

Alief Independent School District

Landis Elementary

2018-2019 Goals/Performance Objectives/Strategies



Mission Statement

We, the diverse community of Landis Elementary, will strive for greatness by providing a safe and welcoming environment where all stakeholders work collaboratively to produce independent & creative thinkers, productive citizens, and life long learners who believe that success is always obtainable and failure is never an option!

Vision

Landis Elementary strives to become an "Exemplary" campus. It requires the commitment of students, staff, parents, and the entire community. Let us remain positive and professional in all that we do so that we can reach this goal together!

School Motto

We remain positive and professional in all that we do!

Table of Contents

Goals	4
Goal 1: Campus will close the achievement gap to ensure that all students reach their academic potential.	4
Goal 2: Campus will improve student preparation for college and career.	22
Goal 3: Campus will maintain a safe and orderly environment.	25
Goal 4: Campus will recruit, develop, and retain highly qualified and effective personnel.	34
Goal 5: Our campus will continue to build positive relationships with all stake holders.	36
Comprehensive Support Strategies	39

Goals




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


Performance Objective 1: 65% of 4th grade students will meet the approaches standard on the 2019 STAAR Reading exam, 25% will hit the meets standard and 15% will meet the masters level.



Evaluation Data Source(s) 1:

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 1) Individual data meetings will take place following each DCA with 3rd and 4th grade teachers to review their DCA data, to reflect on their practices and develop a plan of action for this school year (ELA 9)		ILT and Principals. Elementary specialists	Strategic planning with students and their needs in mind.				
Funding Sources: State Comp Ed - 0.00							

<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Specialists and ILT support will monitor the effectiveness of small groups through rubrics, and provide teachers with side-by-side observation and support with direct and immediate feedback. Small groups will start September 10. ILT support members will complete basic walkthroughs to provide feedback on preparedness for small group Instructional walkthroughs will happen every 3 weeks beginning the week of October 15. Teachers will use ISIP data to make instructional decisions for small groups, ISIP will be administered on September 19 - Oct. 5, 2018.</p>		<p>Teachers, ILT, Principals Reading specialists and Elementary specialists</p>	<p>By the end of March, 80% of 3rd and 4th grade teachers will implement Next Steps to Guided Reading with fidelity at a "developing" level or higher with at least 20% at a "proficient" level. At least 60% of 3rd and 4th grade students will meet the state standard on the Reading DCA #2 and 12% will meet the Level 3 standard</p>				
<p>Funding Sources: State Comp Ed - 0.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>3) Every three weeks, the literacy team will conduct a SG binder check. Written feedback will be given for SG Binder check, and immediate verbal feedback and intervention will be given during binder checks as needed. (ELA 5)</p>		<p>ILT, Principals, District coordinators, reading specialists</p>	<p>Teachers will have an accurate knowledge of their students performance and will be able to place the child in the right group or intervention that best suits the student's needs.</p>				
<p>Funding Sources: State Comp Ed - 0.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Students will have access to online-based reading tutorial programs to improve their reading comprehension skills. Those resources will include iStation Reading, Accelerated Reader, Imagine Learning, Osmo, MyOn and Learning A-Z. They will also receive interventions through small group instruction during the school day and during after-school tutorials using materials and resources focused on the TEKS/STAAR. Students will be able to earn rewards for their participation and goal. achievement on the online programs (e.g. Accelerated Reader). Students will get free bikes if all expectations are met. (RTI 9)</p>	<p>2.4, 2.5, 2.6</p>	<p>Reading Specialists, block aide, and interventionists (CCC Lab para) Reid Teacher</p>	<p>Tutorial Program reports and increase in achievement on CCAs and DCAs.</p>				
<p>Funding Sources: Title I - 10000.00</p>							

<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) Students will have access to a variety of reading materials including print and electronic materials. Teachers in primary grade levels will have listening centers and books on CD available for students who struggle with reading. In addition, they will have access to the Osmo iPad system to help reinforce reading and math skills during workstations. Teachers in all grade levels will have access to other print resources to help enhance their overall instruction and workstations.</p>		Primary Reading Specialist	Increase in ISIP scores				
<p>Funding Sources: Title I - 10000.00</p>							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>6) 3rd/4th Grade teachers and students will have access to desktops and laptops in their classrooms in order to integrate technology by creating authentic products and accessing web-based programs. Kinder through 2nd grade teachers and students will have access to iPads in their classrooms to integrate technology by accessing content-based apps.</p>		Specialists and administrators will monitor technology use through classroom walkthroughs	Improve students' performance on CCAs, DCAs and ISIP				
<p>Funding Sources: Title I - 28000.00</p>							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>7) Select students in 2nd-4th grade who are invited to summer school will utilize the Lit Camp reading program to help improve their reading comprehension skills.</p>	2.4, 2.5, 2.6	Summer school coordinators and teachers	Students in summer school will be more engaged in the program and will improve their reading comprehension skills.				
<p>Funding Sources: Title I - 2000.00</p>							

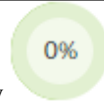
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS TEA Priorities Build a foundation of reading and math Improve low-performing schools Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>8) Dyslexia and TIER 3 students will have access to an online-researched based reading tutorial (Istation and IReady) programs to improve their math and reading comprehension skills. These resources will include IReady and Istation. Istation's reading curriculum and assessments are based on data from scientific and independent research studies that have proven Istation's effectiveness in elevating reading fluency and the product's applicability to the classroom. Our assessment and instruction programs are backed by the industries most practical and applicable efficacy research. Every program we provide starts with an extensive research base and then begins a constant cycle of research, review, and improvement. Each identified student with a need will attend our after school tutorials on Tuesdays and Thursdays from 10/16/2018 through 01/24/2019.</p>	2.4, 2.5, 2.6	REID, LA specialist, math specialist, administration	Students will improve read and math skills				
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>9) Beginning in February 2019 3rd and 4th grade students will invited to afterschool STAAR tutorials based on need according to DCA 2 data. Materials needed, Motivation Reading, STAAR Ready, STAAR Master, Step Up to the TEKs, Forde Ferrier.</p>							
<p>10) Part-time temporary interventionist will begin working with the approaches target group starting the month of October. 4th grade students will be identified based on their 3rd grade reading STAAR scores. The reading specialists will develop groups and provide direct enrichment to expose the students to higher levels of thinking within the content area.</p>							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: There is significant number of students who are not reading on grade level by third grade **Root Cause 1:** There is a need for additional training and access to resources for primary teachers





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

Performance Objective 2: MATH :At least 35% of 3rd & 4th grade students will hit the meet standard and 15% of 3rd & 4th grade students will hit the master standard on Math 2019 Math STAAR.

