

Alief Independent School District

Sneed Elementary

2018-2019 Goals/Performance Objectives/Strategies



Mission Statement

It is our mission to work together with integrity and determination, to help our students achieve their goals and to transform them into lifelong learners who are productive members of our society.

Vision

At Sneed we believe that all stakeholders are capable of developing a growth mindset, being student centered, systemic and transformational: therefore, we will continually analyze the areas of concern, seek solutions from different perspectives and create united decisions on systems that promote a postivite culture.

"Building Great Futures on a Strong Foundation."

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Goals

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

Performance Objective 1: Our third grade students will meet the AMM average by 46% on the 2019 STAAR reading assessment. Our fourth grade students will meet the AMM average by 39% on the 2018 STAAR reading assessment.

Evaluation Data Source(s) 1: 2019 STAAR Results



Data Analysis, teachers analyze student data





Planning a teachers incorporate vocabulary, quality questions, differentiation, and assessment in their lesson plans







Delivery a teachers align instructional delivery with high quality lesson plans





Reflection a teachers reflect with focus on areas for re-teaching (small group, enrichment, and T1-T2 intervention)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Specialists will guide teachers on how to monitor, examine and discuss student reading work and data during planning and PLCs. (Research: PD 1, CPT 1, and CPT 2)</p>	2.5, 2.6	Specialists, Administrators	Impact can be measured with DCA assessment data showing that achievement gaps between student groups are closing and on-track to having no more than a 5-point difference before STAAR 2019 is administered.				
<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Administrators will conduct quarterly data meetings with 3rd & 4th grade teachers to discuss individual student, classroom reading, math, and writing performance as evident in student data. (Research: AA 3, AA 4, and AA 5)</p>	2.4, 2.5, 2.6	Administrators	Teachers differentiating instruction to meet students' needs and students showing appropriate growth in reading as measured by ISIP				

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) Teachers will implement research-based interventions to students recommended for STAT. All STAT students will be monitored through the Response to Intervention (RTI) process. (Research: RTI 1, RTI 2, RTI 9, RTI 8, RTI 19, RTI 3)</p>	2.4, 2.5, 2.6	Classroom teachers, Administrators and RTI Coordinator	Students showing appropriate progress in reading as measured by ISIP or moving towards Tier III				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Weekly planning meetings- All grade levels Kn - 4th will plan with the LA specialist for each marking period. (Research: CPT 1, CPT 2, and ELA 12)</p>	2.4, 2.5, 2.6	Specialists, Administrators, and Teachers	Teachers will have plans aligned and rigorous lesson plans and will implement them consistently				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>5) Thinking Maps will be part of daily instruction to encourage critical thinking in our students. Additional professional development will occur on January workday. (Research: PD 4)</p>	2.4, 2.5, 2.6	Administrators, Content Specialists, and Reading Lead Teachers	Students will use thinking maps to organize their thinking.				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>6) Teachers will implement Jan Richardson's model for small group instruction (The Next Step in Guided Reading), as part of their daily instruction. (Research: ELA 9)</p>	2.4, 2.5, 2.6	Reading Lead Teachers, Specialists, and Administrators	Students increasing their reading performance as measured by ISIP				

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>7) Teachers will use ISIP, observations, CCA's and anecdotal records to drive instruction. (Research: AA 3)</p>	2.4, 2.5, 2.6	Teachers	Students receive differentiated instruction tailored to their specific needs				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>8) Strengths and weaknesses in reading TEKS will be identified using results from campus and district assessments to guide instruction (Research: AA 3, AA 4, and AA 5)</p>		Teachers and Specialists	Continuous improvement in campus and district assessment results				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>9) Data Management for Assessment and Curriculum (DMAC) and data spreadsheets (K-4) will be used to analyze results by demographics, at-risk, Special Education and other special populations. (Research: RTI 13)</p>	2.4, 2.5, 2.6	Regular Ed., Special Ed. Teachers, ILT, and Administrators	continuous improvement in district and campus assessments				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>10) A Professional Service Provider will facilitate the strategic planning process that addresses gaps in the Critical Success Factors; Oversees the effective implementation of all components of the school improvement process, monitor the progress of activities and strategies contained within the improvement plan, and facilitates the ongoing refinement of activities and strategies in the improvement plan. (Research AA 7)</p>		Principal; Professional Service Provider	Completion of timely reports of the Texas Intervention Plan.				




