

Alief Independent School District
Petrosky Elementary
2017-2018 Campus Improvement Plan



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Comprehensive Needs Assessment

Needs Assessment Overview

increase special education STAAR passing rate in reading, writing and math

increase academic achievement in economically disadvantaged population

increase academic achievement in writing in grades K-4

Demographics

Demographics Summary

Petrosky Elementary is a PreK-4th grade monolingual campus with approximately 590 students. Of these students, 72% qualify as economically disadvantaged. Ethnic diversity is evident with a population of 40% African American, 36.8% Hispanic, 14.9% Asian, 5% White, 1.9% American Indian, 0.3% Pacific Islander and 1/2% Two or More Races. Student mobility averages about 17.1%. Attendance rate is consistently high at or above 97%. LEP population is approximately 36.5%. The special education population is 9%. Special education population consists of 13 students with learning disabilities or other health impairments served through main stream general education setting. Approximately 9 students identified as Autistic and Speech Impaired with average intellectual abilities served through an in class support setting. 13 students identified as Autistic and speech impaired with intellectual disabilities or severe communication deficits served solely through a self-contained setting. Currently, there are 4 Dyslexic and 3 504 ADHD students.

There are 67 full time staff members, 19 of these being paraprofessionals. Staff ethnicity is approximately 50% Caucasian with the other half of the population being made up of African American, Hispanic, Asian, and Indian ethnicities. Three temporary math part-time interventionists consistently choose to work at Petrosky from January to April.

Demographics Strengths

First-line instruction is solid and continuous in the classroom setting and small pull-out group setting interventions are designed to target specific skills. All classroom teachers are self-contained. This allows the opportunity for an increased amount of cross-curricular and project based opportunities to take place in the classrooms. At risk students receive multiple effective interventions to improve their academic performance. The gifted and talented program tests and identifies students to enhance and enrich their knowledge of the curriculum and surpass their academic potential. Talent pool students are also identified and serviced with gifted and talented pull-out enrichment.

LEP population continues to perform strongly in reading and math STAAR assessments and meet or exceed expected yearly progress in TELPAS proficiency ratings.

Many leadership options are available to students through STEM clubs, Sports Clubs, Literacy groups, and Mentor tutoring sessions. All students are challenged to be problem solvers, critical thinkers, and actively participate in their school environment. Engineering and technology are promoted in the classroom and with monthly visits to the Lego Design Room at the campus.

The campus has a tenured 100% highly qualified staff with extremely low staff turn-over rate and low staff absenteeism. Our building principal has over 20 years administrative experience. The new assistant principal comes with experience in the upper levels to aide with our leadership and higher advancement opportunities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus is not maintaining a minimum of 25% of students performing at the Masters level on STAAR Reading, Writing, and Math. **Root Cause:** Learning on differentiation has been consistent; checkpoints for application and evidence of differentiated instruction needs increased consistency.

Student Academic Achievement

Student Academic Achievement Summary

2017 State Accountability Met Standard Distinctions were earned in areas of Academic Achievement in ELA/Reading, Academic Achievement in Mathematics, and Top 25 Percent Student Progress.

66% - met standard on Reading STAAR

63% - met standard on Writing STAAR

78% - met standard on Math STAAR

40% - Meets Grade Level on 3rd Math STAAR, 55% Meets Grade Level on 4th Grade Level

Exemplary Rating on 2017 Community and Student Engagement Scorecard with exemplary scores in all indicators (Community and Parent Involvement, Second Language Acquisition Programs, Gifted and Talented Program, Fine Arts, Dropout Prevention, Wellness and Physical Education, 21st Century Workforce, and Digital Learning Environment)

Student Academic Achievement Strengths

Exceeded standard on all four indexes of state accountability system

22% of 4th graders met Masters level STAAR standard in reading, 14% of 4th graders met Masters level STAAR standard in writing, 22% of 3rd graders met Masters level STAAR standard in reading

35% of 4th graders met Masters level STAAR standard in math, 16% of 3rd graders met Masters level STAAR standard in math

ELL population passing rate 78% in Reading STAAR, 89% passing rate in Writing STAAR, 62 % passing rate in Math STAAR