Evaluation Data Source(s) 2:

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 2 CSF 3 CSF 7</p> <p>1) During the weekly math planning sessions, the math specialists will guide 3rd and 4th grade teachers through quality first line instruction and differentiated small group planning.</p>		Math Specialists and Elementary Specialists	By the end of October, 80% of 3rd and 4th grade math teachers will be performing at a proficient level during small group with an emphasis on differentiation for did not meet, approaches, meets, and masters students based on the math small group rubric. By the end of October, at least 60% of 3rd & 4th grade students will hit the approaches standard, 20% will hit the meets standard, and 15% will hit the masters standard on the average of all the MIF CCAs taken.				
	Funding Sources: State Comp Ed - 0.00						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) During subsequent weekly planning sessions beginning on 8/22, the math specialists will guide the development of the MIF lesson plans with concentration on differentiation of small group using the small group planning document. The math specialists will modify and share the small group section of the walkthrough rubric and discuss with teachers . In early September, the math specialists and administrators will conduct walkthroughs every 3 weeks during the first quarter using the walkthrough rubric and provide written feedback to teachers within 24 to 48 hours related to the implementation of small group plan. The ILT "walkers" will first conduct walkthroughs as a group to calibrate and align the walkthrough expectations.</p>		Math Specialists and Administrators	By the end of October, 80% of 3rd and 4th grade math teachers will be performing at a proficient level during small group with an emphasis on differentiation for did not meet, approaches, meets, and masters students based on the math small group rubric. By the end of October, at least 60% of 3rd & 4th grade students will hit the approaches standard, 20% will hit the meets standard, and 15% will hit the masters standard on the average of all the MIF CCAs taken.				
	Funding Sources: State Comp Ed - 0.00						

<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Assigned ILT members will check teacher lesson plans weekly to ensure the TLWs. Language Objectives and sentence stems are aligned with the lesson. Written feedback will be given to teachers using an ILT-developed checklist.</p>		<p>ILT, Elementary Specialists</p>	<p>Lesson plans contain aligned TLWs, Language Objectives and sentence stems</p>				
<p>Funding Sources: State Comp Ed - 0.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Students will receive interventions through small group instruction and after-school tutorials using materials and resources focused on the TEKS/STAAR.</p> <p>ASP 2, ELA1</p>		<p>Classroom Teachers, Content Specialists and Administrators</p>	<p>Attendance sheets for after school tutorials and small group documentation for in-class interventions. Tutorial Program reports and increase in achievement on CCAs and DCAs.</p>				
<p>Funding Sources: Title I - 7500.00, Local - 1000.00</p>							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) To assist teachers with providing small group differentiation for their students, the math specialists will train and implement I-Ready during PLC to pull specific reports and resources to help guide small group instruction.</p>		<p>Math Specialists</p>	<p>Small group teaching will be enhanced due to the small group differentiated lesson plans provided by I-Ready. Students will be able to close gaps in the math areas that they are deficient in during small group instruction and web based learning activities.</p>				
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Dyslexia and TIER 3 students will have access to online-based math tutorial programs to improve their math computation skills. This resources will include iReady. These students will attend our after school tutorials on Tuesdays and Thursdays from 10/16/2018 through 01/24/2019</p>			<p>.Attendance sheets for after school tutorials. Tutorial Program reports and increase in achievement on CCAs and DCAs. Bi-weekly computer generated reports to show improvement,</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

Performance Objective 3: SCIENCE

Science District Assessment DCA 2 score will increase:

-2nd Grade: from 50% to 70%

-3rd Grade: from 64% to 75%

-4th Grade: from 9% to 60%

Evaluation Data Source(s) 3: E.O.Y. District Assessments, DCA's. We did not meet our goals for this school year. Our last DCA's scores were:





2nd grade = 64%

3rd grade = 9%

4th grade = 44%

Summative Evaluation 3:

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) Monitor classroom teachers to ensure 45 minutes of science instructions every day. -Create unit CCAs. -Provide science PD to review the 5Es Model of Teaching, focusing on new teachers to Alief ISD. (ES 5, 8,23)</p>		Elementary specialist	Students will increase performance by 13% or above.				
Funding Sources: State Comp Ed - 0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6</p> <p>2) Work with science lead teachers and District Science Coordinators to plan and execute our Second STEM Night on January, 2017</p>		Science specialist	Greater participation from last years' STEM Night participation by 10%.				
Funding Sources: State Comp Ed - 0.00							

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 7</p> <p>3) Schedule science PD in the beginning of the school year for long range planning. -Have lead science teacher schedule SciPads usage. -Monitor students usage data monthly. -Incorporate the use of devices in the classroom.</p>		<p>Science Specialist</p>	<p>By December 2018, 75% of the science teachers will be proficient and will implement the StemScope activities throughout student's account to develop cross content collaboration using the SciPads.</p> <p>Student STEMscope data usage. Written usege in lesson plans.</p>				
<p>Funding Sources: State Comp Ed - 0.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							


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

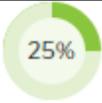
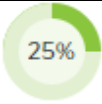

Performance Objective 4: ESL Department: 65% of ELLs will grow at least one proficiency level on TELPAS
 65% of our students in ELD intervention will grow at least one proficiency level on TELPAS and on the Oral IPT Test.

80% of the SIOP trained teachers will be proficient on the SIOP walkthroughs.
 25% of long term ELLs (not in RTI, Special Ed.) will meet exit criteria at the end of 4th grade.