<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>11) Reading teachers in Kinder and First grade will receive a literacy coach (Region 4) from October 2018 to March. The coach will provide training, modeling, and feedback.</p>	2.4, 2.5, 2.6	Administrators	Strengthen small group instruction				
<p>Critical Success Factors CSF 1</p> <p>12) Student who failed the 1st nine weeks are invited to morning tutorials, Monday -Thursday, for 7 weeks. They will receive 2 additional total hours of ISTATION & IREADY computer tutorials. (Research AA7)</p>	2.6	Mrs. A Vega	Students will receive additional tutorial minutes in their academic need.				
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Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 2: Our third grade students will meet the AMM average by 40% on the 2019 STAAR math assessment. Our fourth grade students will meet the AMM average by 49% on the 2019 STAAR math assessment.

Evaluation Data Source(s) 2: 2019 STAAR Results

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) All math teachers will monitor students' progress daily to determine decision points for instruction. (Research: EM 1, EM 2)</p>		Math Specialist, Regular Ed., Special Ed., Teachers, and ESL Teachers	Monthly Math PLC Math Team Planning Curriculum Planning 1 per 9wk Math STAAR DCA CCA				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>2) Third & fourth grade data meetings will be held to analyze student assessment data to target classroom and instructional intervention according to TEKS. (Research: EM 1, EM 2)</p>	2.4, 2.5, 2.6	Regular Ed. & Special Ed. Teachers, Administrators	3 times a year Math STAAR DCA CCA				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>3) Math specialists and Selected Math Teachers will attend professional development training in the areas of best practices, numeracy, and problem solving strategies. (Research: EM 1, EM 2)</p>		Math Specialists	DCA & STAAR Data				

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>4) A Professional Service Provider will facilitate the strategic planning process that addresses gaps in the Critical Success Factors; Oversees the effective implementation of all components of the school improvement process, monitor the progress of activities and strategies contained within the improvement plan, and facilitates the ongoing refinement of activities and strategies in the improvement plan. (Research: AA 7)</p>		Principal; Professional Service Provider	Completion of timely reports of the Texas Intervention Plan.				
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= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 3: Our fourth grade students will meet the AMM average by 29% on the 2019 STAAR writing assessment.

Evaluation Data Source(s) 3: 2019 STAAR results

Summative Evaluation 3:



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Thinking Maps will be used to brainstorm, organize, and draft during the writing process. We will continue to monitor campus wide use of Write From the Beginning and Beyond and The Right Source. (Research: PD 4)</p>	2.4, 2.5, 2.6	LA Specialist, LA Teachers, Special Ed. Teachers, Campus Thinking Map Trainers, and Write From the Beginning and Beyond & The Right Source Trainers	Students will write proficiently using all the steps from the writing process				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) A Professional Service Provider will facilitate the strategic planning process that addresses gaps in the Critical Success Factors; Oversees the effective implementation of all components of the school improvement process, monitor the progress of activities and strategies contained within the improvement plan, and facilitates the ongoing refinement of activities and strategies in the improvement plan. (Research: AA 7)</p>		Principal; Professional Service Provider	Completion of timely reports of the Texas Intervention Plan.				
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Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 4: By supporting positive behavior, students will make a minimal year's growth in reading by the end of the school year.

Evaluation Data Source(s) 4: IStation Score will increase by the guideline required for a year's growth.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Implement CHAMPS and provide CHAMPS training updates Texas Behavior Support Initiative training for staff members to reduce the number of out-of-school suspensions and/or ALC placements for SPED students. (Research AA 1)</p>	2.4, 2.5, 2.6	Resource Teachers SMART Committee Administrators Reg. Ed Teachers	PBMAS				
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Track the number of at-risk students referred to STAT and the number of evaluations by ethnicity to ensure STAT population and SPED enrollment aligns with demographics. Address behavior concerns through the staffing process and the STOIC model. (Research AA 1)</p>	2.4, 2.5, 2.6	Resource Teachers Administrators RTI Coordinator Resource Teachers Administrators	Weekly: August-June IEP objectives Classroom Observations				