School Processes & Programs

School Processes & Programs Summary

Parents, teachers, and students at Petrosky Elementary take pride in their school and the school's reputation of success. The perception of Petrosky Elementary among all is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as building social character. We work hard to ensure that instructional time is protected. Teachers value the planning time that they have with their PLCs and also to prepare for their individual classroom instruction. Campus and district common assessments provide ongoing formative data on student progress. Data is analyzed frequently. Daily master schedule maximizes instructional time. Classrooms are all self-contained with the teacher teaching all content areas to students. This allows teachers the flexibility to integrate content areas and students stability in receiving their academic instruction from one teacher. Quality first-line instruction is provided daily; tentured teachers continue to participate in ongoing professional development opportunities including trainings, professional reading, and collaborative time with other colleagues. Intervention schedules mirror master schedules, and do not remove students from first-line instruction. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

School Processes & Programs Strengths

Strong Instructional Leadership Team (ILT) team

Experienced and dedicated classroom teachers

Successful Response to Intervention (RTI) process

Systems that promote increased instructional time and organization

Supportive administration with innovative leadership

Comprehensive Needs Assessment Data Documentation

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

Goals

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

Performance Objective 1: MATH: Grade levels K-2nd will meet or surpass the district average for the end of the year district common assessment. 80% or higher third and fourth grade students will meet or surpass the Approaches Grade Level STAAR standard.

Evaluation Data Source(s) 1: Campus Common Assessments

District Assessments

STAAR

Summative Evaluation 1:










Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Math plannings and PLCS will promote differentiated first-line instruction. Team collaboration and sharing will use data to determine and direct next steps.	3, 4, 8	Specialist, Classroom Teachers	Lesson Plans, Classroom Activities, First-Line Instruction				
Funding Sources: State Comp Ed - 0.00							
2) Students not meeting grade level expectations will receive extra support from interventionists, Support Staff and classroom teachers. (Elementary Specialists, Technology aide, K aide) (research 42)		Administrators, Interventionists, Classroom teachers, Specialists, Technology aide, K aide					
Funding Sources: Local - 24000.00							
3) Purchase and implement Dreambox Math computer program for school and home use in all grade levels (Technology Aide) (research 42)		Math specialists, Technology Aide	Dreambox math usage reports				
Funding Sources: Local - 6500.00							
4) Teachers will use Countdown to Math STAAR Warm-ups as a math intervention plan in Grades 3 and 4 (research 42)		Math Specialist, Classroom Teachers, Interventionist	Tracking Sheets				
Funding Sources: State Comp Ed - 0.00							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 2: 75% of students in K-second grade will make at least one year growth in reading level.

Evaluation Data Source(s) 2: ISIP Results for K-2

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Teachers, Pre-K and Kinder aides will utilize the Next Steps of Guided Reading Components to ensure all students are receiving small group instruction. (PK/K aides) (research 68)	3	Reading Specialist, Classroom Teachers, PreK and Kinder aides	Lesson Plans and Classroom Observations				
Funding Sources: State Comp Ed - 0.00							
2) Students not meeting grade level expectations will receive extra support from full time interventionists, Support Staff and classroom teachers (Elementary Specialists, REID Teacher) (research 42)		Administrators, Interventionists, Classroom teachers, Specialists, REID Teacher	Data Tracking Sheets				
Funding Sources: Local - 0.00, Title I - 83361.00							
3) Book purchases will support library book check out by students and use of books in reading groups. (Research 68)		Media Specialists, LA Specialists	purchase orders				
Funding Sources: Title I - 3350.00, Local - 5000.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 3: 70% of 4th grade students will meet minimum standard in STAAR writing by the end of the year.

Evaluation Data Source(s) 3: STAAR Results

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Teachers will model a first draft of a written composition. Teachers will model the revising and editing process with a written piece.	3	Classroom Teachers, LA Specialists	Classroom Observations and classroom anchor charts.				
	Funding Sources: State Comp Ed - 0.00						
2) Every Day Edits books study completed with third and fourth grades. Daily implementation of the program will be used during language instruction.	3, 4, 8	Specialists, Classroom Teachers	Improved first-line instruction, increased understanding and performance with revising and editing in 3rd and 4th grades.				
	Funding Sources: State Comp Ed - 0.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 4: 25% of our total student population will meet the Masters standard (Index 4) on STAAR by the end of the year in reading, writing, and math.

