chair, administrators & district instructional coordinator meet at minimum 1 time per month to review in depth behavioral data & progress on each student in structured. Review 360 and discipline referrals and restraints. ARD's are scheduled accordingly for students making behavioral progress to be mainstreamed in the general education setting to the maximum extent possible.	Structure Teacher, Department Chair, Administrators, District Instructional Coordinator	Review 360 data and ARD documents				
	Funding Sources: Local - 0.00					
12) Strategy #12: The campus crisis intervention team members will be trained in crisis prevention interventions and techniques to target the de-escalation of severe safety concerns.	District Special Education Department, Special Education Teachers, Department Chair	ARD Documents CPI certifications Team meetings documentations				
	Funding Sources: Local - 0.00					
13) Strategy #13: STAAR-ALT 2: All students on our campus ARDed to take STAAR-ALT 2 meet eligibility criteria for special education services as students with an intellectual disability.	District Special Education Department, Special Education Teachers, Department Chair	ARD Documents				
	Funding Sources: Local - 0.00					
						

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

Performance Objective 7: Technology SMART Goal: During the 2017-2018 school year, Klentzman will be ranked as recognized or higher on Digital Learning Environment scorecard indicators.

Evaluation Data Source(s) 7: Klentzman students will master Student Tech Competencies on that grade level, Digital Classroom Environment will be at 70% or higher,

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) 100% or higher of Klentzman teachers will take at least 3 hours of technology professional development.		PD Report				
	Funding Sources: Local - 0.00					
2) Class Learning Environment Strategies: 100% or higher of Klentzman students will master Student Tech Competencies on that grade level.		Lesson Plans				
	Funding Sources: Local - 0.00					
3) Teacher Competency Level: 100 % of teachers at Level 1 & 25% or higher of teachers at level 2.		PD Report				
	Funding Sources: Local - 0.00					
4) Schoology will be authentic and active.						
5) Klentzman Teachers will start to implement technology by identifying tech integration opportunities on their lesson plans. Teachers will update tech competency tracking sheet.	Specialists	The result will be an increase level of student content mastery, because they will be provided with opportunities to interact with content in a different way. Student will also have digital resources available via their teachers Schoology classroom environment.				
						

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

Performance Objective 1: College and Career SMART Goal: Klentzman will ensure that 100% of students will participate in at least one activity and program to prepare them for college and careers.

Evaluation Data Source(s) 1: Klentzman students will be exposed to several different activities that will related to college and career readiness. Some events that the students will be attending are field trips, career day fest and college tours.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Strategy #1: College and Career Day: Career Day will provide students with the opportunity to understand ways to attain the required educational standards and qualifications of careers through the accomplishments of campus and community personnel who exemplify a positive work ethic and career goals. Staff will speak to students about their experiences in college and represent their schools by wearing alumni shirts from various colleges and universities. Career guidance activities will be completed to ensure proper student placement in coherent course sequences. (SAP2; SAP8)	Classroom Teachers, CIS, College and Career Readiness Committee, Administrators, Counselors	Data collected from student reponses/surveys of pre/post college goals				
Funding Sources: Title I - 2000.00						
2) Strategy #2: School Leadership Programs: Students who are selected to participate in Ladies of Distinction, President's Club, Girl Scouts, Student Council, Men if Brilliance, Girl Step Team and Dare to Dream (founded by Dr. Bernard Harris), will continue to serve as ambassadors for Klentzman, prepare them for college, and serve as positive role models for other students.	Classroom Teachers, CIS, College and Career Readiness Committee, Administrators, Counselors	CIS will keep running record of student participation and completion rate of programs				
Funding Sources: Local - 0.00						
3) Strategy #3: SNAPP Mentoring Program: Students participating in Students Needing a Push or a Pat will be paired with staff members who will serve as mentors to encourage students to do their best, as well as help them strive for academic success.	Counselors, CIS, Staff Volunteers	Mentors will keep a running record of meetings, social, and academic progress.				
Funding Sources: Local - 0.00						
4) Strategy #4: AVID: Klentzman will implement the strategies of AVID Elementary including the organizational tool, agenda/planner, levels of thinking, and note-taking strategies to align to the AVID secondary initiatives.	Classroom Teachers, Content Specialists, Administrators, Counselors	Summative Evaluations from AVID Center and District Advance Academics Coordinator				
Funding Sources: Local - 0.00						

<p>5) Strategy #5: AIMS: AIMS classes will be created for students who qualify as Gifted and Talented.</p>	<p>AIMS Teachers, Adminstrators</p>	<p>STAAR Results, Local and State Assessments, PDAS, GT Identification</p>				
<p>Funding Sources: Local - 0.00</p>						
<p>6) Strategy #6: FINE ARTS: Fine Arts Classes will attend field trips such as Band, Orchestra, and Choir Day, and the Texas Renaissance Festival to expose them to non-traditional careers in Fine Arts.</p> <p>Also Fine Arts will attended field trips that will enhance skill set. Students will perform on stage four songs from their orchestra repertoire. Students will have a 30-minute time slot to warm-up, play through some scales, and perform four songs. The students will have the opportunity to play in front of a judge and be critiqued according to a performance rubric. The students will receive feedback from a panel of judges to help them improve their performance. The students will be provided with a score to measure their performance. The students will have the experience of an informal pre-UIL experience as they prepare for middle school orchestra.</p>	<p>Fine Art Teachers (Band, Orchestra, Theatre Arts, Art) Counselors</p>	<p>Theatre Performances from the Renaissance period, Band and Orchestra performances from this period, Data collected from student responses to careers they could go into to be apart of Fine Arts events and classes they would take in secondary school.</p>				
<p>Funding Sources: Title I - 1800.00</p>						
<p>7) Strategy #7: FINE ARTS: Strings Project Students that are enrolled in orchestra will be exposed to musical learning opportunities that will enhance their experience in Orchestra. Students who are unable to afford the instruments that are needed for Orchestra will be able to use instruments that are provided by the school for the school year.</p>	<p>Orchestra teacher and Admin.</p>					
<p>Funding Sources: Title I - 1152.00</p>						
<p>8) Strategy #8: College Campus Field Trip:(CAMP AGGIE) Students will be exposed to college life by completing a guided tour with campus representatives touring campus grounds by attending university events this will be tied into Klentzman's campus career day.</p>	<p>Admin, College Career Committee members</p>					
<p>9) The Counseling Department and 5C will partner with Junior Achievement Finance Park to teach financial literacy and sound management skills to students before embarking on a field trip to Biztown. Biztown is a simulation city that allows students to explore personal finance while working a career that aligns with their personal interests and skill sets.</p>	<p>Counseling Department 5C Teachers</p>	<p>Students are required to complete pre and post activities for Biztown to explore and enhance their current knowledge about finance and careers.</p>				
<p>Funding Sources: Title I - 1500.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 2: Technology SMART Goal: By May 2016, 85% of students will demonstrate an underlying mastery of the 21st century skills of information and communication literacy through assessment of Technology Applications TEKS objectives across all content areas. (Title II, Part D)

Evaluation Data Source(s) 2: All klentzman students will grow in their understanding in technology by having access to laptops, also teachers will implement BYOD lessons were children will utilizes their devices to access teacher made activities across all subject areas.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Strategy #1: Technology Integration: Specialists will ensure technology integration into all content areas using 21st century and multi-sensory tools through teach and co-teach methodologies, also allow for BYOD integration to be in lesson plans.	Technology Specialist, Teachers, Administrators	Student Competency Checklist				
2) Strategy #2: Klentzman Website: The Specialist will provide resources through the Klentzman website and approved district websites to enrich and tutor students in Technology Applications TEKS (Texas Essential Knowledge and Skills).	Technology Specialist, Teachers, Administrators	Student Competency Checklist				
		Funding Sources: Local - 0.00				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 1: Discipline Smart Goal: Klentzman will decrease the number of office referrals by 10% by the end of the 2016-2017 school year.

Evaluation Data Source(s) 1: Klentzman Students will be rewarded through incentive points through Class Do Jo data tracking system and data collected from discipline reports.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Strategy #1: Students will be tracked individually and as class and will be rewarded incentive points through Class Do Jo.	Above and Beyond Committee, Administrators, Counselors, CIS, Teachers, and all Staff	Class Collections of CHAMP Bucks and participation in incentive activities				
	Funding Sources: Title I - 1000.00, Local - 0.00					
2) Strategy #2: Klentzman will decrease the special education suspension to a performance level 1 or below for the 2018-2019 school year.	Administrators and special education staff.	Discipline Reports				
	Funding Sources: Local - 0.00					
3) Strategy #3: Staff will utilize the Class Do Jo incentive tracking system to assist with monitoring behavior.	Above and Beyond Committee, Administrators, Counselors, CIS, Teachers, and all Staff	Records will be kept of students' academic and social progress				
	Funding Sources: Local - 0.00					
4) Strategy #4: CIS: CIS activities that promote student involvement and leadership (ex. Ladies of Distinction, President's Club).	Above and Beyond Committee, Administrators, Counselors, CIS, Teachers, and all Staff	Records will be kept of students' academic and social progress				
	Funding Sources: Local - 0.00					
5) Strategy #5: Support Services: Klentzman will maintain support services (mentor, counseling groups) in addition to outside services through Houston Galveston Institute in conjunction with Community in Schools (CIS) to help students facing severe behavioral concerns which are negatively impacting attendance, academics, and socio-emotional state.	Above and Beyond Committee, Administrators, Counselors, CIS, Teachers, and all Staff	Records will be kept of students' academic and social progress				
	Funding Sources: Local - 0.00					

6) Strategy #6: KSquad and KC Step Team, and Klentzman Cheer Squad: The Klentzman Intermediate School step team is an after school activity that gives some students a reason to connect with their school, just as an academic team or school club. Members must meet certain grade and attendance policies to participate.	Ksquad and MOB Members and Support Staff	Student success will be measured by community building, increase in student grades and a decrease in behaviors. School pride and parent involvement will also be measured				
Funding Sources: Local - 0.00						
7) AIM For Success- abstinence program that empowers students to make health choices. It also helps them to avoid risks of sexual activity. Also teaches them how to build healthy relationships.	Above and Beyond Committee, Administrators, Counselors, CIS, Teachers, and all Staff	Records will be kept of students' academic and social progress				
8) James Munton- (Cyber sense) Bullying presentations that help to address the open proven way to stop bullying.	Above and Beyond Committee, Administrators, Counselors, CIS, Teachers, and all Staff	The students will be able to learn how it is not safe to be a bystander in a bullying situation.				
9) Houston Galveston Institution- Helps student's deal with conflict and family issues. It will also help students with mental health issues who are struggling with behaviors.	Above and Beyond Committee, Administrators, Counselors, CIS, Teachers, and all Staff	Records will be kept of students' academic and social progress				
10) GREAT- Gang Resistance Character Building Skills	Above and Beyond Committee, Administrators, Counselors, CIS, Teachers, and all Staff	Records will be kept of students' academic and social progress				
11) The Council on Recovery All Stars- Presentation program that helps students develop healthy life skills.	Above and Beyond Committee, Administrators, Counselors, CIS, Teachers, and all Staff	Records will be kept of students' academic and social progress				
12) First and Goal - A mentor/counseling program that provides a forum for students to learn social skills as well as harness positive leadership abilities within a heterogeneous group. An enrichment program that gives students an opportunity to address issues, participate in conflict resolution, decision making, and build positive relationships with others in a safe environment.	Contract Facilitators, T. Smith Administrators	Number of office referrals for students enrolled in program				
Funding Sources: Title I - 18000.00						
13) AIM FOR SUCCESS - Bullying Prevention program. This program will empower student's to defend themselves in healthy way against bullying of any type. Empowerment sessions will include bullying prevention that deal with technology, sexting, and pornography.	Above and Beyond Committee, Administrators, Counselors, CIS, Teachers, and all Staff	Records will be kept of students' academic and social progress				

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

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

Performance Objective 2: Safe and Drug Free Smart Goal: Klentzman will maintain a 100% Safe & Drug Free School.