Evaluation Data Source(s) 4: TELPAS and Oral IPT Results. SIOP walkthroughs reports, and STAAR (4th grade)

Summative Evaluation 4:

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) At the beginning of the year teachers will be trained on ELPS, TELPAS, Language Objectives, Language Building Activities. They will analyze class TELPAS and IPT data to plan instruction accordingly.</p> <p>Teachers continue implementing SIOP components as mandated by the district.</p> <p>Teachers will use ELPS and TEKS to develop well-written language objectives based on their students proficiency levels.</p> <p>Reading interventionists and 4 Second grade teachers will attend the Language Academy Cohort 3 to will learn different techniques to promote students' reading growth through decoding and word analysis skills. (SLE 2)</p>		<p>ESL department</p> <p>Teachers will be responsible for monitoring their students English development every 9 weeks.</p> <p>ELD Interventionists</p>	<p>Teachers will implement the SIOP components (walkthroughs)</p> <p>Students will move at least one proficiency level on the TELPAS and reading level.</p> <p>Students will improve their English reading skills.</p>	 25%			
Problem Statements: Demographics 1							

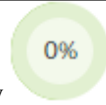
<p>Critical Success Factors CSF 1 CSF 3 CSF 4</p> <p>2) SIOP trained teachers will collaborate as a Leadership team to facilitate the implementation of the SIOP model. SIOP Cohort 1 through 5 will participate in peer coaching.</p> <p>Bilingual teachers will implement bilingual framework with fidelity. Teachers will provide multiple language building opportunities throughout the school day.</p> <p>(SLE 2)</p>		<p>ESL campus specialist and ESL district specialists, and other specialists.</p>	<p>Participating teachers will receive feedback from walkthroughs.</p>				
<p>Problem Statements: Demographics 1</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) ELD interventionists will work with beginner and intermediate students from 3rd and 4th grade to build language. ELD Interventionist will collaborate with teachers to help build systems of language development. ESL compliance personnel will work with second grade non English speaker students to provide language and literacy support. A part-time, temporary interventionist will be hired to work with long-term ELLs.</p> <p>(SLE 2)</p>		<p>ELD interventionists</p>	<p>Students moving to the next level on PLD's CCAs DCAs TELPAS Writing samples</p>				
<p>Problem Statements: Demographics 1 Funding Sources: Title III - 21992.00</p>							
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>4) The ESL department will participate in the ESL/Bilingual Conference sponsored by Region IV on December 14, 2018. They will share new ideas and strategies with teachers to enhance their teaching of ELLs</p>		<p>ESL department</p>	<p>Teachers using some of the ideas shared with them.</p>				
<p>Problem Statements: Demographics 1</p>							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) Students will have more Spanish books in the library to develop adequately their native language, increasing their academic and content vocabulary, as well as their comprehension.</p>		<p>Teachers Specialists Interventionists</p>	<p>Students will be able to read, talk, and write more about different topics and genres in Spanish.</p>				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: 61% of 3rd and 4th grade LEP students progressed one proficiency level on TELPAS **Root Cause 1:** The campus has a high percentage of ESL students who require multiple strategies for language development to make content more comprehensible.






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

Performance Objective 5: SPECIAL EDUCATION: Third and Fourth Grade Special Education students will increase their performance on the DCA and STAAR tests in Math, Reading and Writing during the 2018-2019 school year. Also the Second Grade Special Education students will show improvement from our school average compared to school year 2017-2018. Our goal is that each student will show one year's growth.

Evaluation Data Source(s) 5: IEP Scale of mastery and ARD Committee Decision. 100% of students grew one school year in Reading and Math DCAs, and Istation.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Intervention strategies/programs will be implemented on the campus to include SE students. The intervention may be implemented as tutorials, in-class support, or pull-out to a computer lab along with asking teacher for help when needed.</p>		SE teachers, classroom teachers, specialists, technology aide (SCE), and administrators.	Students will be successful using Istation and I-Ready (Math).Students will improve their performance after tutorials, small groups, and intervention.They will show at least one year's growth by the end of the school year.				
<p>Critical Success Factors CSF 1</p> <p>2) We will implement additional support each day by using I-Station for I-Ready Math.</p> <p>The support schedule will consist of tutorials before school, 4 times a week, for 20 min. The interventions , during block twice a week and after school in the Spring semester These interventions are computer and researched based programs. Students will work on their weaknesses using headphones to access directions and understanding the concepts.</p>		SE teachers, classroom teachers, specialists, technology aide (SCE), and administrators.	IEPs will be modified because the student mastered goals. From baseline monthly tests scores will show growth.				
Funding Sources: State Comp Ed - 0.00							


<p>Critical Success Factors CSF 1</p> <p>3) SE teachers and classroom teachers of 3rd and 4th grade SE students will meet after each 3 week progress and report card period to review all students progress as defined by grades, IEP's, and DCA results. The team will determine if current interventions need to be modified, and if an ARD needs to address failures.</p>		<p>SE teachers, classroom teachers, specialists, technology aide (SCE), and administrators.</p>	<p>IEPs will be modified and adjusted as needed to help the students master their goals. They will show one year's growth.</p>				
<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 1: Campus will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 6: WRITING: 60% of 4th grade students will hit approaches, 20% will hit meets, and 10% will hit masters on the 2019 STAAR writing test.

Evaluation Data Source(s) 6: Writing STAAR

Summative Evaluation 6:

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) The 4th grade team along with the specialists will create a rigorous writing blitz plan, including Saturday school</p>		Reading Specialists and teachers	Students will learn new strategies to improve editing, revising, and writing.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) PK-4 grade classroom teachers will be trained in the Write from the Beginning program in August 2018 by Holland Poulson and Tashalyn O'Neal Harris to implement in their classroom.</p>		Language Arts Specialists	Improvement in the writing scores.				
	Funding Sources: Title I - 3500.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) All 2nd - 4th grade teachers will receive training on the Expository module for Write from the Beginning and Beyond</p>		Language Arts Specialists	Improvement in writing scores				
	Funding Sources: Title I - 4500.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) All kindergarten and first grade teachers will practice editing sentences twice a week with students. English teachers in grades kindergarten through second grade will be trained in Scientific Spelling through Neuhaus. English teachers in grade kindergarten through second grad will implement sound walls in their classrooms.</p>		Language Arts Specialist					
							

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

Performance Objective 7: TECHNOLOGY : increase teacher use of technology in the classroom (document cameras, laptops, iPads, eBeams projectors, etc.) along with students' use of mobile devices across all content areas . 75% of classroom teachers will incorporate laptops or Ipad usage for iReady and iStation assessments, Schoology, and HUB.