Evaluation Data Source(s) 4: STAAR Results

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 1) Increase rigor and differentiated instruction in the classroom.	9	Classroom Teachers, Specialists and Administrators	Lesson Plans and Observations				
	Funding Sources: State Comp Ed - 0.00						
2) Campus Common Assessment data will be monitored for students scoring in the Meets and Masters performance areas.	1, 2, 3	Classroom Teachers, Specialists	Assessment Data				
	Funding Sources: State Comp Ed - 0.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 5: 80% of our Economically Disadvantaged students will meet minimum standards on STAAR by the end of the school year.

Evaluation Data Source(s) 5: STAAR Results

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Teachers will provide differentiation in lesson cycle.		Classroom Teachers, Leadership team	CCA & DCA math scores DCA Reading scores				
2) ILT team will track performance of economically disadvantaged population's progress after each DCA test. (Elementary specialists)		Specialists and Administrators	DCA reading, math, writing scores				
Funding Sources: State Comp Ed - 0.00							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 6: At least 75% of special education students in grades 3 and 4 will pass Math and Reading STAAR.

Evaluation Data Source(s) 6: STAAR Assessment

Summative Evaluation 6:











Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Monitor and Implement use of accommodations and Individual Educational Plans (I.E.P.'s) to meet students needs. (research 44)	1, 2	Specialized Instruction Teacher and Classroom teachers	Progress Reports				
2) Students will receive the majority of instruction in the general education classrooms. (research 44)	3	Specialized Instruction Teacher	Classroom Observations				
Funding Sources: State Comp Ed - 0.00							
3) Students, as appropriate, will receive accommodations using text to speech software program such as Read Write and Snap and Read. (research 44)	1, 2	Specialized Instruction Teacher	Assessments				
4) Provide accelerated instruction to special education students not passing state STAAR assessment and KN-3rd grade students not meeting early reading indicator standard.	9, 10	Administrators, special education teachers	accelerated instruction plans				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 7: 75% of our 3rd-4th African American sub-population will meet minimum Approaches level performance on STAAR reading.

Evaluation Data Source(s) 7: STAAR Results

Summative Evaluation 7:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Students will have opportunity to practice skills reinforced during Technology Block time using Istation Reading. (Technology aide)	3	Classroom Teachers, Technology aide	Istation Report				
Funding Sources: State Comp Ed - 0.00							
2) Students not meeting grade level expectations will receive extra support from part time, full time interventionists, Support Staff and classroom teachers. (Elementary specialists, REID teacher). (research 33, 36)	3, 9	Administrators, Interventionists/REID Teacher, Classroom teachers, Specialists	Data Tracking Sheets				
Funding Sources: Title I - 0.00, State Comp Ed - 0.00, Local - 14172.00							
3) Classroom teachers will meet with small groups to ensure student success on inferring and summarizing skills. (research 33, 36)	3, 9	Language Arts Specialist and Classroom Teachers	Class Observations and Lesson Plans CCA assessments				
Funding Sources: State Comp Ed - 0.00							
4) Use of STAAR Ready Practice books with 3rd & 4th graders		LA Specialist	assessments				
Funding Sources: Title I - 2036.00							
5) Assessment data is reviewed and used to determine best practices for students not meeting the current grade level expectations.	1, 8	LA Specialist, Classroom Teachers	adjusted instruction				
Funding Sources: State Comp Ed - 0.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 8: Maintain or surpass a passing rate of 70% for 70% of the grade level populations in grades 2-4 by the end of the 2017-2017 school year on the Science DCA#2.

Evaluation Data Source(s) 8: District Assessments

Summative Evaluation 8:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Teachers will plan effective weekly science lessons which are supported by technology. (Elementary specialist)	3, 8, 9	Science Specialist and Classroom Teachers	Classroom Observations and Lesson Plans				
Funding Sources: State Comp Ed - 0.00							
2) Students will collect data through field trip experiences and create presentation project.	2, 3, 10	Classroom teachers	Student Presentations				
Funding Sources: Donation - 700.00							
3) Offer Girlstart STEM after school club to 4th grade girls	2, 10	Science Specialist	attendance sheets				
Funding Sources: Donation - 0.00							
4) Provide students with recommended allotments per week of hands-on-science. (research 144- How students learn in the science classroom).	3	Science Specialist and Administrators	lesson plans, observations				
5) Offer STEM in school club for 4th grade boys (Elementary specialists)		Science and Math Specialist	attendance sheets				
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 9: 70% of students in third and fourth grade will meet or surpass the district average score for the grade level Social Studies DCA.