Evaluation Data Source(s) 2: Klentzman Students will participate in Red Ribbon Week. Staff will also implement District wide Prevention Plans, such as Above and Beyond, Alcohol & Drug Prevention Program, and Gang Resistance Education Awareness Training.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Strategy #1: Safe and Drug Free Environment: The students at Klentzman will strive toward their fullest academic, emotional, and social potential in a safe and drug free environment. Read monthly character newsletters to increase awareness and target undesirable behaviors. Parents will have opportunities to address safety concerns in coffee talks. Character lessons will be taught through social studies. These activities will be recognized also during RED Ribbon Week. (PASS 1, PASS 3, PASS 13)	CIS, Counselors, Administrators, Above and Beyond Committee, Classroom Teachers	Attendance reports will be summarized on a weekly basis and compared to previous years data.				
		Students will participate in Red Ribbon Week. Staff will also implement District wide Prevention Plans, such as Above and Beyond, Alcohol & Drug Prevention Program, and Gang Resistance Education Awareness Training. Monitor the number of bullying incidents and acts of violence against students and or staff.				
Funding Sources: Title I - 1531.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 3: Attendance Smart Goal: Klentzman will maintain student attendance for 2018-2019 school year at 96%.

Evaluation Data Source(s) 3: Classes at Klentzman will earn incentives such as DoJo Points, extra wellness time, crazy sock day, jersey day for 96% weekly attendance.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Strategy #1: Perfect Attendance: Classes will be recognized for perfect attendance. Classes will earn incentives such as Class Do Jo points , extra wellness time, crazy sock day, jersey day for 100% weekly attendance.	Registrar, Attendance Clerk, Administrators, Classroom Teachers, Counselors, Interventionists, Above and Beyond Committee	Counselors will report effectiveness of program as it relates to student to classroom teachers				
Funding Sources: Local - 0.00						
2) Klentzman staff will track and monitor student attendance through Intervention Programs.	Attendance Clerk, Teacher and Administrator	Staff will report the attendance data that will be collected to from the attendance intervention program.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 4: Special Education Referrals Smart Goal: Klentzman will decrease the number of special education referrals by 2%.

Evaluation Data Source(s) 4: Klentzman Students will be rewarded through incentive points through Class Do Jo data tracking system and data collected from discipline reports. Special education students with BIP will be tracked and reward based off of daily point sheets that address certain behaviors.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Strategy # 1: Special Education Students in ISS: The assistant principal secretary will track the number of special education students placed in ISS. (PBMAS).	Administrators, Assistant Principal Secretary, Classroom Teachers, ISS Monitor	Office Referral and Suspension Data				
Funding Sources: Local - 0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 5: AUP and RUP Smart Goal: 100% of students at Klentzman will be trained on AUP and RUP.

Evaluation Data Source(s) 5: Klentzman students will be given opportunities to show their understanding of technology usage by bringing their own devices to class and completing activities that are assigned by the teacher.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Strategy #1: CIPA: The Children's Internet Protection Act (CIPA) guidelines and strategies will be embedded into the curriculum through AUP and RUP documentation.	Technology Specialist, Classroom Teachers	AUP and RUP Documents, Student Handbook				
Funding Sources: Local - 0.00						
						

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

Performance Objective 1: Highly Qualified Personnel Smart Goal: 100% of Klentzman teachers will be highly-qualified. Klentzman will recruit and retain highly-qualified and effective teachers and ensure that instruction will be provided by highly qualified teachers (NCLB).

Evaluation Data Source(s) 1: For the 2017-2018 school year, Klentzman Intermediate was able to fill all teaching positions with highly qualified teachers.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Strategy #1: Professional Growth Opportunities: All staff will be given the opportunity to participate in 14 hours of professional development which will help teachers grow professionally and gain academic strategies that will be useful in the classroom. (PD 1)	Administrators, Campus Consultants, District Coordinators, Specialists	Classroom walk-throughs and PDAS evaluations identify implementation of learning from professional developmental sessions				
Funding Sources: Title I - 30000.00						
2) Strategy #2: School Objects (Professional Development): Staff will be given the opportunity to participate in continued professional development online, provided by the District.	Technology Specialist	Classroom walk-throughs and PDAS evaluations identify implementation of learning from professional developmental sessions				
3) Strategy #3: Engaging and Meaningful Lessons: Extensive professional development will be provided to teachers regarding the development of engaging and meaningful lessons. (PD 3)	Administrators, Specialists, and Guest Speakers	Classroom walk-throughs and PDAS evaluations identify implementation of learning from professional developmental sessions				
Funding Sources: Title I - 21000.00						
4) Strategy #4: Model: Specialists and administrators will model and provide feedback to teachers during PLC and team meetings regarding effective lesson plans and instructional delivery.	Administrators and Specialists	Classroom walk-throughs and PDAS evaluations identify implementation of learning from professional developmental sessions				
5) Strategy #5: Professional Development: Professional development will continue to focus on student engagement activities in reading, math, and science in conjunction with instructional approaches that foster positive relationships between teacher and student. Staff development dates will be dedicated to research based approaches by well-known educational experts such as John Maxwell. Teachers will attend conferences such as CAST, AVID, NEDRP, and RTI at Work	Administrators and Specialists	Classroom walk-throughs and PDAS evaluations identify implementation of learning from professional developmental sessions				

6) Strategy #6: Recruit Highly Qualified Teachers: Klentzman will recruit highly qualified teachers to ensure that instruction will be provided by highly qualified teachers. The goal will be to achieve 100% highly qualified certifications.	Administrators and Specialists	Teacher certification, and PDAS				
7) Strategy #7: Teacher Computer Literacy: Staff will attend Technology PLC's and integrate into all content areas.	Technology Specialist	PDAS, conferences, and staff surveys				
8) Strategy #8: Content Meetings: Teachers will meet regularly with the content specialists to discuss district pacing guides. Teachers will share strategies learned from professional development sessions. Student results on KCA, DCA and District benchmarks will be discussed.	Content Specialists	District and campus assessment results will be used to determine areas needing improvement				
9) Strategy #9: Technology/Content Integration: Content specialists will implement strategies to assist classroom teachers in the integration of the appropriate technological tools into the content areas.	Content Specialists	Improvements in computer literacy will be evaluated by committee each April over a two-year period				
10) Strategy #10: Teacher Incentives: Teachers will be rewarded for their commitment to their students and school. There will also be acknowledgement of teachers with perfect attendance, monthly giveaways, etc. as a means of encouragement via emails, morning announcements, etc.	Administrators	Increase in Teacher Retention				
11) Strategy #11: New Teacher Program: Staff that are new to Klentzman or to the teaching profession will meet monthly with other teachers and mentors to become acclimated to the building and profession. Opportunities will be given to discuss ideas that would make the transition to our school welcoming and informative.	Administrators, Mentor Teachers	Increase in Teacher Retention as well as the number of teacher induction workshops that new teachers attend				
12) Strategy #12: Highly Qualified Continuous Improvement Plan: All staff will be highly qualified and if not, then a Highly Qualified Continuous Improvement Plan will be created in collaboration with the Human Resource Department.	Principal	Submission of CIP if necessary				
13) Strategy #13: School counselors will be given the opportunities to participate in in-district and out-district professional developments that will enhance their counseling strategies as well as college and career readiness skills that will ultimately enhance the Guidance Counseling Program at Klentzman (PD 9)	Admin, School Counseling staff	Strategies that are learned at professionals developments and conferences will used during group and individual counseling sessions, which will increase student self-awareness skills and also build strong positive character skills, as well as college and career readiness skills.				
		Funding Sources: Title I - 300.00				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 1: Building Positive Relationships Smart Goal: Klentzman will implement programs and activities that help meet the educational, social and emotional needs of parents, students and staff. The implementation of these programs will result in at least a 10% increase per year in parental involvement as evidenced by participation/attendance at school-sponsored activities.

Evaluation Data Source(s) 1: We were able to build upon previous parental programs from the 2014-15 school year by adding more programs for parent involvement. Those programs include; Report Card pick up nights, Parent Community Night, Muffins with Mom, and Donuts with Dad. Not only did we increase our percentage of parental involvement, but we increased the opportunities for parents to be involved.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Strategy #1: Communication: Communication and support for student success will be established. All communications (letters, announcements, newsletters, and marquee messages) will be in English and Spanish.	Administrators, Parent Liason, CIS, Content Specialists, Staff, FAME	Participant feedback				
2) Strategy #2: Family Engagement: Klentzman has a variety of family engagement programs including, Communities in Schools (CIS), Campus Newsletters, Volunteers In Public Schools (VIPS), parental workshops sponsored by Alief's FAME Centers, parent conferences, Meet the Teacher Night, Open House, STAAR night, student planners, district mentors, field trips, Band, Orchestra, and Choir programs. Families in need of food and clothing are connected with the Houston Food Bank. Monthly FAME meetings/events will take place centered around the Parent Compact. Additionally, parents will be supported with rental assistance and utilities. (FAME 2, FAME 8, FAME 14)	Administrators, Parent Liason, CIS, Content Specialists, Staff, FAME	Weekly attendance of parents and parent attendance at special events will be documented				
Funding Sources: Title I - 8050.00						
3) Strategy #3: Life Skills Education Seminars: In collaboration with Communities In Schools, informational meetings will be administered to parents and community members regarding pertinent matters such as financial assistance and planning.	CIS	Attendance and participant feedback will be documented				
4) Strategy #4: Intermediate 4th Grade Orientation: Orientation will serve to ease transition anxieties of students entering our school.	Administrators, Counselors	Increase in number of parents and campus visitors, feedback from 4th grade students and teachers				

5) Strategy #5: Middle School Orientation: New sixth graders will visit Olle in the spring to help students make the transition from intermediate school to middle school.	Administrators, Counselors	Increase in number of parents and campus visitors, feedback from 6th grade students and teachers				
6) Strategy #6: Health and Human Services Plan: Eye Care for Kids, Bully Prevention, TSO vouchers (glasses), Red Ribbon Week, AIM for Success, Mobile Dental Texas Smile, and Tobacco and Alcohol Prevention.	Nurse, CIS, Administrators, Counselors	Attendance and participant feedback will be documented				
7) Strategy #7: Community Outreach Program: The Klentzman community will go to local apartment complexes and neighborhoods to share various workshops, resources, data, and support for the school community. Business and community partnerships will be established and maintained to increase family support for our campus.	SDC and FAME committee members	Increased family support for campus through parent center and volunteer participants				
8) Strategy #8: Family Engagement Classes: Klentzman Intermediate will provide multiple opportunities for family engagement such as weekly ESL classes through Rosetta Stone software in computer lab, guest speakers relating to high interest topics and needs, family learning nights, and Saturday and/or evening visits to apartment complex clubhouses to bring information (in English and Spanish) directly to families.	Parent Liasion, FAME Committee members, Principal, SDC Facilitator, Specialists, CIS	Increased family support for campus through parent center and volunteer participants				
9) Building Positive Relationships Smart Goal: Klentzman will implement programs and activities that help meet the educational, social and emotional needs of parents, students and staff. Klentzman Intermediate will award 100% of students who exhibit success in academic achievement, behavior, and/or attendance during an EOY annual ceremony	Administration, Counselors	Increased family support for campus through parent center and volunteer participants				
	Funding Sources: Local - 0.00					
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: TAIS Targeted Improvement Plan: Goal 1

ANNUAL GOAL: Goal 6: TAIS Targeted Improvement Plan ANNUAL GOAL: (Behavior) Klentzman will decrease the number of (PATS & IRDO) office referrals from the 2016-2017 school year by 10%. The target number of referrals should be less than or equal to 1438 for the school year.