Evaluation Data Source(s) 7: Teacher/Students mastering Tech Competencies

We have dramatically increased the usage of iPads and laptops across all grade levels. The influx of laptops from our replacement cycle has allowed for continued in-class research support for our K-4th grade teachers and students. Pre-K received 6 i-pads per classroom. ALL-IN-LEARNING accounts were established and used to quickly receive a return of data from activities, test, and quizzes. We continued Schoology training and usage for staff members, parents, GT students, and 3rd and 4th grade classrooms. Classrooms from K-4th began more widely using different devices and laptops, as well, as the students own devices. The technology component of Stem Scopes was increased in all grade levels by using the iPads and laptops. The new computer lab has daily class rotation for I-station and iReady. All K - 4th grade classrooms will receive 4 iPads (K-2) or 4 laptops (3rd-4th) along with charging stations to ensure consistent implementation of instructional technology in their classrooms.

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Schedule grade level training during the tech/lab rotation. Monitor technology competencies.		Classroom teachers, technology specialist, and Technology Aide	100% completion of the technology competency checklist				
	Funding Sources: State Comp Ed - 0.00						
Critical Success Factors CSF 1 CSF 4 2) All classrooms will be equipped with document cameras, projectors and eBeams to help increase student engagement.		Technology Specialist	Daily integration of technology into all content areas.				
	Funding Sources: Title I - 15000.00						
Critical Success Factors CSF 1 CSF 4 3) All K - 4th grade classrooms will receive 4 iPads (K-2) or 4 laptops (3rd-4th) along with charging stations to ensure consistent implementation of instructional technology in classrooms.		Elementary Specialist	Redbird Blended Learning strategies incorporated into the classroom.				
	Funding Sources: Title I - 25000.00						

Critical Success Factors CSF 1 4) All teams will receive new printers to allow greater productivity and to support their classroom activities.	2.6	Technology Specialist	Ability to print out resources found online and for students to print classroom projects.				
	Funding Sources: Title I - 5600.00						



= Accomplished



= Continue/Modify



= No Progress








= Discontinue

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

Performance Objective 8: Library Services: 40% of the students in each classroom in grades first through fourth will meet or exceed their AR goal set by the classroom teacher based on their reading levels.

Evaluation Data Source(s) 8: Bi-weekly reports and end of semester reports will be run by the AR administrator to monitor classroom and individual student performances.

Summative Evaluation 8:



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) 1. Starting October 1, all classrooms, PreK through 4th grades will implement the AR program into their classrooms daily.</p> <p>2. Classroom reports will be run on a bi-weekly basis to determine if students are reaching their goals and point status. At the end of each nine weeks, starting with the second, students with 25, 50, 75, or 100 points, pictures will be added to the Wall of Fame bulletin board in the main hallway.</p> <p>3. Celebrations will for students reaching point club status will include: 2nd nine weeks - Ice Cream Party and 30 minutes outside 3rd nine weeks - Board Games Party 4th nine weeks - Movie Party</p>	2.6	Librarian (AR administrator)					
Funding Sources: Title I - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							








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

Performance Objective 1: College Preparation Smart Goal: 100% of administrators and staff will promote college awareness.

Evaluation Data Source(s) 1: Participation in College Wednesdays

Summative Evaluation 1: Exceeded Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) College Day: Teachers, students, and staff wear college attire and discuss college choices. Staff will wear a college shirt to represent an university on Wednesdays. Students will participate in 4th grade graduation ceremony that would be a stepping stone in preparation for college.</p>		Staff	Students will be willing to talk about their future careers. Desire to raise student interest and commitment to go to college or trade school.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Career Day-Invite professionals to campus to discuss with students their profession. We will have a college and career week to help the child focus on various college choices and career clusters.</p>	2.4, 2.5, 2.6	Students and staff	Students will be willing to talk about their future careers. Desire to raise student interest and commitment to go to college or trade school.				

<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Parents and students from PK will be invited to come and see what is kinder like. They will have the opportunity to visit the classrooms and talk to teachers. Parents will bring home a packet of activities to help their children to be ready for Kinder. PK Round-up</p> <p>Students from 4th Grade will visit and tour their new intermediate school.</p>		<p>PK and K teachers, supervisors, specialists</p> <p>Teachers and counselor</p>	<p>Attendance to the event. Engage in activities that teaches progressions through grades that are necessary for college attendance.</p> <p>Attendance at Owens and at Klentzman field trips in April 2018 .Students will be engaged in activities that will provide transition from elementary school to intermediate school which further defines the pathway to college.</p>				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>4) 4th grade students will have the opportunity to visit local colleges and universities to expose them to available post-secondary options.</p>		<p>Teachers, ILT, administrators</p>	<p>Begin positive student conversations about going to college and view various college activities.</p>				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>5) A college bulletin board will be displayed given characteristics and expectations of various colleges.</p>		<p>Counselor</p>	<p>Begin positive student conversations about going to college.</p>				
<div style="display: flex; align-items: center; justify-content: space-around;"> <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>							

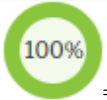

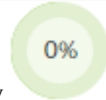

Goal 2: Campus will improve student preparation for college and career.

Performance Objective 2: Students will engage in extra-curricular activities to help increase their self-confidence and to reinforce the connection between making good choices and reaping benefits of those choices. Furthermore students will develop interests and skills in various areas of competencies to assist in making future career choices.

Evaluation Data Source(s) 2: Participation in different programs offered by our school.