Evaluation Data Source(s) 9: District Assessments

Summative Evaluation 9:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Classroom teachers will utilize Thinking Maps, Social Studies Alive resources, Pearson SS Adoption resources, and Pacing Guide TEKS to teach Social Studies. SS 1) The Effects of Thinking Maps on Reading Retention: (http://www.thinkingfoundation.org/research/graduate_studies/pdf/blount-masters.pdf)	3	Social Studies Lead Teacher and Social Studies Classroom Teachers	Classroom observation and Lesson Plans				

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

Performance Objective 10: 90% of 3rd and 4th grade ELL students will meet make one year's reading growth based upon Telpas assessment scores.

Evaluation Data Source(s) 10: Telpas Reading

Summative Evaluation 10:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Classroom teachers will incorporate sheltered instruction strategies into daily lessons	3	ESL Lead Teacher	classroom observations				

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

Performance Objective 1: Promote awareness of college and career opportunities for students in grades K-4.

Evaluation Data Source(s) 1: STAAR results Index 4

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Staff will provide opportunities for various speakers from the community to speak about real life experiences in the workforce.(research 68,69)		Classroom Teachers	Classroom Observations and Discussions				
2) We will continue to monitor participation and retention numbers of the GT program and use testing data to make decisions about refinement of the program. We will provide recommended pull-out program for grades 1st-4th as well as talent pool students. (research 58,61)		GT Committee, Specialists, Administrators and Classroom Teachers	Qualifying Rate and Program Participates				
Funding Sources: State Comp Ed - 0.00							
3) Promote campus College Day and teach mini lessons on college. (research 166)		Classroom Teachers	campus flyer and classroom lessons				
4) Sponsor college visit for all 3rd & 4th grade students (research 68,166)		Content Specialists	Bus requisition and confirmation of tour time and date.				
Funding Sources: Local - 600.00							
5) Train teachers and administrators in AVID and implement AVID philosophy school wide and AVID strategies in grades 3 and 4.		AVID site team	training records, AVID site plan				
Funding Sources: Title I - 3500.00, Local - 3000.00							
							

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

Performance Objective 2: Provide a school environment composed of 21st Century technology tools and software that meets or exceeds recognized level as identified on Community and Engagement scorecard

Evaluation Data Source(s) 2: Digital Learning scorecard indicator ratings

Summative Evaluation 2:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) purchase technology hardware which will provide students with opportunities to engage in 21st Century skills through use of multiple technologies including iPads, Eno/SMART interactive boards, wireless laptops, wireless microscopes		Technology Specialist, Media Specialist, Principal	purchase orders				
	Funding Sources: Title I - 5598.00, Local - 4444.00						
2) purchase software that supports integration of learning and advancement of student technological skills (Dreambox Math, Star Fall)		Technology Specialist, Media Specialist, Principal	purchase orders				
	Funding Sources: Local - 6777.00						
							

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

Performance Objective 1: By June 2018 discipline referral offences in Bullying/Physical Aggression will decrease by 2 and overall office referrals for the school year will remain under 200.

Evaluation Data Source(s) 1: Discipline Referral Data

Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Continue Bus Incentive program to increase positive behavior and safety on the bus. (research 107)		Assistant Principal	Safe and Civil Schools Survey and decrease in number of bus referrals				
Funding Sources: Local - 300.00							
2) Behavior interventionist will work with classes and individual students. (Behavior Intervention Aide) (research 107)	2, 10	Behavior Intervention Aide	Schedules and Observations				
Funding Sources: State Comp Ed - 0.00							
3) Technology Block teacher and Pre-K teachers provide student training for CIPA guidelines (research 107)	2	Block Teacher and Pre-K Teachers	Form				
4) Bully Prevention Programs to include: Staff training , counselor classroom lessons (research 107)		Classroom Teachers, Counselor, Behavior Intervention Aide	Safe and Civil Schools Survey				
Funding Sources: Local - 200.00, Title I - 100.00, State Comp Ed - 0.00							
5) Technology Block teacher and PreK teachers provide student training for AUP/RUP.	2	Block Teacher and Pre-K Teachers	Form				
							

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

Performance Objective 2: By June 2018 the number of discipline offences in Tobacco/Alcohol and Drugs will remain at zero offences.