<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>3) Continue coordination with the central special education department to track the number of students referred for initial FIES and psychological evaluations by ethnicity to ensure campus SPED enrollment mirrors campus demographics. (PBMAS) (Research AA 1)</p>	2.4, 2.5, 2.6	RTI Coordinator Resource Teachers Administrators	Weekly: August-June IEP objectives Classroom Observations				
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3</p> <p>4) Ensure collaboration between LPAC and special education department to address needs of LEP and special education students. (PBMAS-ESL) (PBMAS-ESL) (Research AA1)</p>	2.4, 2.5, 2.6	RTI Coordinator LPAC Committee Resource Teachers Administrators	Monthly: August- June LPAC Minutes				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>5) We are supporting positive behavior by continuous training on working with students of poverty and the STOIC model. (Research AA 1)</p>	2.4, 2.5, 2.6	Staff Members and Administrators	Increase in ISIP reading scores and decrease on behavior interventions				
<p>PBMAS Critical Success Factors CSF 1 CSF 5</p> <p>6) Support Homeless students by inviting them to participate in back back buddies, receiving uniform vouchers, mentoring, and special transportation.</p>	2.4, 2.6	Staff members Counsels	Increase attendance and achieve academic standards				
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Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 5: All of our K-4 ELL students will show at least one year's growth in TELPAS measures by May 2019.

Evaluation Data Source(s) 5: The growth will be measured through TELPAS and teachers' holistic ratings in the spring of 2019.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Fourth grade math teachers will be trained in Sheltered Instruction. They will have continuous quarterly training during PLC. Teachers will implement SIOP strategies to make input comprehensible to all students in order to achieve success and English language growth. (Research SLE 2)</p>	2.4, 2.5, 2.6	Mauricio Angulo, Leanna Gonzalez, Nnenna Ejiogu and Administrators	DCAs CCAs Imagine Learning, Clubs , Students' report cards, teachers' feedback (anecdotal records). TELPAS test. Feedback from interventionists, conferences with teachers, PLCs to train teachers.				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) The ELD interventionists and district provided tutor will work to develop second language acquisition to impact student achievement.</p>	2.4, 2.5, 2.6	Mauricio Angulo, Leanna Gonzalez, Nnenna Ejiogu and Administrators	DCAs CCAs Imagine Learning, Clubs , Students' report cards, teachers' feedback (anecdotal records). TELPAS test. Feedback from interventionists, conferences with teachers, PLCs to train teachers.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Teachers and ILT will continue to grow in the understanding of language development and language objectives and how those will improve student content knowledge; those will have an impact on EOY STAAR results.</p>	2.4, 2.5, 2.6	Sneed ILT and ESL team	DCAs CCAs Imagine Learning, Clubs , Students' report cards, teachers' feedback (anecdotal records). TELPAS test. Feedback from interventionists, conferences with teachers, PLCs to train teachers.				

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Weekly Planning days for all grade levels will plan with math specialists to develop Language and Content objectives to align instruction. (Research: EM 1, EM 2, EM3)</p>	<p>2.4, 2.5, 2.6</p>	<p>Classroom Teachers, Specialist, ESL Lead, Administrators</p>	<p>Lesson Plans, Math STAAR, DCA, CCA, Classroom observations</p>				
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 = Discontinue

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

Performance Objective 6: We have district level allotments that support certain positions on our campus that involve in improving, supporting our Sneed staff through mulit ventures and supporting students through academics.

Evaluation Data Source(s) 6: PLCS, Planning, STAAR, student growth, and professional development

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) REID TEACHER ESL MULTI-AGE NEWCOMER TEACHER ESL MULTI-AGE NEWCOMER TEACHER ELEMENTARY SPECIALIST ELEMENTARY SPECIALIST ELEMENTARY SPECIALIST ELEMENTARY SPECIALIST BEHAVIOR INTERVENTION/OFFICE KINDERGARTEN AIDE</p>		Administration Specialists	<p>PLCS, Planning, STAAR, student growth, and professional development</p> <p>Federal, State and Local Funding Sources 2017-18</p> <p>Federal funding sources that will be integrated and coordinated with</p> <p>Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students.</p>				
Funding Sources: State Comp Ed - 215566.00							
<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Linda Boas, Professional Service Providers will support the ILT to facilitate the gaps in the Critical Success Factors; Oversees the effective implementation of all components of the school improvement process, monitor the progress of activities and strategies contained within the improvement plan, and facilitates the ongoing refinement of activities and strategies in the improvement plan.</p>	2.4, 2.5, 2.6	Mrs. Creeggan	Improve our school in every CAP Goal.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 7: K-4th grade will grow 10 points in Science at the end of year DCA compared to last year's data.