ROOT CAUSE: The number of office referrals has remained constant for the last two years.

PROBLEM STATEMENT: Klentzman staff wrote 1,598 referrals during the 2016-2017 school year.

STRATEGY:

Safe and Civil Schools through the Above and Beyond Committee will

- o Discuss discipline at the beginning of the year**
- o Additional and behavioral aide**
- o Implement the checklist for writing referrals**
- o Start reward system (DoJo) and school store**
- o Train the AP secretary to screen referrals using the checklist before submitting them to the AP.**
- o Support those teachers with a high number of referrals writing from the beginning of the year.**

What INDEX does this address?

EOY REPORT:

Did you meet your annual goal? YES!

Provide data that supports you meeting or not meeting your annual goal.

In the 16/17 school year, total referrals were 1611. In the 17/18 school year, total referrals are 1130 (as of 05/11/18).

If you did meet your annual goal, to what do you attribute your success?

If you did not meet your annual goal, to what do you attribute your lack of success?

Provide information as to how the identified elements and their impact on your success, or lack of success, will

inform/influence your planning for the 2018-2019 school year.

Our identified elements that led to our success will influence our planning for the 18/19 school year by being more targeted with our tracking of referral codes and the number of specific referrals by teachers. We will also track specific bus routes and their bus referrals numbers.

Performance Objective 1: QUARTER 1 GOAL:

The number of referrals will decrease by 10% as compared to 2017-2018 Quarter 1 data.

Evaluation Data Source(s) 1: (1) Did you meet this quarter's goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS) YES

(2) Provide and explain the data or evidence that supports your statement above.

(3) Are you on track to meet your annual goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS) YES

(4) What, if any, adjustments must be made to meet the annual goal?

Yes, we did meet our quarterly goal. Our referrals for this quarter total 143. Last year in quarter 1, we had a total of 229 referrals. We are on track to meet our annual goal.

Returning staff members contributed to ensuring that our school year started with policies in place and day one implementation. We have also increased our restorative practices and alternative discipline practices to address discipline issues such as after school detention as well as following the campus wide discipline steps before writing a referral.

We continue to use Class Dojo as a reward system and more students were able to achieve the monthly individual rewards in comparison to the 2017-18 school year.

Summative Evaluation 1: Exceeded Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Professional development sessions to discuss building-wide expectations. (restrooms, electives, lunch, transitions, duties, no movement times, and flow of traffic)	Above and Beyond Committee Members	Staff will be aware of campus expectations and uniformity for all common campus practices.	✓			
2) The Referral Procedures will be presented to staff. Classroom teachers will post consequences and rewards poster in the classroom by 8/13/17. Specialists will walk classrooms to inspect that posters are correctly placed on 8/13/17.	Administrators Specialists	Students will understand the procedures and staff will be able to reference them in their communication with students.	✓			
3) Staff members will attend Restorative Discipline Conference provided by NEDRP October 29-30.	Administrators	Staff will gain knowledge in new restorative practice to guide restorative discipline program for campus.	✓			

4) ABC will post referral numbers for 17-18 and 18-19 to monitor monthly referral data.	Above and Beyond Committee Members	Keeping the monthly referral numbers visible as a reminder of our annual goal and progress monitoring				
5) ClassDojo implementation beginning Aug 20th with monthly rewards for classes & students All staff members will watch video on dojo features by 8/19/18 and participate in schoology discussion on how to use it.	ABC Members	Increase in positive behaviors and positive teacher and student interactions				
6) Counselors will create and distribute monthly campus character newsletters to help teach and reinforce positive behaviors September- Goal Setting and resources for parents the week of 9/18-22 October- Respecting Yourself and Others November- Problem Solving/Conflict Resolution	Counselors	Reteach positive behaviors monthly to minimize the number of referrals				
7) SNAPP partners will be assigned to select students 8/21	Counselors	Staff mentors will decrease student instances of misbehavior and will build relationships with students to encourage them behaviorally.				
8) Counselors will host counseling groups targeting traits and strategies to increase positive student behaviors	Counselors	Increase positive behaviors				
9) 9/26 ABC Staff Meeting-cover strategies for behavior planning and deescalation. The Q1 and Q2 TAIS goals will be shared at staff meeting .	Above and Beyond Committee Members	Give teachers a better awareness of the campus goal. Take a proactive approach in dealing with situations that can be solved without going through the referral process.				
10) Behavior Interventionist will pull groups of students with previous, frequent discipline concerns and meet with them weekly	Assistant Principals Behavior Interventionists					
11) G.R.E.A.T Program, an evidence-based and effective gang and violence prevention program built around school-based, law enforcement officer-instructed classroom curricula, will be shared with all 6th grade classes during the 2018-2019 school year	Administration, HPD Officer Flores 6th grade teachers	Officer Flores will facilitate lessons in the classroom with teacher support; discipline data will be tracked for differences from last year; improved behaviors both in and out of school				
12) All Above & Beyond Committee members will conduct a hallway common area observation from 9/11-9/22 using the common area observation form. Data will be discussed at the October 6th committee meeting and adjustments will be discussed and passed along to staff members.	Above and Beyond Committee Members					

13) Campus Meet and Greet Ambassadors will be trained beginning 9/11-9/29. Students will be trained to help de-escalate observed bullying on campus-October 2017	Counselors	Campus bullying instances will be decreased	✓			
14) All teachers will connect with parents via a social media platform to establish two way communication by 8/31/18. Schoology Page Remind DoJo	Team Leaders ABC Team Representative Administrators	Establish positive relationships with parents as a behavior support.	✓			
15) Class Dojo Rewards: Teachers will reward students daily for the following behaviors: -dress code/id's -hallway expectations -targeted behavior -on task Students: September: Individual: Free Dress Day (50 points) Class: Recess (800 points) October: Individual: Hip Hop Electives Class: Superfan T-shirt 11/2 Teachers Incentives: Random shout outs for using dojo and daily use of dojo all month		Increase positive behaviors and positive teacher/student interactions.	✓			
						

Goal 6: TAIS Targeted Improvement Plan: Goal 1

ANNUAL GOAL: Goal 6: TAIS Targeted Improvement Plan ANNUAL GOAL: (Behavior) Klentzman will decrease the number of (PATS & IRDO) office referrals from the 2016-2017 school year by 10%. The target number of referrals should be less than or equal to 1438 for the school year.

ROOT CAUSE: The number of office referrals has remained constant for the last two years.

PROBLEM STATEMENT: Klentzman staff wrote 1,598 referrals during the 2016-2017 school year.

STRATEGY:

Safe and Civil Schools through the Above and Beyond Committee will

- o Discuss discipline at the beginning of the year
- o Additional and behavioral aide
- o Implement the checklist for writing referrals
- o Start reward system (DoJo) and school store
- o Train the AP secretary to screen referrals using the checklist before submitting them to the AP.
- o Support those teachers with a high number of referrals writing from the beginning of the year.

What INDEX does this address?

EOY REPORT:

Did you meet your annual goal? YES!

Provide data that supports you meeting or not meeting your annual goal.

In the 16/17 school year, total referrals were 1611. In the 17/18 school year, total referrals are 1130 (as of 05/11/18).

If you did meet your annual goal, to what do you attribute your success?

If you did not meet your annual goal, to what do you attribute your lack of success?

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2018-2019 school year.

Our identified elements that led to our success will influence our planning for the 18/19 school year by being more targeted with our tracking of referral codes and the number of specific referrals by teachers. We will also track specific bus routes and their bus referrals numbers.

Performance Objective 2: Klentzman Intermediate will decrease referrals by 20% for the second quarter. There were 451 referrals in quarter 2 of the 2016-2017 school year. There should be no more than 360 for quarter 2 of the 2017- 2018 school year. We will pay attention to the codes that yield the highest referral numbers (FTNG and VSSR).

Evaluation Data Source(s) 2: QUARTER 2 REPORT:

(1) Did you meet this quarter's goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

(2) Provide and explain the data or evidence that supports your statement above.

(3) Are you on track to meet your annual goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

(4) What, if any, adjustments must be made to meet the annual goal?

Yes, we met the Quarter 2 goal for overall referrals. Quarter 2 referrals for 2017-2018 equal 315. In quarter 2 of 2017-2018 FTNG referrals increased by 14 referrals, there were 6 in quarter 2 of the 2016-2017 school year. Transportation referrals decreased. There were 21 in quarter 2 of 2017-2018 school year, and 65 in quarter 2 of the 2016-2017 school year.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Staff Bus Monitors will be assigned to routes as requested by bus drivers and for routes with more than 3 bus referrals.	Administrators	Staff members will deescalate situations before they lead to a referral and ensure safe rides for students.				
2) "Q2 Class Dojo individual and class reward: Nov/Dec: IND: 150 points/free dress 12/21 CLASS: 1500 points / extra 30 min @ party on 12/21 Jan: IND 150 points/Bring Your Own Snacks CLASS 2000 points-Extra Wellness	Above & Beyond Committee Members	Encourage positive consequences and compliance with Klentzman staff and students.				
3) Lunch Wellness used as an incentive to improve behavior in Cafeteria common area.	Administrators, Specialists, & Cafeteria Monitors	Encourage positive behavior from students during Lunch time.				