Evaluation Data Source(s) 2: Discipline Referral Data

Summative Evaluation 2:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Red Ribbon Week daily activities will be promoted		PASS Facilitator	records of events				
Funding Sources: Local - 200.00							
2) During Red Ribbon Week lesson about being drug free will be implemented	2	Teachers, Counselor	Safe and Civil Schools Survey Results				
							

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

Performance Objective 3: By June 2018 discipline offenses in Disrespect will decrease by 1 and overall office referrals for the school year will remain under 200.

Evaluation Data Source(s) 3: Discipline Referral Data

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) A variety of activities and lessons will be taught to encourage Guidelines for Success: respect, kindness, self-discipline, responsibility and honesty. (research 107)		Classroom teachers, Behavior Intervention Aide, Counselor	Safe and Civil Schools Survey Results Teacher/Student Relationship Survey Results				
Funding Sources: Title I - 100.00							
2) Continue "Got Caught" notes to recognize students exhibiting Guidelines for Success (Respect, Responsibility, Kindness, Self Discipline and Honesty). (research 107)	2	Classroom teachers	Safe and Civil Schools Survey Results				
Funding Sources: Local - 50.00							
3) Guest speaker will promote elements of campus guidelines for success in presentation.	2	Principal	Safe and Civil Schools Survey Results				
Funding Sources: Title I - 500.00							
4) Continued use of CHAMPS and Doing Your Best Poster to clarify classroom expectations and promote behavioral and academic success (research 107)		Classroom Teachers, Behavior Intervention Aide	Safe and Civil Schools Survey Results				
Funding Sources: State Comp Ed - 0.00							
							







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

Performance Objective 4: Campus will provide a coordinated school health program (CATCH) that promotes physical activity and wellness and meets the exceeds expectations rating on the Community and Student Engagement report.

Evaluation Data Source(s) 4: school health survey

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Nutrition lessons will be taught in health/tech classes	2	Health/Tech Teacher	school health survey				
2) Campus will have a wellness/CATCH team that meets a minimum of 3x a year to ensure all departments are involved in promoting wellness	10	ABC Committee	meeting agendas				
3) Physical Fitness will be promoted through: after school sports leagues, morning exercise program, offering minimum of 135 minutes per week of structured physical activity and fitness assessments for 3rd and 4th graders	2, 10	PE Teacher, Classroom Teachers	school health survey				

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


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

Performance Objective 1: Develop and Retain 95% of teachers

Evaluation Data Source(s) 1: Teacher Retention Rate

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Continue participation in Science, Math, Reading and Social Studies Lead Teacher program to promote leadership skills (research 118)	4, 5	Principal	meeting agendas				
2) All staff will be highly qualified and if not, then a HQT plan will be developed with collaboration from the Human Resources Department.(NCLB)	3	Principal	CIP if necessary HQ attestation				
3) Staff will participate in math professional development seminars/workshops.(research 119)	3, 4, 5	Math Specialist, Teachers	registration forms, PLC agendas				
Funding Sources: Local - 0.00							
4) Staff will participate in reading and language arts professional development workshops/conferences.(research 119)	3, 4	LA Specialists	registration forms, PLC agendas				
Funding Sources: Local - 0.00							
5) Staff will participate in integrated content differentiation professional development.		Content Specialists, Teachers	registration forms, PLC agendas				
Funding Sources: Local - 0.00							
6) Provide training for teachers to learn to engage students in learning through use of technology by modeling, co-teaching, campus PD and professional workshops/conferences (TOTS). (research 118)		Content Specialists, Media Specialist, Teachers	registration forms, PLC agendas				
Funding Sources: Local - 1300.00							
7) Utilize technology proficient teachers to mentor and train other teachers. (research 119)	5	Technology Specialist, Media Specialist	training session records				
8) Provide training and model use of Schoology, BrainPop, Google Classroom/Earth, Easiteach and Stemsopes to prepare teachers to support students in digital environments.(research 119)	4	Technology Specialist, Media Specialist	training session records				