Clubs such as ARM Club and Ladies of Distinction are offered to students to further develop self-esteem, teach etiquette, increase social skills, build character and enhance self-expression as well as create a sense of belonging in the school community. Students may further develop their musical, artistic, health, technology and physical education skills through their block classes. Students are using AR to motivate them to read and become authors from their reading experiences. The library is open after school for parents and students to further stimulate the growth in language arts and encourage research in various careers. Various after school clubs are held to encourage healthy eating soccer , technology, and dance.

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 6</p> <p>1) Various clubs/groups will be available to students based on their interests and psychosocial needs. These clubs will include Ladies of Distinction, ARM Boys Club, Landis Lionettes, Landis Soccer Club, Boys' and Girls' Psychosocial Groups, Players Music Art Club, Boy Scouts and Old Food New Ways Club.</p> <p>ASP2, PASS 3/4</p>		<p>Carmen Johnson, Tyrone Smith, Chenedra Richardson, Tihiti Johnson, Laura Pena, Adriana Ortiz, Mr. Duncan, Patrick Forster, Pamela Bah and Ms. Bean</p>	<p>Students involved in the various clubs/groups will have a decrease in office referrals, maintain a "C" average in conduct or higher and show improvement in their grades.</p>				
<p>Funding Sources: Title I - 18000.00</p>							
<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 2: Campus will improve student preparation for college and career.

Performance Objective 3: Participation in Promise to Graduate Ceremony

Evaluation Data Source(s) 3: 4th grade students will participate in a ceremony promising to stay in school and graduate. They will receive a graduation cap. The students will all sign a banner promising to graduate and choosing a college. Parents will write a note to their future graduate that they will store away in a time capsule in their home to give to them on their graduation day. This will be done during their 4th grade promotion ceremony.

Summative Evaluation 3:

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

Performance Objective 4: Students will take pictures wearing clothing of various career choices.

Evaluation Data Source(s) 4: Participate in picture day of Career Photo
Students will be asked to do research regarding the career of their choice to include in the picture portfolio

Summative Evaluation 4:





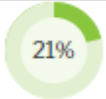
Goal 3: Campus will maintain a safe and orderly environment.


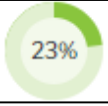
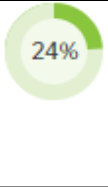




Performance Objective 1: By June 2019 discipline offenses in FTNG and PATS will decrease by 2%

Evaluation Data Source(s) 1: Campus and District 2018-2019 discipline /offence reports.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June

Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 3 CSF 6 1) Conflict resolution strategies taught to students in grades 1st-4th. PASS 12,13,	2.4, 2.5, 2.6	Counselor, Teachers	Offense data Student feedback Anecdotal records				
	Funding Sources: Title I - 0.00						
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 6 2) Teachers, parents and students will participate in Red Ribbon Week which promotes drug awareness. PASS 1	2.4, 2.5, 2.6	Teachers and Counselors	Observation Participation in activities Student Feedback				
	Funding Sources: Local - 450.00						
Comprehensive Support Strategy Critical Success Factors CSF 6 3) Students will participate in bully prevention activities. PASS will present Empower to Defend Bully Prevention program by AIM for success.	2.4, 2.5, 2.6	PASS Specialist	Attendance, Observation Evaluation Data				
	Funding Sources: Title I - 0.00						
Comprehensive Support Strategy Critical Success Factors CSF 5 CSF 6 4) Social Service Committee will facilitate all of the social, safety and drug awareness needs of the school. The Committee will meet monthly. It will consist of: CIS, registrar, administrators, the counselor, parent center, nurses, attendance clerk, and nurse's aide.	2.4, 2.5, 2.6, 3.1, 3.2	Counselor, Administrators	Attendance records				
	Funding Sources: Title I - 0.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 6 5) Staff will mentor students to hold Student Assistance Program (SAP) groups with students who are dealing with violence, drug abuse, self-esteem issues or has something positive to contribute to the group.	2.4, 2.5, 2.6	Counselor (SAP Coordinator) SAP Facilitators Classroom Teachers	Attendance at group Incidence data anecdotal Notes				
	Funding Sources: Title I - 0.00						

<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 6</p>	2.4, 2.5, 2.6, 3.1, 3.2	Parent Center Liaison	Attendance data				
<p>6) FAME -Parent Center provides workshops for parents on internet safety, drug awareness and violence awareness.</p> <p>Funding Sources: Title I - 0.00</p>							
<p>Comprehensive Support Strategy Critical Success Factors CSF 5 CSF 6</p>	2.4, 2.5, 2.6	PASS , Counselor	Attendance Observation data				
<p>7) PASS specialist will present an anti-bullying presentation to students Grades K-4.</p> <p>PASS 8</p> <p>Funding Sources: Title I - 0.00</p>							
<p>Comprehensive Support Strategy Critical Success Factors CSF 6</p>	2.4, 2.5, 2.6	A&B Staff, Administrators Classroom Teachers	Common Area Observations Incident reports				
<p>8) Continued implementation of Landis Guidelines for Success.</p>							
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							


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

Performance Objective 2: As evident by office referrals, 80% of students will have incidence of no more than 3 office referrals for the school term.

Evaluation Data Source(s) 2: Offense data and campus observations. This information will be available in October 2018.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 6 1) New Landis teachers and staff will be trained on ChAMPS and will use it consistently throughout the building . CHAMPS posters will be displayed to aid in various activities.		Administration Classroom Teachers, Behavior Intervention	Offense data				
	Funding Sources: State Comp Ed - 0.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 6 2) Above and Beyond committee will meet monthly to identify areas in the building that increase student incidents are observed.		Above and Beyond Committee	Observations				
	Funding Sources: Title I - 0.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 6 3) The Above and Beyond committee will also monitor the PAWS bucks program that awards students for following our guidelines for success. They will plan PAW Bucks celebrations that students may use their paw bucks to gain entry to. PASS 3/4		Above and Beyond Committee	Attendance at Paw Bucks Celebration Observations				
	Funding Sources: Title I - 3000.00						

Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 6 4) Behavioral interventionist will track the students with high office referrals and will mentor each child when they are not in ISC. Lessons on improving behavior will be given.	Behavioral Interventionist	Offense Data Observation Student feedback				
	Funding Sources: State Comp Ed - 0.00					
Critical Success Factors CSF 1 CSF 6 5) Counselor will provide individual and group counseling to students that are receiving frequent office referrals. PASS 16/17	Counselor	Observation, Offense Data				
	Funding Sources: Title I - 150.00					
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 6 6) CIS will provide small group lessons and mentor programs to assist those students that show a need with attendance, academics and behavior issues.	CIS Project Manager	CIS Data Observation				
	Funding Sources: Title I - 0.00					
Comprehensive Support Strategy Critical Success Factors CSF 6 7) All 3rd and 4th grade students , parents and community members will be invited to attend a Safety Presentation by the Salvation Army after-school.	After-School Coordinator	Attendance APS data School-wide offense data				
	Funding Sources: ASP Fund - 0.00					
Critical Success Factors CSF 6 8) The Above and Beyond Committee developed a Paw Points Program where classes are encouraged to work as community to acquire points for various positive interactions. When a class earns 100 points they may choose a special activity or prize. This program is geared to reduce negative behavior and promote team work.	Above and Beyond Committee, teachers and administrators	Offence Data Observations				
						

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





Performance Objective 3: Discipline offenses in PLMC,PATS and ADCL will decrease by 2% as compared to 2017-2018 data.

Evaluation Data Source(s) 3: Campus and district offense data. This information will be available in October 2019

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 6 1) Small group intervention though SAP lessons for identified students.		Counselor	Attendance Observation				
	Funding Sources: Title I - 0.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 6 2) Training in bully prevention by counselor and PASS specialist to grades K-4		Counselor PASS	Incidence Data				
	Funding Sources: Title I - 0.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 6 3) Train staff on Bully Prevention. Implementation of a Bully Reporting System.		PPC	Observation Offense Data				
	Funding Sources: Title I - 0.00						
Comprehensive Support Strategy Critical Success Factors CSF 6 4) Ladies of Distinction (LOD) is a girls club that will implement a mentor program to assist students who may be struggling with attendance, behavior or academic issues in grade 4. Students will learn etiquette, manners, conflict resolution, peer mediation and other character education topics. PASS 12		LOD Coordinators	Observation Offense Data				
	Funding Sources: Local - 0.00						

Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 6 5) The ARM Boys Club will be implemented to target boys that may have academic and behavioral issues. Activities will include, etiquette, manners development and self-esteem development. PASS 12	J. Rivas	Attendance Offense data				
	Funding Sources: Local - 2000.00					
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 6) CIS will provide small group lessons and mentor programs to assist those students that show a need with attendance, academics and behavior issues.	CIS	Offense data				
	Funding Sources: Title I - 0.00					
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 7) Outside Therapist will hold small groups regarding psycho-social skills. (female and male groups)	Administrators	Offense data Observations				
	Funding Sources: Title I - 0.00					
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 8) Lionette"s Dance Team is used as an opportunity to mentor girls and provide them with a physical outlet for stress and excessive activity.	Dance Team Sponsors	Offense data Observations				
Comprehensive Support Strategy Critical Success Factors CSF 6 9) Honors Choir, AMMO and Players Music Choir provides an opportunity for students to participate in extra-curricular activities geared towards the arts. The activities allow for self-expression and teaches an positive way to express feelings.	Music Teachers	Offense Data Observations Attendance				
	Funding Sources: Title I - 0.00					

Critical Success Factors CSF 1 CSF 6 10) Art Club provides an avenue for self-expression for students who may need help identifying their feelings.	J. T. Rivas	Pre and Post Test				
	Funding Sources: Title I - 0.00					
Critical Success Factors CSF 1 CSF 6 11) 11. Old Food New Ways Club-Target students on ways to concentrate on wellness , exercise, and making healthy choices everyday to have a better outlook and focus on everyday endeavors.	P. Bah	Pre and Post Test				
	Funding Sources: Donation - 1000.00					
Critical Success Factors CSF 1 CSF 6 12) Soccer Club- Teach students the game of soccer while learning skills such as taking turns, making friends, getting along with others, fair play etc.	Ms. Rios	Attendance records Observations				
	Funding Sources: Title I - 0.00					
<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 3: Campus will maintain a safe and orderly environment.

Performance Objective 4: By June 2019 , All students (100%) will be trained in AUP/RUP , internet safety and Cyber bullying

Evaluation Data Source(s) 4: Implementation will be measured by documentation in the technology specialist's notes and teacher's lesson plans. Impact will be measured by the maintenance of low level of incidence reports.

100% of our students were trained in AUP/RUP, internet safety and Cyber bullying

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 6 1) Technology teacher will instruct students on internet safety and cyber bullying		Technology teacher	Documentation in technology teacher's lesson plans. Offense data				
	Funding Sources: Title I - 0.00						
Comprehensive Support Strategy Critical Success Factors CSF 6 2) Landis will have an internet Safety Program for parents and students after school. It will give parents and students information on some of the dangers that can be found on the internet.		ACT Committee	Attendance				
	Funding Sources: Title I - 0.00						
Comprehensive Support Strategy Critical Success Factors CSF 6 3) Landis FAME Center will offer information to parents regarding internet safety and cyber bullying.		FAME liaison	Attendance Observation				
	Funding Sources: Title I - 0.00						

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

Performance Objective 5: By June 2019 the number of discipline offenses in Tobacco/Alcohol/Drugs will be less than 2 incidents given 2017-2018 incidents of 0

Evaluation Data Source(s) 5: Campus and district offense data. This information will be available in October 2019



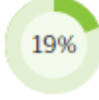
Summative Evaluation 5: Some progress made toward meeting Performance Objective







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

Performance Objective 1: Campus will recruit, develop, and retain highly qualified and effective personnel

Evaluation Data Source(s) 1: Maintaining a school with individuals meeting at least minimum or better requirements for their position and requiring professional development to maintain skills.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