Evaluation Data Source(s) 7: 1st grade: 10 point growth from CCA 2 to Final CCA
 2nd grade: 70% will pass final DCA
 3rd grade: 10 point growth from end of year DCA 2018 to 2019
 4th grade: 10 point growth from end of year DCA 2018 to 2019

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) One teacher and one administrator from grades 1st-4th grade will attend CAST 2018 in Fort Worth, TX on November 1-3. They will learn innovative strategies for conveying scientific concepts to students and bring back knowledge to their teams.</p>	2.4, 2.5	Marti Adams- Science Specialist Eva Morgan- Assistant Principal	Higher DCA/CCA scores and love of science bestowed in our studies.				
Funding Sources: Title I - 4000.00							

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





Performance Objective 1: 100% of Sneed staff will work to improve student's preparation for college and career by promoting an awareness of colleges and universities.

Evaluation Data Source(s) 1: Teachers and staff will increase the awareness of college bound to their students through campus videos and field trips.

Summative Evaluation 1: Exceeded Performance Objective

Next Year's Recommendation 1: 1.) Have children be able to wear college shirts, too! 2.) Why not have college reps visit our campus to expose students to what college is all about. 3.) How about an extended college career day and have parents who went to college come into our school to talk about their college experiences.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Classrooms will all be assigned a College to research and represent as a class create bulletin boards to display and highlight university programs. (Research: AVID 4, AVID 5)</p>		Teachers Administrators Counselors	September-June Classroom Observations Bulletin Board Displays Morning Announcements				
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>2) Teachers and students will be able to wear college T-shirts and jeans on Wednesday to promote college awareness. (Research: AVID 4, AVID 5)</p>	2.4, 2.5, 2.6	Staff	Every Wednesday Awareness				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) Sneed students will participate in college week and career week activities. Students and staff will participate by wearing college hats, t-shirts of their chosen colleges. College facts and trivia will be given during morning announcements. Students will learn about different careers from speakers in that field on Career day. (Research: AVID 4, AVID 5)</p>		Counselors Teachers Specialists Administrators Librarian	Student Surveys/Feedback morning announcements				

<p>Critical Success Factors CSF 1 CSF 3</p> <p>4) Continue being proactive in identifying students for the GT program using student and parent surveys. Use data to make decisions about the refinement of the GT program. (Research: GTAP 1, GTAP 9)</p>		GT Coordinator Teachers	GT program data, Lesson Plans, Student Surveys, Assessments	✗	✗	✗	✗
<p>Critical Success Factors CSF 1</p> <p>5) 100% of GT students will receive projects by a certified teacher. GT coordinator will share tools and strategies and support the implementation of differentiation for the GT students. (Research: GTAP 1, GTAP 9)</p>	2.4, 2.5, 2.6	GT Coordinator GT Classroom Teachers Enrichment Time	Campus Professional Library TEA Website Teacher Lesson Plans GT students portfolios	✗	✗	✗	✗
<p>Critical Success Factors CSF 1 CSF 6</p> <p>6) All 3rd and 4th grade students will attend a field trip to the University of Houston on January, 22-29, 2019, to become aware of college life and the goals they need to achieve to be successful in school.</p>	2.4, 2.6	Mrs. Creeggan & Mrs. Vega	Student will continue the conversations about college and careers throughout the year and make educational goals.				
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Goal 3: Alief ISD will maintain a safe and orderly environment.

Performance Objective 1: All stakeholders will actively monitor common areas using CHAMP expectations.

Evaluation Data Source(s) 1: Look at quarterly surveys and end of year climate survey, referral data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 6 1) Procedures and expectations are established and monitored for each area: Car Riders, Walkers, and Daycare, arrival, cafeteria. (Research: PASS 13)		The Above and Beyond Committee Members and Administrators	Dismissal and arrival staff in charge of the stated areas consistently monitor and make adjustments as needed.				
Critical Success Factors CSF 4 CSF 6 2) All classroom teachers will create and submit a behavior management plan on Schoology. (Research: Pass 13)		Administrators	Allows teachers to implement appropriate guidelines for student success.				
Critical Success Factors CSF 6 3) PASS specialist will conduct STOIC during PLC. (Research: PASS 13)	2.6	Administrators Karen Smith	Allow teachers to implement guidelines for student success				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 2: Campus climate will be rated by teachers as an average of a 7 or above as evidenced by campus surveys.