4) Teachers trained in restorative discipline will lead staff meeting on restorative practices to teach staff. November 13-Staff Meeting-New Restorative Techniques January 7-PD led training by NEDRP for Staff	Above & Beyond Committee Members Restorative Discipline Trained Staff	Encourage compliance with Klentzman staff to monitor student behavior throughout instructional day.				
5) Behavior Intervention groups will continue with students as identified strategically by administrators & behavior interventionists.	Administrators & Behavioral Interventionists	Provide students with Deescalation strategies or strategies to display positive behaviors in class.				
6) Instructional observations will also allow specialists the opportunity to observe concerns with classroom management and behavior in an effort to provide feedback.	Content Specialists	Observe classroom management to provide teachers with resources to manage student behavior in their classroom.				
7) Counselors or Administrators will conduct restorative circles with students who have had a fight to prevent future altercations that may result from unresolved issues.	Counselors Administrators	Students will resolve conflicts before they become physical.				
8) Students will participate in a Cyber Sense assembly in correlation with the monthly newsletter. Assembly will focus on cyber bullying, sharing inappropriate messages and photos, and controlling what you post on social media. Date: TBD (January)	Counselors Tech specialist	Decrease in inappropriate use of technology on campus				
9) ABC will post referral numbers for 17-18 and 18-19 to monitor monthly referral data	Above and Beyond Committee Members	Keeping the monthly referral numbers visible as a reminder of our annual goal and progress monitoring				
10) Counselors will create and distribute monthly campus character newsletters to help teach and reinforce positive behaviors November/December- Problem Solving/Conflict Resolution January-Bullying	Counselors	Reteach positive behaviors monthly to minimize the number of referrals				
11) G.R.E.A.T Program, an evidence-based and effective gang and violence prevention program built around school-based, law enforcement officer-instructed classroom curricula, will be shared with all 6th grade classes during the 2018-2019 school year	Administration, HPD Officer Flores 6th grade teachers	Officer Flores will facilitate lessons in the classroom with teacher support; discipline data will be tracked for differences from last year; improved behaviors both in and out of school				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: TAIS Targeted Improvement Plan: Goal 1

ANNUAL GOAL: Goal 6: TAIS Targeted Improvement Plan ANNUAL GOAL: (Behavior) Klentzman will decrease the number of (PATS & IRDO) office referrals from the 2016-2017 school year by 10%. The target number of referrals should be less than or equal to 1438 for the school year.

ROOT CAUSE: The number of office referrals has remained constant for the last two years.

PROBLEM STATEMENT: Klentzman staff wrote 1,598 referrals during the 2016-2017 school year.

STRATEGY:

Safe and Civil Schools through the Above and Beyond Committee will

- o Discuss discipline at the beginning of the year
- o Additional and behavioral aide
- o Implement the checklist for writing referrals
- o Start reward system (DoJo) and school store
- o Train the AP secretary to screen referrals using the checklist before submitting them to the AP.
- o Support those teachers with a high number of referrals writing from the beginning of the year.

What INDEX does this address?

EOY REPORT:

Did you meet your annual goal? YES!

Provide data that supports you meeting or not meeting your annual goal.

In the 16/17 school year, total referrals were 1611. In the 17/18 school year, total referrals are 1130 (as of 05/11/18).

If you did meet your annual goal, to what do you attribute your success?

If you did not meet your annual goal, to what do you attribute your lack of success?

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2018-2019 school year.

Our identified elements that led to our success will influence our planning for the 18/19 school year by being more targeted with our tracking of referral codes and the number of specific referrals by teachers. We will also track specific bus routes and their bus referrals numbers.

Performance Objective 3: QUARTER 3 GOAL:

Klentzman Intermediate will decrease FTNG, VSSR, and IRDO referrals by 10% for the third quarter in comparison to the first semester. (First Semester Total: TBD)

VSSR Q1 42 Q2 21 Q3 34
 FTNG Q1 23 Q2 20 Q3 30
 IRDO Q1 55 Q2 57 Q3 58

Evaluation Data Source(s) 3: QUARTER 3 REPORT:

(1) Did you meet this quarter's goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

(2) Provide and explain the data or evidence that supports your statement above.

(3) Are you on track to meet your annual goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

(4) What, if any, adjustments must be made to meet the annual goal?

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Staff Bus Monitors will be assigned to routes as requested by bus drivers and for routes with more than 3 bus referrals.	Administrators	Staff members will deescalate situations before they lead to a referral and ensure safe rides for students.				
2) First and Goal will conduct weekly restorative sessions with students as identified by behavior interventionists, administrators, and staff recommendations during an elective block to learn coping strategies, character lessons, and how to interact positively with staff and peers. 20 students during each elective block/week.	Administrators Behavior Interventionists First and Goal Team	Students will learn lessons in character building and strategies that detour them from negative interactions				

3) "Q3 Class Dojo individual and class reward: FEB: IND: 175 points CLASS: 2200 points MAR: IND 100 points CLASS 2200 points Student Council will select 2nd semester rewards	Above & Beyond Committee Members	Encourage positive consequences and compliance with Klentzman staff and students.				
4) Lunch Wellness used as an incentive to improve behavior in Cafeteria common area.	Administrators, Specialists, & Cafeteria Monitors	Encourage positive behavior from students during Lunch time.				
5) Teachers trained in restorative discipline will lead staff meeting on restorative practices to teach staff. January 9-Discuss Climate Survey and Restorative Discipline Practices	Above & Beyond Committee Members Restorative Discipline Trained Staff	Encourage compliance with Klentzman staff to monitor student behavior throughout instructional day.				
6) Behavior Intervention groups will continue with students as identified strategically by administrators & behavior interventionists.	Administrators & Behavioral Interventionists	Provide students with Deescalation strategies or strategies to display positive behaviors in class.				
7) Classroom teachers who have written more than 10 referrals for the semester will monitored and during Quarter 4 they will observe teachers who have completed the restorative discipline training and incorporate at least one strategy into their classroom. As of 3/28/18, the teachers are: Brown (12) Fonseca (11) King (12) Saunders (10) Sommerlatte (14) Tsang (13) Weiss (16)	Restorative Discipline Team Administrators Teachers	Observe classroom management to provide teachers with resources to manage student behavior in their classroom.				
8) Counselors will conduct conflict resolution with students who have verbal altercations to deescalate situations that may result in a fight is not resolved.	Counselors	Students will resolve conflicts before they become physical.				
9) ABC will post referral numbers for 15-16 and 16-17 to monitor monthly referral data 8/21-8/25	Above and Beyond Committee Members	Keeping the monthly referral numbers visible as a reminder of our annual goal and progress monitoring				

<p>10) Counselors will create and distribute monthly campus character newsletters to help teach and reinforce positive behaviors</p> <p>February- The Importance of team Work 2/19- 2/23</p> <p>March- Coping Skills 3/19- 3/23</p> <p>April- The Power to Chose 4/16- 4/20</p>	Counselors	Reteach positive behaviors monthly to minimize the number of referrals				
<p>11) G.R.E.A.T Program, an evidence-based and effective gang and violence prevention program built around school-based, law enforcement officer-instructed classroom curricula, will be shared with all 6th grade classes during the 2017-2018 school year</p>	Administration, HPD Officer Flores 6th grade teachers	Officer Flores will facilitate lessons in the classroom with teacher support; discipline data will be tracked for differences from last year; improved behaviors both in and out of school				
<p>12) Behavior Contracts were created for students with persistent level 1 and 2 misbehaviors.</p>						
<p>13) The March 6th staff meeting will be facilitated by the Restorative Discipline cohort. Teachers will be divided and trained in the Restorative circle practice.</p>	Restorative Cohort	Teacher will be able to facilitate restorative circles in their classrooms.				
<p>14) Starting March 19th restorative Circles will be done once a week by each homeroom teacher.</p>	Restorative Cohort	Increase in community relationships at Klentzman and a reduction in undesired behaviors.				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 6: TAIS Targeted Improvement Plan: Goal 1

ANNUAL GOAL: Goal 6: TAIS Targeted Improvement Plan ANNUAL GOAL: (Behavior) Klentzman will decrease the number of (PATS & IRDO) office referrals from the 2016-2017 school year by 10%. The target number of referrals should be less than or equal to 1438 for the school year.

ROOT CAUSE: The number of office referrals has remained constant for the last two years.

PROBLEM STATEMENT: Klentzman staff wrote 1,598 referrals during the 2016-2017 school year.

STRATEGY:

Safe and Civil Schools through the Above and Beyond Committee will

- o Discuss discipline at the beginning of the year
- o Additional and behavioral aide
- o Implement the checklist for writing referrals
- o Start reward system (DoJo) and school store
- o Train the AP secretary to screen referrals using the checklist before submitting them to the AP.
- o Support those teachers with a high number of referrals writing from the beginning of the year.

What INDEX does this address?

EOY REPORT:

Did you meet your annual goal? YES!

Provide data that supports you meeting or not meeting your annual goal.

In the 16/17 school year, total referrals were 1611. In the 17/18 school year, total referrals are 1130 (as of 05/11/18).

If you did meet your annual goal, to what do you attribute your success?

If you did not meet your annual goal, to what do you attribute your lack of success?

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2018-2019 school year.

Our identified elements that led to our success will influence our planning for the 18/19 school year by being more targeted with our tracking of referral codes and the number of specific referrals by teachers. We will also track specific bus routes and their bus referrals numbers.

Performance Objective 4: QUARTER 4 GOAL:

We will decrease the referral numbers for FTNG, VSSR, and IRDO by 10 percent from quarter 3.

VSSR Q1 42 Q2 21 Q3 34 (We want a decrease of 4)
 FTNG Q1 23 Q2 20 Q3 30 (We want a decrease of 3)
 IRDO Q1 55 Q2 57 Q3 58 (We want a decrease of 6)

Evaluation Data Source(s) 4: QUARTER 4 REPORT:

(1) Did you meet this quarter's goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS) No, but significant progress.

(2) Provide and explain the data or evidence that supports your statement above.

We will be more specific (targeted) with our bus referral tracking plan (IRDO).

We will be more targeted and include regular checks with our buses.

(3) Are you on track to meet your annual goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS) YES!

(4) What, if any, adjustments must be made to meet the annual goal?

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Staff Bus Monitors will be assigned to routes as requested by bus drivers and for routes with more than 3 bus referrals.	Administrators	Staff members will deescalate situations before they lead to a referral and ensure safe rides for students.				
2) First and Goal will conduct weekly restorative sessions with students as identified by behavior interventionists, administrators, and staff recommendations during an elective block to learn coping strategies, character lessons, and how to interact positively with staff and peers. 20 students during each elective block/week.	Administrators Behavior Interventionists First and Goal Team	Students will learn lessons in character building and strategies that detour them from negative interactions				
3) Teachers whose classes miss a monthly dojo reward or who have less than 5% of their students receive an individual reward will post their daily totals outside of their classes for the following month for accountability purposes.	Teachers Above and Beyond Committee Members Team Leaders	Accountability with staff members to reward students positively.				

<p>4) "Q4 Class Dojo individual and class reward:</p> <p>APR: IND: 200 points CLASS: 3000 points</p> <p>MAY: IND 200 points/ CLASS 3000 points</p> <p>Student Council will select 2nd semester rewards</p>	<p>Above & Beyond Committee Members</p>	<p>Encourage positive consequences and compliance with Klentzman staff and students.</p>				
<p>5) Lunch Wellness used as an incentive to improve behavior in Cafeteria common area.</p>	<p>Administrators, Specialists, & Cafeteria Monitors</p>	<p>Encourage positive behavior from students during Lunch time.</p>				
<p>6) Behavior Intervention groups will continue with students as identified strategically by administrators & behavior interventionists.</p>	<p>Administrators & Behavioral Interventionists</p>	<p>Provide students with Deescalation strategies or strategies to display positive behaviors in class.</p>				
<p>7) Classroom teachers who have written more than 10 or more referrals for the semester will observe teachers who have completed the restorative discipline training and incorporate at least one strategy into their classroom.</p> <p>As of 3/28/18, the teachers are: Brown (12) Fonseca (11) King (12) Saunders (10) Sommerlatte (14) Tsang (13) Weiss (16)</p>	<p>Restorative Discipline Team Administrators Teachers</p>	<p>Observe classroom management to provide teachers with resources to manage student behavior in their classroom.</p>				
<p>8) Counselors will conduct conflict resolution with students who have verbal altercations to deescalate situations that may result in a fight is not resolved.</p>	<p>Counselors</p>	<p>Students will resolve conflicts before they become physical.</p>				
<p>9) Restorative Circles will be done once a week by each homeroom teacher.</p>	<p>Restorative Cohort</p>	<p>Increase in community relationships at Klentzman and a reduction in undesired behaviors.</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 7: TAIS Targeted Improvement Plan: Goal 2

ANNUAL GOAL: The number of students reaching approaches on STAAR will increase by 7% in all content areas.