9) Administrators will participate in professional reading of current books on best practices or attend leadership professional development sessions outside the district (research 119)		Principal, Assistant Principal	purchase of books leadership conference				
	Funding Sources: Local - 200.00						
10) Provide ELL SIOP training	3	ESL Lead Teacher	dates of training				
11) Teachers will participate in training on learning styles and questioning. (Elementary specialists)	4	Specialists and Administrators	PLC agendas				
	Funding Sources: State Comp Ed - 0.00						
							

Goal 5: Campus will build positive relationships with all stakeholders

Performance Objective 1: Maintain engagement of families involved in school sponsored events that support increased learning opportunities and fun.

Evaluation Data Source(s) 1: Sign In Sheets

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) We will use our parent liaison to continue our Jumpstart Program to provide foundational skill to our preschool age children. (research 107)	6, 7	F.A.M.E Parent Center Liaison	Number of students who graduate from Jumpstart				
	Funding Sources: Local - 0.00						
2) Purchase books for Take Home Reader Program so Parents have appropriate leveled books to use with their children.		Principal and Interventionists	Student Reading logs				
	Funding Sources: Title I - 355.00, Local - 500.00						
3) Early Childhood transition plan will be used to help transition students and families into school. (research 102)	6, 7	Pre-K Teachers, KN teachers, Primary LA specialist, Principal	Attendance and Sign In Sheets				
4) Coordinate with Intermediate feeder campus a transition plan for 4th graders going to 5th grade. (research 102)	6	4th grade teachers, Administration, counselors	Attendance Sheets, memos, documentation of field trip to intermediate school				
	Funding Sources: Local - 65.00						
5) Offer a variety of family events (Parent Nights, Chick-fil-A Night, Pre-K Night, Fall Festival, Lunch & Fun, Rodeo Day, Daddy/Daughter Dance, Open House/Book Fair Night, Show Glow Fitness Event, Field Day, Science Night, Paint w/Parent Night)		Principal	sign in sheets				
	Funding Sources: Title I - 1800.00						
6) Partnership with Houston Children's Museum to offer Family Adventure Night and 4th Grade Girls Museum Overnight event	6	Principal	sign in sheets				
	Funding Sources: Donation - 0.00						
7) Offer variety of family learning events through family center that include nutrition and fitness		Family Center Liaison	sign in sheets				
	Funding Sources: Title I - 700.00						
8) Encourage families to utilize Istation Reading computer, Dreambox math program and Office 365 at home to support increased learning for all levels of students	6, 9	Classroom teachers	Istation reports				


9) Provide opportunities for LEP parents to increase competence in English language or English parents to gain acquisition of 2nd language through purchase of Rosetta Stone Language Learning Software	Family Center Liaison	log of parents utilizing program				
	Funding Sources: Title I - 1320.00					
10) Partner with Mad Science of Houston to offer Science Night for families	Principal	sign in sheets				
	Funding Sources: Title I - 1800.00					

Goal 5: Campus will build positive relationships with all stakeholders

Performance Objective 2: Increase communication between home and school with use of 21st Century tools

Evaluation Data Source(s) 2: overall number of tweets, parent communication logs

Summative Evaluation 2:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Implement the use of classroom Twitter accounts to showcase and communicate learning (research 179)	6	tech specialist, media specialist, principal	classroom tweets				
2) Utilize the Blackboard Connect digital call out system to remind families of school events (research 179)	6	Principal	log of call outs				
3) Classroom teachers will create welcome letters that include teacher emails, classroom Twitter account info to go home with each student within 3 days of enrollment (research 179)	6	Principal	copies of letters				
4) Promote parent use of home access to student information (attendance, grades)	6	Assistant Principal and Principal	copies of memos, newsletter articles				
5) Teacher/parent conferences will involve a review of Title I compact.	6	Principal	conference summaries				
							

Goal 5: Campus will build positive relationships with all stakeholders

Performance Objective 3: Provide smooth transition activities for new coming and outgoing students.

