

**Alief Independent School District
Youngblood Intermediate School
2021-2022 Campus Improvement Plan**



YOUNGBLOOD
INTERMEDIATE SCHOOL

Home of the Wildcats!

Alief Independent
School
District

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

Students:

Enrollment has remained approximately the same over the past few years; about 1,050-1,100.

Youngblood has a diverse ethnic student population representative of the Alief community.

Youngblood's special programs include 6th grade Dual Language, 5th grade Dual Language, 6th grade STEM Academy, 2nd year 5th grade STEM Academy, Gifted and Talented, Bilingual/ESL, and Special Education.

Currently Youngblood has 455 LEP students and 150 Monitors. In the 2019-20 school year 53 students exited the program; 19 5th graders and 34 6th graders.

Currently Youngblood has 429 students enrolled in the STEM Academy; 193 5th graders and 236 6th graders

Staff:

All professional staff are highly qualified and state certified.

Most staff completed the required 14 hours of professional development.

School:

Youngblood has an open-door policy where parents/guardians are welcomed to participate with their child's learning through Principal's Coffees, Family Engagement Nights, GT and STEM presentations, and the Family Center.

Youngblood houses Communities In School (CIS) that provides services and resources to our families that have needs.

Parents and Community:

Youngblood services a community of various socioeconomic backgrounds and educational levels.

Student Learning

Student Learning Strengths

Overall

2019-2020 STAAR Requirements were waived by the State due to school closure due to COVID-19

- Youngblood Intermediate earned Distinction Designation in all possible areas: Math, Reading/ELA, Science, Top 25% Student Progress, Top 25 Percent Closing Performance Gaps, and Postsecondary Readiness.
- Met standards on all 4 Performance Indices for State Accountability.
- 53 of our ESL and Bilingual students met state exit criteria.

Reading

- Youngblood was higher than the district in percentage passing at Approaches, Meets, and Masters.

Science

- Youngblood was higher than the district in percentage passing at Approaches, Meets, and Masters.

Math

- Youngblood was higher than the district in percentage passing at Approaches, Meets, and Masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 26% of our special education student population met standards on the Science STAAR test.

Problem Statement 2: 47% of our bilingual student population meet standards on the Science STAAR test.

Problem Statement 3: 58% of our 5th grade special education population meet standards on the Math STAAR test.

Problem Statement 4: 85% of our 5th grade bilingual population accomplished the meets standards or higher on the Math STAAR test.

Problem Statement 5: 61% of our 5th grade ESL population and 70% of our 5th grade bilingual population met standards on the Reading STAAR.

Problem Statement 6: 37% of our 5th grade special education student population met standards on the Reading STAAR.

Problem Statement 7: 17% of our 6th grade special education population met standard on the Reading STAAR.

Problem Statement 8: 72% of fifth grade students met grade level expectations on the Reading STAAR. 77% of fifth grade students met grade level expectations on the Reading STAAR.

School Processes & Programs

School Processes & Programs Strengths

Reading

- **Written Curriculum**

Provided by the district to ensure proper pacing and adherence to the TEKS expectations.

- **Taught Curriculum**

Teachers closely followed the written curriculum to ensure that the students would receive instruction that was engaging, challenging and rigorous.

Teachers used student data to drive instruction.

- **Tested Curriculum**

1. *Teachers and Content Specialists worked together to develop campus common assessments. So that all students would be held to the same rigorous academic standards.*
2. *District Common Assessments (developed by district level administrators) were administered and the data used as a tool to gauge current academic levels and plan future instruction and intervention.*

Math

- **Written Curriculum**

- provided and written by content experts at the district level to ensure proper pacing in account of new, more rigorous standards
- 5th grade focus on Singaporean Math which has shown high levels of achievement on international assessments with a focus on problem solving

- **Taught Curriculum**

- teachers focused more on problem solving with word problems to better prepare students for higher rigor of assessments
- teachers taught content to fill in learning gaps from change in state learning standards in the year

- **Tested Curriculum**

- district wide assessments utilized to give proper comparisons for new standards and adjust teaching/curriculum accordingly
- increase in rigor of assessments to match increased level of rigor on new state assessment

Science

Written Curriculum

- *Provided by the district to ensure proper pacing and adherence to the TEKS expectations*

Taught Curriculum

- *Teachers closely followed the 5E science curriculum to ensure that the students would receive instruction that was engaging, challenging and rigorous, including a balance of hands-on science and literacy in science.*
- *Teachers used student data from both formative and summative assessments to drive instruction.*

Tested Curriculum

- *Students were assessed with campus common assessments at the end of each science unit to ensure that all students would be held to the same rigorous academic standards.*
- *District Common Assessments were administered twice during the school year and the data was used as a tool to gauge current academic levels and plan future instruction and intervention.*

Technology

- *100% of teachers participated in at least 3 hours of Technology Professional Development*
- *39% of students interacted in a digital learning environment at least four times a month.*

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our ELL and Spec. Ed. students had difficulties in Science, understanding key concepts and key vocabulary words. This was evident in their test results.