PROBLEM STATEMENT:

Klentzman has ___% student who did not meet approaches standard.

43% 5th reading

51% 6th reading

39% 5th math (decrease by 5%)

40% 6th math (decrease by 5%)

61% 5th science

ROOT CAUSE:

SIOP strategies are not being implemented with fidelity across all academic content

STRATEGY:

PDs at campus level to increase awareness and strength in the implementation

What INDEX does this address?

EOY REPORT:

6th Reading-YES, we met the goal thanks to more strategic and focused planning. We were able to plan ahead using the previous years results and narrow in on specific TEKS that have been historically difficult for our students. Walkthroughs done throughout the year revealed that teachers may have previously focused on surface level teaching of material. We then prepared Long Term Planning meetings to focus on those specific TEKS and give more critical thinking opportunities to students.

6th Reading-NO, we did not meet the goal. Although planning was more focused and extended to include some historically difficult TEKS, some teachers may not have taught them with fidelity and give deeper critical thinking opportunities. In the future, we will focus not just on planning but delivering lessons efficiently.

6th Grade Math: YES - the goal for 6th grade math was met. We were more intentional this year in instructional planning this year. I also think that the walkthroughs being done with the content specialist helps giving direct feedback that is content specific by the specialist they are used to working with. I also think that our data talks after KCAs was helpful in identifying trends and how to adjust going forward.

NO - the goal for 6th grade math was NOT met. We experienced decreases in several KCAs and teachers mostly attributed that to the student's lack of problem solving skills or literacy skills when it comes to math. While we did put more effort into our instructional planning, it was a slow start - which is something we will start from the beginning for the 18-19 school year. I also think that our walks need to be more tailored to what each teacher is lacking in so we can be more specific with areas of refinement. Going forward - we will need to use our previous data prior to teaching those units to identify the areas that are weaknesses and develop a plan to overcome those challenges.

5th grade Math: Yes-the goal for 5th grade was met. Teachers used a planning protocol to plan lesson to plan more effectively. Feedback and walkthroughs were consistent throughout the year. Modeling and co-teaching were utilized as well for teachers that struggled. Data was looked at and planned with for small groups as well as STAAR Focus lessons.

No- the goal for 5th grade was not met. While data was used to plan for small group lessons and STAAR Focus, teachers had a hard time implementing small groups at least 3 times a week. We also had some changes in the interventionist for grade 5 Math. As a result, we had a gap in services. Teachers also saw a decrease in a few KCA's or no change and attributed it to lack of fact fluency, and higher order thinking skills in regards to problem solving.

Did you meet your annual goal?

Provide data that supports you meeting or not meeting your annual goal.

If you did meet your annual goal, to what do you attribute your success?

If you did not meet your annual goal, to what do you attribute your lack of success?

Provide information as to how the identified elements and their impact on your success, or lack of success, will

inform/influence your planning for the 2018-2019 school year.

Performance Objective 1: QUARTER 1 GOAL:

Mastery on specific SEs by content will increase by 7% from the 2017-2018 school year to 2018-2019 school year. Increases will be measured based on the 2018 STAAR scores in the listed SEs below.

5th grade Reading [SE:] 2018 STAAR: 56% 2019 Goal: 63%

6th grade Reading [SE:] 2018 STAAR: 49% 2019 Goal: 56%

5th grade Math [SE:] 2018 STAAR: 59% 2019 Goal: 66%

6th grade Math [SE:] 2018 STAAR: 57% 2019 Goal: 64%

5th grade Science [SE:] 2018 STAAR: 45% 2019 Goal: 52%

Evaluation Data Source(s) 1: QUARTER 1 REPORT:

QUARTER 1 REPORT:

- (1) Did you meet this quarter's goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)
- (2) Provide and explain the data or evidence that supports your statement above.
- (3) Are you on track to meet your annual goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)
- (4) What, if any, adjustments must be made to meet the annual goal?

TAIS Goal 7-2018-2019

QUARTER 1 GOAL: SEs

Mastery on specific SE's by content will increase by 7% from the 2017-2018 school year to 2018-2019 school year. Increases will be measured based on the 2018 STAAR scores in the listed SE's below.

5th grade Reading [SE: 5.11 A-E (Informational Text)] 2018 STAAR: A- 60%, B- 40%, C- 40%, D- 57% and E- 50%

5.11A increased by 2%, 5.11B decreased by 20%, 5.11C increased by 15%, 5.11D decreased by 2% and 5.11E increased 9%.

6th grade Reading [2018 STAAR]

SE: 6.10A Expository Text-Main Idea,-60%

Fig. 19 Summarizing, 53%

6.2B Context Clues 51%

6.10A-KCA 1 56% mastery, no data on KCA 2 as this focused on Fiction genre.

Fig.19D- KCA 1 51%, KCA 2 64% increase of 13%

6.2B-KCA 1 46%, KCA 2 47%, increase of 1%

* Increase may be attributed to LTP session format where teachers are collaborating on various elements of Reading/Writing workshop and integrating other content areas. Also, strong expectation set for Small Group workstations and ongoing modeling and monitoring.

*Factors to consider-6.10A is an SE that can only be monitored through Informational text, we will consider including at least one text piece per KCA to enable data collection.

5th grade Math [SE: 5.4A] (identify prime & composite numbers) 2018 STAAR: 51 %

5.4A increased 23% from 2017 KCA 2B to 2018 KCA 2B.

However, new data showed that we dropped in SE 5.3J [modeling division of fractions and whole numbers] (not a goal- but now a focus) by 10%. This can be attributed to lack of CPA for this SE. Modeling done in PLC- Plan moving forward is to address this with all students in SGI.

Did we meet the goal we set? Yes we did for 5.4A

What factors helped achieve the goal? LTP and PLC that focused on data driven decisions with goals to target specific SE's

6th grade Math [SE: 6.3D integer ops] 2018 STAAR:57%

6.3D increased 5% from 2017 KCA (42%) to 2018 KCA (47%). We did not meet our goal on this SE. We have shifted our focus in long term planning to moving away from a scripted type lesson plan of just going section by section in the GoMath textbook. We are focusing on identifying the standards and what's required for mastery and where do we need to add resources that our textbook fails us. We also are working through CPA to increase teacher's capacity to use CPA regularly in the classroom.

6th grade Math [SE: 6.3E \times & \div pos rat'l #s] 2018 STAAR:53%

6.3E remained the same from 2017 KCA to 2018 KCA at 39% mastery.

6th grade Math [SE: 6.4B ratio/rates] 2018 STAAR:44%.

6.4B increased from 29% KCA 2017 to 34% KCA 2018. This 5% increase can be attributed to our shift in planning and working through planning the standards versus calendaring the textbook sections.

5th grade Science [SE: 5.7B - recognize landforms such as deltas, canyons and sand dunes] 2018 STAAR: 48%

5.7B increased from 47% (2017 KCA1) to 63% (2018 KCA2).

Did we meet the goal we set? Yes. We met the goal with an increase by 16%.

What factors helped achieve the goal? The factors that attributed to the achieving this goal were long term planning along with being aware of our campus data historically; taking into account both our current SEs and previous grade level SEs (vertical alignment/BOY assessment).

It is important to note that while our goal was focused was on SE 5.7B, we missed the mark with SE 5.7A. Our passing percentage was 75% (2018 STAAR) but current KCA data shows 35% (2018 KCA1). We will be reteaching and intentionally providing interventions for SE 5.7A to determine the reason for disparity.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Data Reflections -Specialists will meet with teachers to review KCA data from previous years KCAs as well as current assessment data as a lesson planning tool. This will occur during weekly PLCs as well as monthly team planning meetings. We will analyze campus data as well as individual classroom data. These sessions will be led by content specialists. " Reflection will focus on Approaches, Meets, and Masters discussion pertaining to the SE goal and individual student growth.	Specialists, Lead Content Teachers, Teachers	Increased achievement on specific SE's on KCAs.	✓			
2) During PLCs Specialists/Lead Content Teachers will model a lesson or strategy from current unit for teachers to implement" on specific SEs as identified in the quarterly goal.	Content Specialists (as noted in PLC agendas) Lead Content Teachers	Increased achievement on KCAs. Teacher growth	✓			
3) Content Walks in Reading, Math and Science to identify areas of refinement and reinforcement. Walks would occur twice a month using the 2018-2019 Walk through form per teacher. (6th grade science teachers once a month) Gathered Data will be used to monitor progress & increase teacher effectiveness on specified SEs.	Klantzman ILT	Improved first-line instruction and teacher growth as seen in walkthrough documents, lesson plans that address SEs and DMAC reports				
4) SLO: Team meets to review the ISP and plot students on the Growth Tracker by 10/12/18 of teachers whose SLO aligns with their TAIS goal.	Specialists and Admin	Teachers will establish students' placement on the growth tracker to begin monitoring their progress towards meeting the SLO.				
5) A campus wide lesson plan template will be utilized for the 18-19 school year inclusive of AVID, SIOP, and technology strategies.	Klantzman ILT	The template will give teachers the opportunity to explicitly implement SIOP, Technology, and other instructional strategies with instruction to meet each student's unique instructional needs.	✓			
6) All Teachers will participate in a September PLC where the new STAT/ RTI Squared procedures & expectations will be discussed via Ms. Crosser. September 26	Klantzman ILT REID Interventionist Teachers	Teachers will implement intervention ideas and report results at the next STAT meeting.	✓			
7) All students will participate in a three week academic intervention or enrichment period (WIN) for either math, reading, or science based on W.I.N. data & content KCAs and content screeners. October W.I.N. session will occur Oct. 2-18.	Klantzman Staff W.I.N. Intervention Team	Students will be able to obtain mastery of the specific TEKS covered during each WIN session.	✓			

8) Students will be exposed to and using C-P-A in math lessons and have Concrete, Pictorial and Abstract evidence in the classroom as well as ISN, Specialists will lead teachers through CPA integration through PLCS and long term planning.	Content Specialists, Lead Content Teachers	Student performance will continue to increase due to a deeper understanding of the material and a variety of ways that students can solve problems.				
9) Math teachers will implement a minimum of 2 days of non-routine problem solving days. Non-routine problem solving is done using a higher-level world problem (provided by the specialist) that students will use a problem solving method at the teacher's discretion (one is provided by the specialist if teacher's need it). Students work in groups to work through the problem and flesh out their thinking on a problem solving board to be posted on the grade-level problem solving board.	Math Specialists, Teachers, students	Students working in collaborative groups to solve a higher-level problem. Students demonstrating an increase in problem solving skills.				
10) Content Integration-During WIN, students will be exposed to Science content via Reading instruction. Teachers will use their Reading instructional strategies to review Science content in a Reading environment.	5th Grade Reading Teachers, students and 5th Grade ELA/R Specialist	Increased student achievement Science 5.5A and Reading 5.11				
11) Small Group Instruction-Teachers will develop specific instruction based on assessment data to provide support for students' instructional needs pertaining to the specified SE. Teachers will set up routine and include it in their weekly lesson plans.	Teachers, students, Content Specialists	Teachers will use assessment data to plan intentional reteaching opportunities in an effort to master previously taught skills.				
12) Science teachers will implement C-E-R at a minimum of once during a two-week curriculum unit. Science teachers will use inquiry and hands on activities to teach content and while students use evidence to explain both the concept scientific phenomena through writing. Teachers will analyze students' work and identify areas for refinement during instruction.	Science Specialist	Increase student achievement by requiring students to think scientifically and explain their thoughts in an organized way. Writing reflectively, students will learn concept by holding the thought the place, allowing every student to participate. Writing samples taken to document growth.				
13) 6th grade Reading teachers will attend the 3 day SIOP training October 2-4 will implement a variety of learning opportunities and interactions based on SIOP strategies.	6th Grade Reading Teachers and ESL/5th Grade Reading Specialists	Teachers will provide a variety of SIOP learning opportunities and interactions through lesson planning and throughout lesson delivery				
14) All content teachers will integrate writing within the areas of Math, Science, Social Studies & Reading/ELA using the strategy of Response to text. Teachers will be guided by a Response to text rubric provided by the Klentzman Reading/ELA department.-	Teachers, Klentzman ILT	Increase student achievement by requiring students to explain their thoughts in an organized way. Writing reflectively, students will learn concept by holding the thought the place, allowing every student to participate. Writing samples taken to document growth.				