Evaluation Data Source(s) 3:

Summative Evaluation 3:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Send home a welcome letter with all new students that provides background information about the teacher, contact information, and ways to access class information.</p>	6	Principal, Classroom teachers	home-to-school connection				
<p>2) Provide school spirit stick and classroom buddy to assist with transition into the school.</p>		classroom teacher	inclusion and acceptance of all students				
<p>Critical Success Factors CSF 1</p> <p>3) Offer PreK Night for all prek students and parents. Model strategies and techniques to support elementary transitions.</p>	7	LA Specialist, Math Specialist	learning activities that connect to real-life experiences				
<p>4) Campus visit for all 4th graders at the feeder intermediate school.</p>	2	Principal, counselor	set expectations for new school environment				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: Campus will build positive relationships with all stakeholders

Performance Objective 4: Provide supports and monitor the performance of homeless students.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Allow access to the counselor for sessions and connections to outside resources.	9, 10	Principal, Counselor	student growth and stability				
							

2017-2018 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Bernadette Bentley	Principal
Facilitator	Natasha Moses	Math Specialist
Administrator	Ashley Thompson	Assistant Principal
District-level Professional	Pam Lowe	Instructional Technology Director
Classroom Teacher	Rachael Collins	Kinder Teacher
Classroom Teacher	Jeffrey Tan	First Grade Teacher
Classroom Teacher	Tiffany Martin	Second Grade Teacher
Classroom Teacher	Ticia Schonefeld	Third Grade Teacher
Classroom Teacher	Lisa Westmoland	Fourth Grade Teacher
Classroom Teacher	Tara Davis	Reach 1 Teacher
Parent	Zohra Faizi	Parent
Parent	Wesley McKinney	Parent
Parent	Charles Guzman	Parent
Business Representative	Vacant Business	Business Representative
Community Representative	Jessie Turner	Community Representative
Parent	Nhi Tran	Parent

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$83,361.00
1	2	3			\$3,350.00
1	7	2		Title I salaries	\$0.00
1	7	4			\$2,036.00
2	1	5			\$3,500.00
2	2	1			\$5,598.00
3	1	4			\$100.00
3	3	1			\$100.00
3	3	3			\$500.00
5	1	2			\$355.00
5	1	5			\$1,800.00
5	1	7			\$700.00
5	1	9			\$1,320.00
5	1	10			\$1,800.00
Sub-Total					\$104,520.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$24,000.00
1	1	3			\$2,500.00
1	1	3		SCE salary	\$0.00
1	1	3			\$4,000.00
1	2	2		SCE salary	\$0.00
1	2	3			\$5,000.00
1	7	2			\$14,172.00

1	8	5		SCE salary	\$0.00
2	1	4			\$600.00
2	1	5			\$3,000.00
2	2	1			\$4,444.00
2	2	2			\$6,777.00
3	1	1			\$300.00
3	1	4			\$200.00
3	2	1			\$200.00
3	3	2			\$50.00
4	1	3			\$0.00
4	1	4			\$0.00
4	1	5			\$0.00
4	1	6			\$1,300.00
4	1	9			\$200.00
5	1	1			\$0.00
5	1	2			\$500.00
5	1	4			\$65.00
Sub-Total					\$67,308.00

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	4			\$0.00
1	2	1		SCE salary	\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	4	1		SCE salary	\$0.00
1	4	2			\$0.00
1	5	2			\$0.00

1	6	2			\$0.00
1	7	1		SCE salary	\$0.00
1	7	2		SCE salary	\$0.00
1	7	3		SCE salary	\$0.00
1	7	5		SCE Salary	\$0.00
1	8	1		SCE salary	\$0.00
2	1	2		SCE Salary	\$0.00
3	1	2		SCE salary	\$0.00
3	1	4		SCE Salary	\$0.00
3	3	4			\$0.00
4	1	11		SCE salary	\$0.00
Sub-Total					\$0.00
Donation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	2			\$700.00
1	8	3	donation funding through Girlstart		\$0.00
5	1	6			\$0.00
Sub-Total					\$700.00
Grand Total					\$172,528.00