Evaluation Data Source(s) 2: Campus climate survey

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) All stakeholders will participate in monthly #DINOLIFE challenges with prizes to increase campus morale. (Research: Pass 4)</p>		Staff	Teacher will engage in positive interaction				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Kathy Hoes, A Professional Service Provider will support our ABC committee along with our staff in improving the schools behavior management and most of our Critical Success Factors. (Research: Pass 4)</p>		ABC committee, Staff, Administrators	Structured school for success				
<p>Critical Success Factors CSF 6</p> <p>3) Sneed Socials - Staff members will participate in a variety of activities developed to help build morale and community within the school. Hospitality Events- Monthly hospitality events will be hosted by Admin & Hospitality in order to provide opportunities for staff to build collegial relationships. (Research: PD 7)</p>		Administrators, Hospitality Committee	Campus Data Collection Survey Relationships will grow and teachers will work more cooperatively in a safe environment.				
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

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

Performance Objective 3: Staff members will utilize their classroom respect agreement and parent compact to increase positive interactions among staff and students.

Evaluation Data Source(s) 3: Campus climate survey, Posted Shout Outs

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) All classrooms will discuss and post SMART guidelines for success. Teachers will refer SMART guidelines when addressing behavior concerns. PASS specialist and ABC will provide training to staff and students. (Research: Pass 13)</p>		ILT A B Committee	Mutual respect among all stakeholders and consequences with dignity for all students				
<p>Critical Success Factors CSF 6</p> <p>2) All staff members will acknowledge specific positive behavior using SHOUT OUT's, a school wide incentive program. (Research: Pass 13)</p>		Above & Beyond Committee	Positive interactions between staff and students will increase and improve school climate.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Students will utilize Playworks to show cooperative grouping and positive interaction amongst each other. (Research: Pass 13)</p>		Playworks Coach	Less referrals, positive interaction for a safer environment. It will be measured through interventions during the allotted recess time.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Staff and students will participate in Red Ribbon Week activities to increase drug free awareness. (Research: Pass 13)</p>		All Staff and student body	positive interaction				

<p align="center">Critical Success Factors CSF 6</p> <p>5) Students will attend a Bullying performance by Alley's Theater; Oscar the Grouch. This will make students aware of how to become a good friend, not a bully.</p>	2.5	Mrs. Hartley Mrs. McDonald	No Bullying on campus				
<p>6) 3rd and 4th grade students will participate in the spring fitness gram. Students will show their endurance to complete fitness actives based on physical ability.</p>	2.4	Coach Bell Coach Goodman	Promote fitness and healthy choices				




 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue






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

Performance Objective 1: Sneed will hire and retain 88% of our highly qualified personnel and 93% for all teachers by providing on-going, relevant professional development.

Evaluation Data Source(s) 1: 2018-2019 percentage of returning staff

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) Sneed U- New teachers will meet monthly in a New Teacher Induction meeting in which various instructional strategies are modeled and discussed. (Research: PD 1, PD 2)</p>		Administrators Specialists	Once a month Sign- in Sheets Data Collection				
<p>Critical Success Factors CSF 3 CSF 7</p> <p>2) PLC - Teachers will collaborate weekly in Professional Learning Communities during a common Content Meeting Time. (Research: PD 1, PD 2)</p>	2.4, 2.5, 2.6	Administrators & Specialists	1 content per week w/ specialist 1 or 2 days a week with team Data Collection Survey Observations				
<p>Critical Success Factors CSF 3 CSF 7</p> <p>3) Administrators will participate in district and regional job fairs and highlight campus professional development to recruit highly qualified personnel. (Research: PD 1, PD 2)</p>		Campus Administrators	Campus Highly Qualified Data				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) New teachers will be assigned a mentor/buddy in order to discuss and collaborate best practices in the classroom so that all students may reach success. (Research: PD 1, PD 2)</p>		Administrators Specialists Veteran & New Teachers	Mentor/Mentoree Meeting, Book Study, Peer Video Visit Documentation Student Achievement Data				





<p>Critical Success Factors CSF 7</p> <p>5) Special education teachers will attend professional development to learn about evidence based interventions as part of the IEP or Section 504 plans in school. (Research: SPED 7)</p>	2.6	Special Education Teachers Mrs. Rodriguez-504 Rep.	Creation of effective IEP and 504 plans for identified students				
<p>Critical Success Factors CSF 1</p> <p>6) Autism professional development training for all staff is designed to teach participants about autism and how to implement effective strategies .(Research: RTI 5)</p>	2.4, 2.6	Administration Staff	Participants can provide effective advocacy services to families with children dealing with characteristics of autism				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

Performance Objective 2: Sneed Elementary will focus on Professional Development and will earn a (B) grade or higher for the 2019 school year.