15) Students will track their academic goal and progress via a SMART goal in their student planner on various assessments.	Teachers	Students are aware of progress or regression of personal goal				
16) Students will use iReady, iStation, Summit K-12, and STEMscopes (6th grade) programs and teachers will track their growth and use during small group time. Technology specialist will teach students how to login and use instructional resources.	Specialists Content Teachers	Students will work on targeted skills to help them grow in approaches, meets, and masters.				
17) Fifth Grade Science teachers utilize Summit K-12 to provide differentiated learning in science through literacy.	Usage by both teachers and students is monitored (weekly/monthly/quarterly) to ensure that students are regularly using the program (specialist). Teachers will track student usage and progress on specific SEs (teacher).	Students will increase STAAR percentage achievement				
18) Teachers will attend a professional development session with Julie Jackson (Interactive Word Walls) on September 12th and October 25.	Teachers Science Specialist	Fifth Grade Science teachers will integrate with fidelity Interactive Word Walls to build and strengthen student's academic vocabulary.				
19) Using DMAC, Teachers and Specialists will measure teacher performance on targeted SEs to determine student growth and evaluate lessons and/or strategies used.	Specialists Teachers	Increased student performance in specific SEs.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 7: TAIS Targeted Improvement Plan: Goal 2

ANNUAL GOAL: The number of students reaching approaches on STAAR will increase by 7% in all content areas.

PROBLEM STATEMENT:

Klantzman has ___% student who did not meet approaches standard.

43% 5th reading

51% 6th reading

39% 5th math (decrease by 5%)

40% 6th math (decrease by 5%)

61% 5th science

ROOT CAUSE:

SIOP strategies are not being implemented with fidelity across all academic content

STRATEGY:

PDs at campus level to increase awareness and strength in the implementation

What INDEX does this address?

EOY REPORT:

6th Reading-YES, we met the goal thanks to more strategic and focused planning. We were able to plan ahead using the previous years results and narrow in on specific TEKS that have been historically difficult for our students. Walkthroughs done throughout the year revealed that teachers may have previously focused on surface level teaching of material. We then prepared Long Term Planning meetings to focus on those specific TEKS and give more critical thinking opportunities to students.

6th Reading-NO, we did not meet the goal. Although planning was more focused and extended to include some historically difficult TEKS, some teachers may not have taught them with fidelity and give deeper critical thinking opportunities. In the future, we will focus not just on planning but delivering lessons efficiently.

6th Grade Math: YES - the goal for 6th grade math was met. We were more intentional this year in instructional planning this year. I also think that the walkthroughs being done with the content specialist helps giving direct feedback that is content specific by the specialist they are used to working with. I also think that our data talks after KCAs was helpful in identifying trends and how to adjust going forward.

NO - the goal for 6th grade math was NOT met. We experienced decreases in several KCAs and teachers mostly attributed that to the student's lack of problem solving skills or literacy skills when it comes to math. While we did put more effort into our instructional planning, it was a slow start - which is

something we will start from the beginning for the 18-19 school year. I also think that our walks need to be more tailored to what each teacher is lacking in so we can be more specific with areas of refinement. Going forward - we will need to use our previous data prior to teaching those units to identify the areas that are weaknesses and develop a plan to overcome those challenges.

5th grade Math: Yes-the goal for 5th grade was met. Teachers used a planning protocol to plan lesson to plan more effectively. Feedback and walkthroughs were consistent throughout the year. Modeling and co-teaching were utilized as well for teachers that struggled. Data was looked at and planned with for small groups as well as STAAR Focus lessons.

No- the goal for 5th grade was not met. While data was used to plan for small group lessons and STAAR Focus, teachers had a hard time implementing small groups at least 3 times a week. We also had some changes in the interventionist for grade 5 Math. As a result, we had a gap in services. Teachers also saw a decrease in a few KCA's or no change and attributed it to lack of fact fluency, and higher order thinking skills in regards to problem solving.

Did you meet your annual goal?

Provide data that supports you meeting or not meeting your annual goal.

If you did meet your annual goal, to what do you attribute your success?

If you did not meet your annual goal, to what do you attribute your lack of success?

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2018-2019 school year.

Performance Objective 2: QUARTER 2 GOAL:

Student: DCA #1 passing at the state standard will increase by 5% from the 2017 administration to the 2018 administration. Mastery on specific SEs by content will increase by 7% from the 2017-2018 school year to 2018-2019 school year. Increases will be measured based on the 2018 STAAR scores in the listed SEs below.

Math DCAs:

5th Grade 2017 24% will increase to 29%

6th Grade 2017 38% will increase to 43%.

5th grade Math

[SE:] 2017 DCA#1: 2018 Goal:

6th grade Math SEs for quarter 2: 5B (37% in 2017), 7A (21 in Jan 2018), and 7D (37% in Jan 2018)

Rdg:

5th Grade 2017 34% will increase to 39%

6th Grade 2017 39% will increase to 44%

5th grade Reading [SE:] 2017 DCA#1: 2018 Goal:

6th grade Reading 2018 Goal:

[6.10 SE:] 2017 DCA#1: 45% [6.10A SE:] DCA 1: 50%

[6.2B SE:] 2017 DCA#1: 55% [6.2B SE:] DCA 1: 60%

[Fig. 19D SE:] 2017 DCA#1: 53% [Fig. 19D SE:] DCA 1: 58%

Sci: 5th Grade 2017 37% will increase to 42%

5th grade Science [SE:] 2017 DCA#1: 2018 Goal:

Evaluation Data Source(s) 2: QUARTER 2 REPORT:

(1) Did you meet this quarter's goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Data Reflections -Specialists will meet with teachers to review KCA data from previous years KCAs as well as current assessment data as a lesson planning tool. This will occur during weekly PLCs as well as monthly. Team planning meetings. We will analyze campus data as well as individual classroom data. These sessions will be led by content specialists.	Content Specialists, Lead Content Teachers, Teachers	Increased achievement on KCAs.				
2) During PLCs Specialists/Lead Content Teachers will model a lesson/strategy from current unit for teachers to implement.	Content Specialists, Lead Content Teachers	Increased achievement on KCAs.				
3) Content Walks to identify areas of refinement and reinforcement and create a plan to improve these. Walks would occur bi-weekly using the 2017-2018 Walk through form. Gathered Data will be used to monitor progress & increase teacher effectiveness.	Klantzman ILT	Increased teacher effectiveness & move Tiers.				

4) All students will participate in a three week academic intervention period (WIN) for either math, reading, or science based on W.I.N. data & content KCAs. November/December W.I.N session will occur Nov. 14-Dec. 7, and January 9-25	Klentzman Staff	Students will be able to obtain mastery of the specific TEKS covered during each WIN session.				
5) Long Term Content Planning meetings facilitated by Content Specialists once a month before/after school to allow cross curriculum long term planning.	Content Specialists, Lead Content Teachers	Strengthening first line instruction through purposeful planning.				
6) Students will be exposed to and using C-P-A in math lessons and have Concrete, Pictorial and Abstract evidence in the classroom as well as ISN's. Specialists will lead teachers through CPA integration through PLCS and long term planning. Teacher will also be provided with modeling extensions through the Content Video Blast series via Schoology Grade 6 Math group.	Content Specialists, Lead Content Teachers	Student performance will continue to increase due to a deeper understanding of the material and a variety of ways that students can solve problems.				
7) Math teachers will implement at a minimum 1 day of non-routine problem solving days into each curriculum unit. Non-routine problem solving is done using a higher-level world problem (provided by the specialist) that students will use a problem solving method at the teacher's discretion (one is provided by the specialist if teacher's need it).Students work in groups to work through the problem flesh out their thinking on a problem solving board to be posted on the grade-level problem solving board. Teachers will analyze students' work and identify areas they can refine during instruction.	Math Specialists, Teachers, students	Students working in collaborative groups to solve a higher-level problem.Students demonstrating an increase in problem solving skills.				
8) Content Integration-During WIN, students will be exposed to Science content via Reading instruction. Teachers will use their Reading instructional strategies to review Science content in a Reading environment.	5th Grade Reading Teachers,students and 5th Grade ELA/R Specialist	Increased student achievement Science 5.5A and Reading 5.11				
9) Teachers will participate in technology PLC and PD provided at the campus to expand their opportunities for technology integration	Specialists	Teachers will increase their instructional technology skill set to enhance first line instruction for students				
10) Small Group Instruction-Teachers will develop specific instruction based on KCA & DCA data to provide support for students' instructional needs.	Teachers, students, Content Specialists	Teachers will use KCA & DCA data to plan intentional reteaching opportunities in an effort to master previously taught skills.				
11) Writing in all Content areas-Teachers will provide routines for writing opportunities for students in all content areas based on current unit learning.	Content Specialists and Teachers	Students will respond in paragraph form to a journal prompt in Math, Science, Social Studies, and ELAR at least once per week.				