Problem Statement 2: The science assessments contain many visuals and analyze data tables with reading and math concept comprehension skills. **Root Cause:** Teachers need to continue to reinforce the strategies needed to assist students in interpreting the visuals and data tables/graphs

Problem Statement 3: The rigor of the assessments is much higher and the reading of the text is much longer than previous science assessments.

Problem Statement 4: Teachers did not use Schoology with 100% fidelity as their digital learning environment and this is the expectation for this school year. **Root Cause:** Teachers felt uncomfortable and unsure of the new learning management system; they were more comfortable with others they had previously been using; other digital learning environments were acceptable last school year.

Problem Statement 5: Though enough for an exemplary rating last year, a minimum of 70% of teachers taking 7+ hours of Technology Professional Development classes is still a low number. **Root Cause:** Teachers feel pulled in many other content areas for Professional Development, so Technology Professional Development is not a priority; teachers have trouble seeing the value of Technology Professional Development and how it can help increase rigor, levels of questioning, differentiation, student choice, and many other benefits this training could bring to their instructional practices.

Problem Statement 6: Continuation of Problem Statement 5: **Root Cause:** Continuing: teachers lack a certain level of confidence in their own technology competencies, and as a result, have great fear in not knowing more than their students where technology is concerned. This hinders the teacher desire to require students to master their technology competencies, even though it is necessary to help our students be more successful and marketable in their futures.

Problem Statement 7: Though a minimum of 89% student mastery of technology competencies is "Acceptable", it is still not as high as it could be, should be, or may need to be to reach the same level of "Acceptable" this school year. **Root Cause:** The activities, projects, and other exposure necessary to give students the opportunity to reach mastery of their grade level competencies takes more time than many teachers are willing to give;

Perceptions

Perceptions Strengths

- Data shows the discipline incidents that resulted in a level III, IV or V decreased from the 2019-2020 school year to the 2018-2019 school year.
- School Counselors meets with classes to support the Prevention and Safe Schools monthly character traits and prevention skills.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Data from 2019-2020 referrals show high student incidents due to not having enough staff supervision in common areas.

Problem Statement 2: Data from the 2019-2020 Student Safety and Climate Survey indicates 70% of our students feel cyber bullying exists at our school.






Priority Problem Statements

Goals

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

Performance Objective 1: ESF Lever 5: Teachers will submit weekly lesson plans for the 2021-2022 school year, which are aligned to pacing standards and show evidence of high-quality questioning.



- Evaluation Data Sources:** *PD - PLCs & campus-based PDs
 *Data Collection- Lesson Plans are due every Sunday in Schoology by 11:59 pm.
 *Lesson Plan Template- Curriculum Guide/Pacing Guide, Lesson Plan Template
 *Schedule - August 2021 through June 2022
 *Communication - feedback will be given on lesson plans


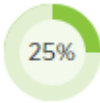
Strategy 1 Details	Reviews			
<p>Strategy 1: *On the August 5th Long-Range Planning Day, introduced and went over lesson plan template at the beginning of the year. *Long Range Planning Days (expectation to plan at least 2-3 weeks ahead on these days) August 5th, September 27th, November 29th, February 18th *Content Planning Days on Tuesdays or Thursdays during planning time led by the content lead teachers- agendas are submitted to specialists after the meeting *AVID trainings are offered to support Inquiry strategies (quality questioning) *Copies of Quality Questioning books are available for teachers to use as needed to support their instructional practices *Content Specialist will check LP and provide feedback to teachers.</p> <p>Strategy's Expected Result/Impact: improve the quality of lesson plans and instruction Staff Responsible for Monitoring: Administrators, ILT</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.







Performance Objective 2: The AMM average on 5th Grade STAAR Reading will maintain at least 41% by June 2022.