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) Mentorship: First year teachers will receive a mentor to assist as needed.</p>		Administrators	Mentor sign-in sheets, planning sessions *Formal and informal walk thru* class visits/observations				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Professional development: Teachers will have opportunities to attend professional development sessions directly related to their content area and paraprofessionals</p>		Administrators, specialists, teachers, and paraprofessionals.	Beginning of the year Staff Development Information Sheet *Staff Development Records of Participation *PLC				
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>3) Supportive atmosphere: Staff will have various opportunities to receive resources and support throughout the year</p>		Administrators, specialists	Nine week roadmaps *Mentor sign-in sheets, planning sessions *Study groups sign-in sheets *PLC				

<p>Critical Success Factors CSF 6</p> <p>4) Staff will also be recognized every month for their contributions to our school.</p>		Administrators	Teacher and paraprofessional of the month display				
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>5) Administrators, teachers and specialists will be able to attend different conferences and/or training (e.g. TABE, SIOP, TCEA) to acquire the skills they need to accelerate the academic performance of their students</p>		Administrators	Teachers using a variety of resources and strategies in their classrooms, as well as sharing different resources with colleagues.				
<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 5: Our campus will continue to build positive relationships with all stake holders.





Performance Objective 1: Our campus will continue to build positive relationships with all stake holders.

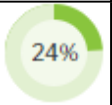
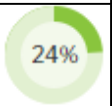




Evaluation Data Source(s) 1:

HB5 Score and family engagement section, attendance to family center, and EOY reports
 We continue to maintain positive, meaningful interactions, and always look for the opportunity to enjoy quality time with students in positive settings such as Fall Festival, Kindergarten Round Up, Science Night, Literacy Night, Dance night, Movie Night, Family Center, SDC meetings that include our parents, VIPS Appreciation, Book Fairs, Parents and Pastries, Black History Program, evening library hours, Spring Fling Dance with parents among others. CIS (Communities in Schools) and the Family Center have had informative parent and student groups that provide a variety of resources as well as events such as Family Nights that enhance community bonding with our PTC (parent teacher committee); Liaison classes aiding parents with ESL teachings in the Parent Center, VIPS interactions benefits teachers receiving extra help in the classroom and field trips assistance & appreciation through our coordinator. We have a networking partnership with different businesses gaining multiple contributions for school such as food from Food Bank, school supplies, books, uniforms, seasonal gifts, and school Book Fairs for parents to keep interest in their child's education. We conducted volunteer projects such as Preschool Meals on Wheels and partnered with the Red Cross to install fire smoke alarms in the community. Approximately 90% of parents attended at least one family event this year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Home-School Communication: Staff will work with parents to improve communication with parents and to increase parental involvement in the education of Landis students. Communication modes will include Landis webpage, monthly Refrigerator Notes, quarterly newsletters, Remind 101, event flyers, school marquee, Blackboard Connect messages, teacher notes on behavior charts and phone/in-person conferences, school wide call outs to update parents on upcoming events, and CIS home visit when necessary to communicate additional info.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Parents, teachers, CIS, counselor, paraprofessionals, PTO, SDC, Parent Center	-Feedback from parent surveys -Landis webpage -Blackboard Connect delivery report -Remind 101 announcements -Parent Contact Logs -Parent Conference Summaries -Monthly Newsletters	 19%			

<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Parental Engagement and Involvement: The campus will facilitate opportunities for parents and community members to positively influence students' social/emotional and academic achievement by providing resources, guidance, and support. Activities/Resources include inSync Program, Family Learning Nights, Children's Museum Family Field Trip, bi-monthly extended library hours, technology resources brochure, Red Ribbon Week parent display, college and Career Day initiatives.</p>	2.4, 2.5, 2.6, 3.2	parents, teachers, CIS, counselor, paraprofessionals, administrators, parent center	<ul style="list-style-type: none"> -Attendance Records -Feedback from parents surveys - parent volunteers hours -Red Ribbon Week -Attendance records for school events Sign-in sheets from campus wide events 				
<p>Funding Sources: Local - 500.00, Title I - 1000.00</p>							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Business Partnerships: Landis Elementary will seek opportunities for business partners to support staff and student initiatives.</p>	2.4, 2.5, 2.6	CIS. Counselor, administrators, SDC, Tzu-Chi, HEB, Junior Achievement and SAP (student assist program)	<ul style="list-style-type: none"> -Feedback (written/oral) -Thank You letters -Donation Reports 				
<p>Funding Sources: Donation - 0.00</p>							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Parent/Child Relationships: The school will provide opportunities for parents to help improve their child's social/emotional well-being and self-confidence. Parents will be invited to attend events where students perform including the Winter Program, Spring Program, Black History Program, Cinco de Mayo Program, and awards ceremonies at the end of each grading period. They will also be invited to attend special events for Fall Festival, Grandparent's Day to each lunch with grandchild, Parent's Day to eat lunch with their child, Valentine's Day, the Father-Daughter Dance and the Mother-Son Dance.</p>	2.5, 2.6, 3.1, 3.2	Fine Arts teachers, Administrators, Parent Center and CIS	<ul style="list-style-type: none"> -Event Attendance Records -# of students receiving awards for improved performance 				
<p>Funding Sources: Local - 1000.00, Title I - 500.00</p>							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>5) Our school will offer After School Enrichment Programs to help meet the social/emotional needs of children. These programs will include the COMET after school program and Monday Clubs. Clubs will include art, sports, dance, etc.</p>	2.4, 2.5, 2.6, 3.1, 3.2	COMET Program and Monday After School Clubs	<ul style="list-style-type: none"> Attendance records. Evening library event (s) sing-in sheets. 				