12) Science teachers will implement C-E-R at a minimum of once during a two-week curriculum unit. Science teachers will use inquiry and hands on activities to teach content and while students use evidence to explain both the concept scientific phenomena through writing. Teachers will analyze students' work and identify areas for refinement during instruction.	Science Specialist	Increase student achievement by requiring students to think scientifically and explain their thoughts in an organized way. Writing reflectively, students will learn concept by holding the thought the place, allowing every student to participate.				
13) 6th grade Reading teachers that attended the 3 day SIOP training in October will implement a variety of learning opportunities and interactions based on SIOP strategies.	6th Grade reading specialist, teachers, ESL specialist	Teachers will provide a variety of SIOP learning opportunities and interactions through lesson planning and throughout lesson delivery				
14) Testing strategies will be strategically taught to students to build their testing stamina, and help them convey their learning on assessments.	Specialist	Students will be able to obtain mastery on Klentzman Common Assessments (KCA).				
15) Teachers will attend a professional development session with Julie Jackson (Interactive Word Walls) on January 14.	Teachers Science Specialist	Fifth Grade Science teachers will integrate with fidelity Interactive Word Walls to build and strengthen student's academic vocabulary.				
16) Using DMAC, Teachers and Specialists will measure teacher performance on targeted SEs to determine student growth and evaluate lessons and/or strategies used.	Specialists Teachers	Increased student performance in specific SEs.				
17) SLO: Team meets to review the TSP and plot students on the Growth Tracker of teachers whose SLO aligns with their TAIS goal in December.	Specialists and Admin	Teachers will establish students' placement on the growth tracker to begin monitoring their progress towards meeting the SLO.				
18) 6th grade reading: specialist will work with Tristan, Fonseca, and Hanly on student engagement and small group instruction, through video recorded instruction and reflections.	6th grade reading specialist	Increased achievement on the following SEs: 6.10a, 6.2b, and Fig 19d.				
19) 6th grade math: specialist will work with Garret, Owoeye, Guido, and Jaramillo between 11/12 - 11/30 on modeling percent problems (6.5b) using double number lines and bar models in conjunction with part/whole algorithm methods.	6th grade math specialist	Increased performance on 6.5B				
20) 6th grade math: Specialist will co-teach 6.5b with Garrett, Owoeye, Guido, and Jaramillo and observe teacher teaching partner class and provide feedback between 11/12-11/30	6th grade math specialist	increased performance on 6.5B				
21) ESL PLC on 11/14 will focus on language objectives and increasing student-to-student interactions and decreasing teacher-student interactions.	ESL specialist	Increase in student-to-student interaction.				
22) 5th Science: Specialist will work with Brown, Tsang, Flores, and Rodriguez to clear up misconceptions in the content (5.8A, 5.8B, 5.8D and __) and ensure that active teaching is taking place (teacher up and monitoring and interacting with students as they're working) and improving the learning environment.	Science Specialist	Looking for a 5% growth on KCAs and DCAs.				

23) ESL and 5th grade ELA walks will take place 11/27 with a focus on SIOP in collaboration with the reading content.	ESL specialist & 5th grade reading specialist				
24) 5th grade reading: specialist will work with Cotogni, Villalta, and Urquijo by pre-planning, modeling, observing, and providing feedback on small group instruction to address 5.11a-e.	5th grade ELA specialist	Increased performance on 5.11a-e			
25) 5th grade math...					
26) Students will use iReady, iStation, Summit K-12, and STEMscopes (6th grade) programs and teachers will track their growth and use during small group time. Technology specialist will teach students how to login and use instructional resources.	Specialists Content Teachers	Students will work on targeted skills to help them grow in approaches, meets, and masters.			
					

Goal 7: TAIS Targeted Improvement Plan: Goal 2

ANNUAL GOAL: The number of students reaching approaches on STAAR will increase by 7% in all content areas.

PROBLEM STATEMENT:

Klantzman has ___% student who did not meet approaches standard.

43% 5th reading

51% 6th reading

39% 5th math (decrease by 5%)

40% 6th math (decrease by 5%)

61% 5th science

ROOT CAUSE:

SIOP strategies are not being implemented with fidelity across all academic content

STRATEGY:

PDs at campus level to increase awareness and strength in the implementation

What INDEX does this address?

EOY REPORT:

6th Reading-YES, we met the goal thanks to more strategic and focused planning. We were able to plan ahead using the previous years results and narrow in on specific TEKS that have been historically difficult for our students. Walkthroughs done throughout the year revealed that teachers may have previously focused on surface level teaching of material. We then prepared Long Term Planning meetings to focus on those specific TEKS and give more critical thinking opportunities to students.

6th Reading-NO, we did not meet the goal. Although planning was more focused and extended to include some historically difficult TEKS, some teachers may not have taught them with fidelity and give deeper critical thinking opportunities. In the future, we will focus not just on planning but delivering lessons efficiently.

6th Grade Math: YES - the goal for 6th grade math was met. We were more intentional this year in instructional planning this year. I also think that the walkthroughs being done with the content specialist helps giving direct feedback that is content specific by the specialist they are used to working with. I also think that our data talks after KCAs was helpful in identifying trends and how to adjust going forward.

NO - the goal for 6th grade math was NOT met. We experienced decreases in several KCAs and teachers mostly attributed that to the student's lack of problem solving skills or literacy skills when it comes to math. While we did put more effort into our instructional planning, it was a slow start - which is

something we will start from the beginning for the 18-19 school year. I also think that our walks need to be more tailored to what each teacher is lacking in so we can be more specific with areas of refinement. Going forward - we will need to use our previous data prior to teaching those units to identify the areas that are weaknesses and develop a plan to overcome those challenges.

5th grade Math: Yes-the goal for 5th grade was met. Teachers used a planning protocol to plan lesson to plan more effectively. Feedback and walkthroughs were consistent throughout the year. Modeling and co-teaching were utilized as well for teachers that struggled. Data was looked at and planned with for small groups as well as STAAR Focus lessons.

No- the goal for 5th grade was not met. While data was used to plan for small group lessons and STAAR Focus, teachers had a hard time implementing small groups at least 3 times a week. We also had some changes in the interventionist for grade 5 Math. As a result, we had a gap in services. Teachers also saw a decrease in a few KCA's or no change and attributed it to lack of fact fluency, and higher order thinking skills in regards to problem solving.

Did you meet your annual goal?

Provide data that supports you meeting or not meeting your annual goal.

If you did meet your annual goal, to what do you attribute your success?

If you did not meet your annual goal, to what do you attribute your lack of success?

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2018-2019 school year.

Performance Objective 3: QUARTER 3 GOAL:

Teachers: Teachers will be able to plan a detailed lesson. 70% of teachers will score a 75% or higher lesson plans.

Teachers: Teachers will be able to plan a detailed lesson. 70% of teachers will score a 75% or higher lesson plans.

DCA #2 percentage of students at approaches or above will increase by 5%.

5th grade reading will increase from 40% in 2017 to 45% in 2018 *Actual percent 37%*.

6th grade reading will increase from 46% in 2017 to 51% in 2018 *Actual percent 42%*.

6th grade math will increase from 52% in 2017 to 57% in 2018 * Actual percent 46%*.

5th grade math will increase from 39% in 2017 to 44% in 2018 * Actual percent 38%*.

Science will increase from 33% in 2017 to 38% in 2018 *Actual percent 30%*.

Evaluation Data Source(s) 3: QUARTER 3 REPORT:

(1) Did you meet this quarter's goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

(2) Provide and explain the data or evidence that supports your statement above.

(3) Are you on track to meet your annual goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

(4) What, if any, adjustments must be made to meet the annual goal?

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Data Reflections - Specialists will meet with teachers to review KCA data from previous years KCAs as well as current assessment data as a lesson planning tool. This will occur during weekly PLCs as well as monthly team planning meetings. We will analyze campus data as well as individual classroom data. These sessions will be led by lead teachers with support by content specialists."	Content Specialists, Lead Content Teachers, Teachers	Increased achievement on KCAs.				
2) During PLCs teachers will model/share a lesson/strategy from current or upcoming unit for teachers to implement."	Content Specialists, Lead Content Teachers	Increased achievement on KCAs.				
3) Content Walks to identify areas of refinement and reinforcement and create a plan to improve these. Walks would occur bi-weekly using the 2017-2018 Walk through form. Gathered Data will be used to monitor progress & increase teacher effectiveness.	Klantzman content specialists	Increased teacher effectiveness & move Tiers.				
4) Long Term Content Planning meetings facilitated by Content Specialists once a month before/after school to allow cross curriculum long term planning.	Content Specialists, Lead Content Teachers	Strengthening first line instruction through purposeful planning.				
5) All students will participate in a three week academic intervention period (WIN) for either math, reading, or science based on W.I.N. data & content KCAs. It will occur February 20 through March 22.	Klantzman Staff	Students will be able to obtain mastery of the specific TEKS covered during each WIN session.				

6) Teachers will model C.P.A. for their peers in upcoming (and current) units. Teachers will look at the pros and cons of various methods of CPA to play effective instruction. Students will have evidence of Concrete, Pictorial and Abstract evidence in the classroom as well as ISN's. Teacher will also be provided with modeling extensions through the Content Video Blast series via Schoology Grade 6 Math group.	Content Specialists, Lead Content Teachers	Student performance will continue to increase due to a deeper understanding of the material and a variety of ways that students can solve problems.				
7) Math teachers will implement at a minimum 1 day of non-routine problem solving days into each curriculum unit. Non-routine problem solving is done using a higher-level world problem (provided by the specialist) that students will use a problem solving method at the teacher's discretion (one is provided by the specialist if teacher's need it). Students work in groups to work through the problem and flesh out their thinking on a problem solving board to be posted on the grade-level problem solving board. Teachers will analyze students' work and identify areas they can refine during instruction.	Math Specialists, Teachers, students	Students working in collaborative groups to solve a higher-level problem. Students demonstrating an increase in problem solving skills.				
8) Content Integration-During WIN, students will be exposed to Science content via Reading instruction. Teachers will use their Reading instructional strategies to review Science content in a Reading environment.	5th Grade Reading Teachers, students and 5th Grade ELA/R Specialist	Increased student achievement Science 5.5A and Reading 5.11				
9) Klentzman will provide opportunities for teacher lead technology PD or PLC	Specialists	Teachers will increase their instructional technology skill set to enhance first line instruction for students				
10) Small Group Instruction-Teachers will develop specific instruction based on formative data to provide support for students' instructional needs based on student reflective rubrics created for specific KCA & DCA assessments.	Teachers, students, Content Specialists	Teachers will hold conversations with students based on KCA & DCA data, as well as reflective tool completed by students. Students will set a smart goal for their next assessment.				
11) Writing in all Content areas-Teachers will provide choice for students to respond & discuss their learning.	Content Specialists and Teachers	Students will have choice in how they respond in writing, and have opportunities to discuss their learning.				
12) Science teachers will implement C-E-R at a minimum of once during a two-week curriculum unit. Science teachers will use inquiry and hands on activities to teach content and while students use evidence to explain both the concept scientific phenomena through writing. Teachers will analyze students' work and identify areas for refinement during instruction.	Science Specialist	Increase student achievement by requiring students to think scientifically and explain their thoughts in an organized way. Writing reflectively, students will learn concept by holding the thought the place, allowing every student to participate.				
13) 5th grade Reading teachers that attended the 3 day SIOP training in October will implement a variety of learning opportunities and interactions based on SIOP strategies.	5th Grade Reading Teachers and ESL/5th Grade Reading Specialists	Teachers will provide a variety of SIOP learning opportunities and interactions through lesson planning and throughout lesson delivery				

<p>14) Klentzman Counselors will have a Popcorn with parents event on 3/27/18. This event will be content based and the each content specialist will discuss academic resources to use at home to help increase student achievement.</p> <p>Resources discussed: 1. Building stamina- reading response at home. 2. Prodigy Math online program for STAAR practice & Unit concept building 3. IStation 4. STEMScopes & Summit K12 for Science</p>	Counselors and Content Specialist	Increase in student achievement				
<p>15) Content Night / Report Card Pickup will be held on 3/22/18. Parents & students will rotate through mini content sessions to practice skills & concepts for STAAR.</p>	Content Specialist & Counselors	Increase student achievement, building relationships, Preparation for STAAR.				
<p>16) Testing strategies will be strategically taught to students to build their testing stamina, and help them convey their learning on assessments.</p>	Specialist	Students will be able to obtain mastery on Klentzman Common Assessments (KCA).				
<p>17) Using DMAC, Teachers and Specialists will measure teacher performance on targeted SEs to determine student growth and evaluate lessons and/or strategies used.</p>	Specialists Teachers	Increased student performance in specific SEs.				
<p>18) SLO: Team meets to review the TSP and plot students on the Growth Tracker of teachers whose SLO aligns with their TAIS goal in February and March.</p>	Specialists and Admin	Teachers will establish students' placement on the growth tracker to begin monitoring their progress towards meeting the SLO.				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 7: TAIS Targeted Improvement Plan: Goal 2

ANNUAL GOAL: The number of students reaching approaches on STAAR will increase by 7% in all content areas.