Evaluation Data Source(s) 2: 100% of teachers that meet tech hours in 2019.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>1) All computers will be turned on at the beginning of each instructional day for informative information. (Research: TEC 1)</p>	2.6	Teachers	Building walk through				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) At least 75% of professionals on campus will offer digital learning, digital information sharing (i.e. through schoology or google drive sharing) or be the leader of a digitally active classroom. (Research: TEC 4, TEC 6, TEC 7, TEC 8)</p>		All Professional Staff (classroom teachers, interventionists, content specialists, administrators)	Technology integration in the classroom using schoology Checked : 2X in the spring semester				
<p>Critical Success Factors CSF 1</p> <p>3) At least 75% of 3rd & 4th grade teachers will master the Student Tech Competencies end of year assessment. (Research: TEC 4, TEC 6, TEC 7, TEC 8)</p>	2.4, 2.5	Classroom Teachers	Mastery on the student competency assessment Checked; monthly				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Staff will receive professional development throughout the year during PLC and campus based after school.</p>	2.4, 2.5, 2.6	K. Gonzalez	Increased PD hours and increased mastery of technology				

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>5) 4 teachers, tech specialist and librarian will attend TCEA 2019 in San Antonio, TX on Feb 4-6, 2019. The TCEA professional development team bring decades of experience in education, thorough knowledge of the latest education tech tools and resources, and research-backed pedagogy to provide truly unparalleled trainings, webinars, and advice</p>	2.4, 2.5	Katie Gonzalez-Tech Specialist	Teachers will be able to increase student's knowledge and actively engage in new tech tools, broadening our horizons in the classrooms in all content areas				
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= Accomplished



= Continue/Modify



= No Progress











= Discontinue

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

Performance Objective 1: Continue to provide central campus support to effectively implement and assess the FAME initiative

Evaluation Data Source(s) 1: VIPS hours at the family center and on campus.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) 1)Send flyers. 2)Invite Parents to participate on FAME/SDC council. (Research: FAME 13)</p>	3.2	Vidal Isaac-Principal Assistant Itzel Gomez-Family Liaison	Family participation on events. FACE Advisory meeting attendance Family attendance sheet Registration				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Fame committee along with SDC edit and revise the Parent/Teacher Compact along with the Family Compact which is distributed at Open house in the month of October. (Research: FAME 5)</p>	3.1, 3.2	Fame Committee, SDC, and Teachers	Family involvement with school and community through sign in sheets.				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Continue refining Family Center curriculum. -Invite parents to school events: STEM Night, Literacy Night, Meet the teacher Night, Open House, etc. by sending flyers, call outs, marquee, label on students, newsletter, Twitter, website, other communication venue. (Research: FAME 6)</p>	2.6, 3.1, 3.2	Administrators and Staff	Family involvement with school and community through sign in sheets.				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>4) FAME will have Jump Start for 3 year old children. They will have an expansion of Parenting Partners (leadership program) to English /Spanish sessions. (Research: FAME 5)</p>	3.2	Fame Committee and Administrators	Family involvement with school and community through sign in sheets.				



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

Performance Objective 2: Increase the level of training and resources that provide opportunities for school-to-home academic connections and communications.

Evaluation Data Source(s) 2: Family events attendance sheet, student attendance, Family Center attendance, teacher conference sign in sheet.

Summative Evaluation 2:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Increase two way communications by keeping website current.(Research: FAME 1)</p>		Technology Specialist, Vidal Isaac, and Alma Gonzalez (Parent liaison)	Parents attendance and Family Center attendance				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Increase school to home academic connections by inviting students, parent's and families to participate in academic family nights. (Research: FAME 1)</p>		ILT and Staff	attendance, involvement of students and parents, evidence in classroom				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) In order to provide opportunities to maintain 2 way communication between the school and parents; Sneed will host quarterly Coffee with the Principals events.</p>		Administrators, Itzel Gomez, Mr. Vazquez (CIS)	Parents will have the opportunity to hear directly from the administrators and ask questions regarding various topics. They will also have time in which they may ask any questions they have that are not related to the topics being discussed during the event.				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

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

Performance Objective 3: Increase the percentage of cleared and non-cleared volunteers in the school.

Evaluation Data Source(s) 3: VIPS log attendance, VIPS monthly report, Family Center non-cleared sign-in log.

Summative Evaluation 3:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) -Increase volunteers hours to 30 per week.</p> <p>-Train cleared volunteers and non-cleared as well.</p> <p>-Explain activities for cleared and non cleared volunteers.</p> <p>-Continue appreciation and recognition of Sneed Volunteers. (Research: FAME 1)</p>	3.2	Mr. Isaac (Principal Assistant) Ms. Tunon (VIPS coordinator) Itzel Gomez (Liaison)	VIPS Monthly report-cleared VIPS log attendance. Family Center volunteer attendance. Volunteers appreciation week attendance.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 4: Plans for assisting preschool children in the transition from early childhood program to elementary school programs.