<p>Critical Success Factors CSF 5</p> <p>6) Specific needs of homeless students will be addressed in the following manner:</p> <ul style="list-style-type: none"> - Provide transportation - Send home food baskets - Provide clothing and basic essentials such as toiletries and resources for housing and utilities. 	2.4, 2.5, 2.6, 3.1, 3.2	Counselor, administration and CIS personnel.	Increase awareness of our community resources.				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>7) CIS performance objective resource summary for Landis Campus Plan Outline for SDC Campus Plan is as follows CIS serves student in academic, behavior & attendance intervention groups while assisting teachers impacting supportive guidance. CIS serves Parents with various financial, medical & holiday resources. CIS serves Landis Campus with various school supplies, uniforms, and food bags. Also local Community Partnerships such as with Wal-Mart, Kroger, Tzu-Chi, Optum Mental Health, Houston Food Bank, Community Action Teams and Change Happens provide volunteering services & resources which CIS emails AISD donation value. CIS serves on SDC, SST, PIE, professional develop trainings and Landis Faculty campus teams. CIS networks on campus school wide events with Parent Center Grand Opening, Counselor For Red Ribbon Week Career Day, VIPS to gain volunteer hours and SAC minimizing bullying.</p>	2.4, 2.5, 2.6, 3.1, 3.2	CIS manager	Support parents and students in their needs as well as active participation from the community.				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Individual data meetings will take place following each DCA with 3rd and 4th grade teachers to review their DCA data, to reflect on their practices and develop a plan of action for this school year (ELA 9)
1	1	2	Specialists and ILT support will monitor the effectiveness of small groups through rubrics, and provide teachers with side-by-side observation and support with direct and immediate feedback. Small groups will start September 10. ILT support members will complete basic walkthroughs to provide feedback on preparedness for small group Instructional walkthroughs will happen every 3 weeks beginning the week of October 15. Teachers will use ISIP data to make instructional decisions for small groups, ISIP will be administered on September 19 - Oct. 5, 2018.
1	1	8	Dyslexia and TIER 3 students will have access to a online-researched based reading tutorial (Istation and IReady) programs to improve their math and reading comprehension skills. These resources will include IReady and Istation. Istation's reading curriculum and assessments are based on data from scientific and independent research studies that have proven Istation's effectiveness in elevating reading fluency and the product's applicability to the classroom. Our assessment and instruction programs are backed by the industries most practical and applicable efficacy research. Every program we provide starts with an extensive research base and then begins a constant cycle of research, review, and improvement. Each identified student with a need will attend our after school tutorials on Tuesdays and Thursdays from 10/16/2018 through 01/24/2019.
1	1	9	Beginning in February 2019 3rd and 4th grade students will invited to afterschool STAAR tutorials based on need according to DCA 2 data. Materials needed, Motivation Reading, STAAR Ready, STAAR Master, Step Up to the TEKs, Forde Ferrier.
1	2	6	Dyslexia and TIER 3 students will have access to online-based math tutorial programs to improve their math computation skills. This resources will include iReady. These students will attend our after school tutorials on Tuesdays and Thursdays from 10/16/2018 through 01/24/2019
3	1	1	Conflict resolution strategies taught to students in grades 1st-4th. PASS 12,13,
3	1	2	Teachers, parents and students will participate in Red Ribbon Week which promotes drug awareness. PASS 1
3	1	3	Students will participate in bully prevention activities. PASS will present Empower to Defend Bully Prevention program by AIM for success.
3	1	4	Social Service Committee will facilitate all of the social, safety and drug awareness needs of the school. The Committee will meet monthly. It will consist of: CIS, registrar, administrators, the counselor, parent center, nurses, attendance clerk, and nurse's aide.
3	1	5	Staff will mentor students to hold Student Assistance Program (SAP) groups with students who are dealing with violence, drug abuse, self-esteem issues or has something positive to contribute to the group.
3	1	6	FAME -Parent Center provides workshops for parents on internet safety, drug awareness and violence awareness.

Goal	Objective	Strategy	Description
3	1	7	PASS specialist will present an anti-bullying presentation to students Grades K-4. PASS 8
3	1	8	Continued implementation of Landis Guidelines for Success.
3	2	1	New Landis teachers and staff will be trained on ChAMPS and will use it consistently throughout the building . CHAMPS posters will be displayed to aid in various activities.
3	2	2	Above and Beyond committee will meet monthly to identify areas in the building that increase student incidents are observed.
3	2	3	The Above and Beyond committee will also monitor the PAWS bucks program that awards students for following our guidelines for success. They will plan PAW Bucks celebrations that students may use their paw bucks to gain entry to. PASS 3/4
3	2	4	Behavioral interventionist will track the students with high office referrals and will mentor each child when they are not in ISC. Lessons on improving behavior will be given.
3	2	6	CIS will provide small group lessons and mentor programs to assist those students that show a need with attendance, academics and behavior issues.
3	2	7	All 3rd and 4th grade students , parents and community members will be invited to attend a Safety Presentation by the Salvation Army after-school.
3	3	1	Small group intervention though SAP lessons for identified students.
3	3	2	Training in bully prevention by counselor and PASS specialist to grades K-4
3	3	3	Train staff on Bully Prevention. Implementation of a Bully Reporting System.
3	3	4	Ladies of Distinction (LOD) is a girls club that will implement a mentor program to assist students who may be struggling with attendance, behavior or academic issues in grade 4. Students will learn etiquette, manners, conflict resolution, peer mediation and other character education topics. PASS 12
3	3	5	The ARM Boys Club will be implemented to target boys that may have academic and behavioral issues. Activities will include, etiquette, manners development and self-esteem development. PASS 12
3	3	6	CIS will provide small group lessons and mentor programs to assist those students that show a need with attendance, academics and behavior issues.
3	3	7	Outside Therapist will hold small groups regarding psycho-social skills. (female and male groups)
3	3	8	Lionette"s Dance Team is used as an opportunity to mentor girls and provide them with a physical outlet for stress and excessive activity.
3	3	9	Honors Choir, AMMO and Players Music Choir provides an opportunity for students to participate in extra-curricular activities geared towards the arts. The activities allow for self-expression and teaches an positive way to express feelings.
3	4	1	Technology teacher will instruct students on internet safety and cyber bullying

Goal	Objective	Strategy	Description
3	4	2	Landis will have an internet Safety Program for parents and students after school. It will give parents and students information on some of the dangers that can be found on the internet.
3	4	3	Landis FAME Center will offer information to parents regarding internet safety and cyber bullying.