PROBLEM STATEMENT:

Klentzman has ___% student who did not meet approaches standard.

43% 5th reading

51% 6th reading

39% 5th math (decrease by 5%)

40% 6th math (decrease by 5%)

61% 5th science

ROOT CAUSE:

SIOP strategies are not being implemented with fidelity across all academic content

STRATEGY:

PDs at campus level to increase awareness and strength in the implementation

What INDEX does this address?

EOY REPORT:

6th Reading-YES, we met the goal thanks to more strategic and focused planning. We were able to plan ahead using the previous years results and narrow in on specific TEKS that have been historically difficult for our students. Walkthroughs done throughout the year revealed that teachers may have previously focused on surface level teaching of material. We then prepared Long Term Planning meetings to focus on those specific TEKS and give more critical thinking opportunities to students.

6th Reading-NO, we did not meet the goal. Although planning was more focused and extended to include some historically difficult TEKS, some teachers may not have taught them with fidelity and give deeper critical thinking opportunities. In the future, we will focus not just on planning but delivering lessons efficiently.

6th Grade Math: YES - the goal for 6th grade math was met. We were more intentional this year in instructional planning this year. I also think that the walkthroughs being done with the content specialist helps giving direct feedback that is content specific by the specialist they are used to working with. I also think that our data talks after KCAs was helpful in identifying trends and how to adjust going forward.

NO - the goal for 6th grade math was NOT met. We experienced decreases in several KCAs and teachers mostly attributed that to the student's lack of problem solving skills or literacy skills when it comes to math. While we did put more effort into our instructional planning, it was a slow start - which is

something we will start from the beginning for the 18-19 school year. I also think that our walks need to be more tailored to what each teacher is lacking in so we can be more specific with areas of refinement. Going forward - we will need to use our previous data prior to teaching those units to identify the areas that are weaknesses and develop a plan to overcome those challenges.

5th grade Math: Yes-the goal for 5th grade was met. Teachers used a planning protocol to plan lesson to plan more effectively. Feedback and walkthroughs were consistent throughout the year. Modeling and co-teaching were utilized as well for teachers that struggled. Data was looked at and planned with for small groups as well as STAAR Focus lessons.

No- the goal for 5th grade was not met. While data was used to plan for small group lessons and STAAR Focus, teachers had a hard time implementing small groups at least 3 times a week. We also had some changes in the interventionist for grade 5 Math. As a result, we had a gap in services. Teachers also saw a decrease in a few KCA's or no change and attributed it to lack of fact fluency, and higher order thinking skills in regards to problem solving.

Did you meet your annual goal?

Provide data that supports you meeting or not meeting your annual goal.

If you did meet your annual goal, to what do you attribute your success?

If you did not meet your annual goal, to what do you attribute your lack of success?

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2018-2019 school year.

Performance Objective 4: QUARTER 4 GOAL:

Using the Teacher Observation tool, content specialist will support teachers during quarter 4. Tier 1 teachers will be observed once, and Tier 2 teachers will be observed twice in quarter 4. Tier 3 teachers will be observed every other week, with weekly support from their content specialist. An individualized plan will be created with Tier 3 teachers to focus on indicators consistently missed on the Observation Tool. (There are 6 Tier 3 teachers).

Evaluation Data Source(s) 4: QUARTER 4 REPORT:

(1) Did you meet this quarter's goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS) no

(2) Provide and explain the data or evidence that supports your statement above.

Due to the demands and needs of the campus during this quarter, we as campus leadership were focused on student interventions.

(3) Are you on track to meet your annual goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS) YES!

(4) What, if any, adjustments must be made to meet the annual goal? Currently, intervention groups are taking place throughout the campus in both grade levels in an effort to increase student growth.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Data Reflections - Specialists will meet with teachers to review KCA data from previous years KCAs as well as current assessment data as a lesson planning tool. This will occur during weekly PLCs as well as monthly team planning meetings. We will analyze campus data as well as individual classroom data. These sessions will be led by lead teachers with support by content specialists."	Content Specialists, Lead Content Teachers, Teachers	Increased achievement on KCAs.				
2) During PLCs, teachers will model/share a lesson/strategy from current or upcoming unit for teachers to implement."	Content Specialists, Lead Content Teachers	Increased achievement on KCAs.				
3) Content Walks to identify areas of refinement and reinforcement and create a plan to improve these. Walks would occur bi-weekly using the 2017-2018 Walk through form. Gathered Data will be used to monitor progress & increase teacher effectiveness.	Klantzman content specialists	Increased teacher effectiveness & move Tiers.				
4) Long Term Content Planning meetings facilitated by Content Specialists once a month before/after school to allow cross curriculum long term planning.	Content Specialists, Lead Content Teachers	Strengthening first line instruction through purposeful planning.				
5) All students will participate in a three week academic intervention period (WIN) for either math, reading, or science based on W.I.N. data & content KCAs. It will occur April 10-26	Klantzman Staff	Students will be able to obtain mastery of the specific TEKS covered during each WIN session.				
6) Math teachers will implement at a minimum 1 day of non-routine problem solving days into each curriculum unit. Non-routine problem solving is done using a higher-level world problem (provided by the specialist) that students will use a problem solving method at the teacher's discretion (one is provided by the specialist if teacher's need it). Students work in groups to work through the problem and flesh out their thinking on a problem solving board to be posted on the grade-level problem solving board. Teachers will analyze students' work and identify areas they can refine during instruction.	Math Specialists, Teachers, students	Students working in collaborative groups to solve a higher-level problem. Students demonstrating an increase in problem solving skills.				

7) Content Integration-During WIN, students will be exposed to Science content via Reading instruction. Teachers will use their Reading instructional strategies to review Science content in a Reading environment.	5th Grade Reading Teachers,students and 5th Grade ELA/R Specialist	Increased student achievement Science 5.5A and Reading 5.11				
8) Teachers will effectively meet technology CASE measures by (1) Having students interact with Schoology at least 1x per week (district expectation), and (2) providing opportunities for students to learn via technology on Tech Tuesday.	Jennifer Winston & Content Specialist	The result will be an increase level of student content mastery, because they will be provided with opportunities to interact with content in a different way. Student will also have digital rsources available via their teachers Schoology classroom environment.				
9) Small Group Instruction-Teachers will develop specific instruction based on formative data to provide support for students' instructional needs based on student reflective rubrics created for specific KCA & DCA assessments.	Teachers, students, Content Specialists	Teachers will hold conversations with students based on KCA & DCA data, as well as reflective tool completed by students. Students will set a smart goal for their next assessment.				
10) 5th ELA/ Science collaboration for Writing in all Content areas-Teachers will provide choice for students to respond & discuss their learning.	Content Specailists and Teachers	Students will have choice in how they respond in writing, and have opportunities to discuss their learning.				
11) Science teachers will implement C-E-R at a minimum of once during a two-week curriculum unit. Science teachers will use inquiry and hands on activities to teach content and while students use evidence to explain both the concept scientific phenomena through writing. Teachers will analyze students' work and identify areas for refinement during instruction.	Science Specialist	Increase student achievement by requiring students to think scientifically and explain their thoughts in an organized way. Writing reflectively, students will learn concept by holding the thought the place, allowing every student to participate.				
12) 5th grade Reading teachers that attended the 3 day SIOP training in October will implement a variety of learning opportunities and interactions based on SIOP strategies. (SIOP walks & feedback with the ESL team)	5th Grade Reading Teachers and ESL/5th Grade Reading Specialists	Teachers will provide a variety of SIOP learning opportunitis and interactions through lesson planning and throughout lesson delivery				
13) 6th grade math will do in depth STAAR focus in early April to plan/ prepare for STAAR.	Verow & 6th grade Math teachers	Increase in student achievement.				
14) 5th & 6th grade reading will conduct blitz phases 1-3 in preparation for STAAR.	ELA specialist and ELA teachers.	Increase in student achievement.				
15) 5th grade math is using DMAC data to identify the 3 lowest readiness standards for each teacher. The standards will be taught during STAAR focus.	Cortinas & 5th grade math teachers.	Increase in student achievement.				
16) Starting the week of April 9th 5th grade Science will implement S3 strategies and Region 4 STAAR review to go.	Science teachers & Davis	Increase in student achievement.				
17) Testing strategies will be strategically taught to students to build their testing stamina, and help them convey their learning on assessments.	Specialist	Students will be able to obtain mastery on Klentzman Common Assessments (KCA).				

18) Using DMAC, Teachers and Specialists will measure teacher performance on targeted SEs to determine student growth and evaluate lessons and/or strategies used.	Specialists Teachers	Increased student performance in specific SEs.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Strategy #1: Team Planning: Teachers will have weekly meetings with their content team focusing on data driven lesson plans to increase rigor and relevance to meet STAAR expectations, differentiated instruction, data analysis (DMAC), intervention in the classroom, small group instruction, and SIOP implementation for ESL/BIL population. Professional development on well-developed lesson planning will also be provided to teachers. This is in additional to PLC and faculty training.
1	1	2	Strategy #2: Reading Interventions: Reading Interventionists will use the 3 Tiered RtI model to provide evidence based interventions to students utilizing the a pull out method within the 90 minute reading block. (RTI 1)
1	1	4	Strategy #4: Monitor Exited ELL: ESL Compliance and Lead teacher will monitor students academic progress every nine weeks with their Report Cards, ensuring students are making adequate academic progress and language development in a general education classroom. (SLE 1,2,3)
1	1	5	Strategy #5: ELL: All staff will facilitate sheltering techniques for ELL students to provide a holistic balance of language proficiency and academic achievement. ELD intervention for LEP students will take place weekly for 30 minutes in addition to small group instruction during the language arts block.
1	1	6	Strategy #6: SIOP Implementation: Training will be provided to staff members to begin the implementation in the school. SIOP Leadership Team has been created and will serve as a model for successful shelter instruction implementation.
1	1	7	Strategy #7: STAT: Students who are struggling in reading will be brought to Student Teacher Assistance Team (STAT) in order to develop an appropriate plan using the Tier I, Tier II, Tier III RtI model based on the student's individual needs.
1	2	2	Strategy #2: Small Groups: Differentiated small group instruction will be implemented weekly addressing specific TEK objective based on KCA and DCA data through DMAC.
1	2	4	Strategy #4: Math Interventions: Math Interventionists will use data from KCA and DCA'S STARR to provide evidence based interventions to students within the 90 minute math block.
1	2	6	Strategy #6: STAT: Students who are struggling in math will be discussed at Student Teacher Assistance Team (STAT) in order to develop an appropriate plan using the Tier I, Tier II, Tier III RtI model based on the student's individual needs.