Evaluation Data Source(s) 4: Sign in sheets from Kindergarten round up and March Event.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) A Kindergarten Round Up is held in April where students will have the opportunity to participate in fun activities, go on a classroom tour, and engage in story time while their parents attended an informational meeting. We hosted a Kindergarten Orientation and play date for incoming Kindergartners. (Research: FAME 6)</p>	3.2	Early Childhood Transition Team that includes a Pre-K Teacher, a Kindergarten teacher, the Primary Reading Specialist, and an Administrator.	View logs of attendance, meeting their teacher, taking a school tour, participating in content-related activities, reviewing safety and security on our campus, and discussing academic expectations.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Pre-K teachers will use circle assessment. Admin will hire HQ teachers. Teachers will also have PLC. Teachers must follow a certain type of "hours" criteria. (Research: FAME 6)</p>	2.5	Administrators PK Teachers	End of the year Istation scores				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							


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

Performance Objective 5: Plan for assisting 4th grade students to transitioning to intermediate school.


Evaluation Data Source(s) 5: Student attendance sheets

Summative Evaluation 5:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) 4th grade students will have the opportunity to visit Budewig and learn about the structure and activities set up for students when they enroll into the 5th grade.		Counselors	Students can adapt to the environment of the intermediate grades.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 6: TAIS Targeted Improvement Plan ANNUAL GOAL

Performance Objective 1: Quarter 1 Goal

Walkthrough results will reflect at least 74% of third and fourth (14/19) teachers (meeting proficient in high quality instruction according to the walkthrough rubric.

Evaluation Data Source(s) 1: Quarter 1 Report

1) Walkthrough rubrics

Summative Evaluation 1:

Goal 6: TAIS Targeted Improvement Plan ANNUAL GOAL

Performance Objective 2: Quarter 2 Goal

2017 DCA #1 for 3rd and 4th grade reading will increase by 5% compared to 2016 DCA #1 for 3rd grade reading (37% to 42%) and 4th grade reading (28% to 33%). 2017 DCA #1 for 3rd and 4th grade math will increase by 5% compared to 2016 DCA #1 for 3rd grade math (28% to 33%) and 4th grade math (31% to 36%).

Walkthrough results will reflect at least 79% of third and fourth teachers (15/19) meeting proficient in high quality instruction according to the walkthrough rubric.

Evaluation Data Source(s) 2: DCA Data Reports

Walkthrough Rubric

Summative Evaluation 2:

Goal 6: TAIS Targeted Improvement Plan ANNUAL GOAL

Performance Objective 3: Quarter 3 Goal

2018 DCA #2 for 3rd and 4th grade reading and 3rd and 4th grade math will increase by 5% compared to 2017 DCA #2 for 3rd (43%+5) and 4th grade reading (41%+5) and 3rd (41%+5%) and 4th grade math (30%+5%).

Walkthrough results will reflect at least 84% of third and fourth teachers (16/19) meeting proficient in first line of instruction according to the walkthrough rubric.

Evaluation Data Source(s) 3: DCA #2 Data

Walkthrough Rubric

Summative Evaluation 3:

Goal 6: TAIS Targeted Improvement Plan ANNUAL GOAL

Performance Objective 4: Quarter 4 Goal

100% of teachers develop a professional development plan based on the campus' needs and next steps.

Evaluation Data Source(s) 4: Data Conferences

Summative Evaluation 4:

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Specialists will guide teachers on how to monitor, examine and discuss student reading work and data during planning and PLCs. (Research: PD 1, CPT 1, and CPT 2)
1	1	2	Administrators will conduct quarterly data meetings with 3rd & 4th grade teachers to discuss individual student, classroom reading , math, and writing performance as evident in student data. (Research: AA 3, AA 4, and AA 5)
1	1	3	Teachers will implement research-based interventions to students recommended for STAT. All STAT students will be monitored through the Response to Intervention (RTI) process. (Research: RTI 1, RTI 2, RTI 9, RTI 8, RTI 19, RTI 3)
1	1	4	Weekly planning meetings- All grade levels Kn - 4th will plan with the LA specialist for each marking period. (Research: CPT 1, CPT 2, and ELA 12)
1	1	5	Thinking Maps will be part of daily instruction to encourage critical thinking in our students. Additional professional development will occur on January workday. (Research: PD 4)
1	1	6	Teachers will implement Jan Richardson's model for small group instruction (The Next Step in Guided Reading), as part of their daily instruction. (Research: ELA 9)
1	1	7	Teachers will use ISIP, observations, CCA's and anecdotal records to drive instruction. (Research: AA 3)
1	1	8	Strengths and weaknesses in reading TEKS will be identified using results from campus and district assessments to guide instruction (Research: AA 3, AA 4, and AA 5)
1	1	9	Data Management for Assessment and Curriculum (DMAC) and data spreadsheets (K-4) will be used to analyze results by demographics, at-risk, Special Education and other special populations. (Research: RTI 13)
1	1	10	A Professional Service Provider will facilitate the strategic planning process that addresses gaps in the Critical Success Factors; Oversees the effective implementation of all components of the school improvement process, monitor the progress of activities and strategies contained within the improvement plan, and facilitates the ongoing refinement of activities and strategies in the improvement plan. (Research AA 7)
1	2	1	All math teachers will monitor students' progress daily to determine decision points for instruction. (Research: EM 1, EM 2)
1	2	2	Third & fourth grade data meetings will be held to analyze student assessment data to target classroom and instructional intervention according to TEKS. (Research: EM 1, EM 2)
1	2	3	Math specialists and Selected Math Teachers will attend professional development training in the areas of best practices, numeracy, and problem solving strategies. (Research: EM 1, EM 2)

Goal	Objective	Strategy	Description
1	2	4	A Professional Service Provider will facilitate the strategic planning process that addresses gaps in the Critical Success Factors; Oversees the effective implementation of all components of the school improvement process, monitor the progress of activities and strategies contained within the improvement plan, and facilitates the ongoing refinement of activities and strategies in the improvement plan. (Research: AA 7)
1	3	1	Thinking Maps will be used to brainstorm, organize, and draft during the writing process. We will continue to monitor campus wide use of Write From the Beginning and Beyond and The Right Source. (Research: PD 4)
1	3	2	A Professional Service Provider will facilitate the strategic planning process that addresses gaps in the Critical Success Factors; Oversees the effective implementation of all components of the school improvement process, monitor the progress of activities and strategies contained within the improvement plan, and facilitates the ongoing refinement of activities and strategies in the improvement plan. (Research: AA 7)
1	4	1	Implement CHAMPS and provide CHAMPS training updates Texas Behavior Support Initiative training for staff members to reduce the number of out-of-school suspensions and/or ALC placements for SPED students. (Research AA 1)
1	4	2	Track the number of at-risk students referred to STAT and the number of evaluations by ethnicity to ensure STAT population and SPED enrollment aligns with demographics. Address behavior concerns through the staffing process and the STOIC model. (Research AA 1)
1	4	3	Continue coordination with the central special education department to track the number of students referred for initial FIES and psychological evaluations by ethnicity to ensure campus SPED enrollment mirrors campus demographics. (PBMAS) (Research AA 1)
1	4	4	Ensure collaboration between LPAC and special education department to address needs of LEP and special education students. (PBMAS-ESL) (PBMAS-ESL) (Research AA1)
1	5	1	Fourth grade math teachers will be trained in Sheltered Instruction. They will have continuous quarterly training during PLC. Teachers will implement SIOP strategies to make input comprehensible to all students in order to achieve success and English language growth. (Research SLE 2)
1	5	2	The ELD interventionists and district provided tutor will work to develop second language acquisition to impact student achievement.
1	6	1	REID TEACHER ESL MULTI-AGE NEWCOMER TEACHER ESL MULTI-AGE NEWCOMER TEACHER ELEMENTARY SPECIALIST ELEMENTARY SPECIALIST ELEMENTARY SPECIALIST ELEMENTARY SPECIALIST BEHAVIOR INTERVENTION/OFFICE KINDERGARTEN AIDE
1	6	2	Linda Boas, Professional Service Providers will support the ILT to facilitate the gaps in the Critical Success Factors; Oversees the effective implementation of all components of the school improvement process, monitor the progress of activities and strategies contained within the improvement plan, and facilitates the ongoing refinement of activities and strategies in the improvement plan.

Goal	Objective	Strategy	Description
3	2	2	Kathy Hoes, A Professional Service Provider will support our ABC committee along with our staff in improving the schools behavior management and most of our Critical Success Factors. (Research: Pass 4)