Evaluation Data Sources: 2022 5th Grade Reading STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Sixth ELAR teachers will utilize SchoolCity, Istation Reading and common formative assessments to monitor student growth in Reading. Teachers will analyze data, plan for meaningful instruction and create, shift and intervene with all students needing additional instructional support.</p> <p>(Research AA 3, 4, 5)</p> <p>Strategy's Expected Result/Impact: PLC/planning meeting attendance, sign in sheets and agendas from PLCs regarding use of data to guide instruction; Lesson plans that reflect use of data to plan for instruction and to intervene with students; Students monitoring their own growth on data tracking sheets.</p> <p>Staff Responsible for Monitoring: Administration Reading Specialist Reading Interventionist ELD Interventionist Reading Teachers</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will ensure that academic grades accurately reflect progress towards mastery of TEKS objectives.</p> <p>(Research AA 3, 4, 5)</p> <p>Strategy's Expected Result/Impact: Alignment between student report card grades, classwork, retest and assessment results.</p> <p>Staff Responsible for Monitoring: Reading Teachers Reading Specialist</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will actively and regularly participate in and facilitate PLCs.</p> <p>(Research PD 1, 2)</p> <p>Strategy's Expected Result/Impact: Attendance and sign-in sheets of PLCs; agendas from PLCs; collaboration during PLCs.</p> <p>Staff Responsible for Monitoring: Administration Reading Specialist Reading Interventionist ELD Interventionist Reading Teachers</p> <p>Funding Sources: - State Comp Ed (SCE)</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers and students will utilize technology to enhance instruction such as BrainPop, Flocabulary, Istation (Reading), EduSmart (Science), Study Jams (Science Based), Jason Learning (Science Based), STEMScopes (Science Based), Imagine Learning, and ebooks - Capstone, Sebc, True Flix, Freedom Flix, and Science Flix.</p> <p>(Research TEC 6)</p> <p>Strategy's Expected Result/Impact: Reports from programs with data reporting capabilities showing student improvement; evidence of technology resources in lesson plans; observations of students using technology to enhance instruction.</p> <p>Staff Responsible for Monitoring: Administration Reading Specialist Reading Interventionist ELD Interventionist Reading Teachers Technology Specialist</p> <p>Funding Sources: - Title I - \$11,500, - State Comp Ed (SCE)</p>	Formative			Summative
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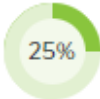
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will implement district pacing guides, vocabulary word walls, Thinking Maps, SIOP, AVID (WICOR), and student intervention materials to ensure student growth.</p> <p>(Research PD 3, RTI 4)</p> <p>Strategy's Expected Result/Impact: Observations of teachers and students using above mentioned strategies; lesson plans that show alignment to district pacing guides.</p> <p>Staff Responsible for Monitoring: Administration Reading Specialist Reading Interventionist ELD Interventionist Reading Teachers ESL Specialist</p> <p>Funding Sources: - State Comp Ed (SCE)</p>	Formative			Summative
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Strategy 6 Details	Reviews			
<p>Strategy 6: Campus based assessments (CBAs) and District Interim Assessments will be administered to measure student progress towards our goals. Reading CBAs are district created and Interim Assessments are created from released STAAR tests.</p> <p>(Research AA 3, 4, 5)</p> <p>Strategy's Expected Result/Impact: SchoolCity data of CBAs and Interim Assessments results</p> <p>Staff Responsible for Monitoring: Administration Reading Specialist Reading Interventionist ELD Interventionist Reading Teachers</p> <p>Funding Sources: - State Comp Ed (SCE)</p>	Formative			Summative
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Strategy 7 Details	Reviews			
<p>Strategy 7: In preparation for STAAR testing, Reading teachers will implement Curriculum Review.</p> <p>(Research ELA 1, EM 1, ES 5)</p> <p>Strategy's Expected Result/Impact: Improved performance on STAAR; observations of teachers and students participating in Curriculum Review.</p> <p>Staff Responsible for Monitoring: Administration Reading Specialist Reading Interventionist Reading Teachers</p> <p>Funding Sources: Curriculum Review materials - Title I - \$18,436, - State Comp Ed (SCE)</p>	Formative			Summative
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Strategy 8 Details	Reviews			
<p>Strategy 8: Reading Interventionist will work with students based on 2020-2021 STAAR test and additional formative/summative data.</p> <p>(Research RTI 4, 13)</p> <p>Strategy's Expected Result/Impact: Interventionist's lesson plans; observations of students participating in interventions; data showing improvement for students in interventions</p> <p>Staff Responsible for Monitoring: Administration Reading Specialist Reading Interventionist</p> <p>Funding Sources: - Title I, - State Comp Ed (SCE) - \$70,735</p>	Formative			Summative
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Strategy 9 Details	Reviews			
<p>Strategy 9: Staff will promote increased reading through the 40 Book Challenge.</p> <p>(Research - Donalyn Miller)</p> <p>Strategy's Expected Result/Impact: Student reading notebooks or logs; 40 Book Challenge celebrations; improved STAAR scores</p> <p>Staff Responsible for Monitoring: Administration Specialists Librarian Teachers</p> <p>Funding Sources: SCE Salary - State Comp Ed (SCE)</p>	Formative			Summative
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Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.







Performance Objective 3: The AMM average on 6th grade STAAR Reading will increase from 33% to 38% by June 2022.

Evaluation Data Sources: 2020-2021 STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Sixth ELAR teachers will utilize SchoolCity, Istation Reading and common formative assessments to monitor student growth in Reading. Teachers will analyze data, plan for meaningful instruction and create, shift and intervene with all students needing additional instructional support.</p> <p>(Research AA 3, 4, 5)</p> <p>Strategy's Expected Result/Impact: PLC/planning meeting attendance, sign in sheets and agendas from PLCs regarding use of data to guide instruction; Lesson plans that reflect use of data to plan for instruction and to intervene with students; Students monitoring their own growth on data tracking sheets.</p> <p>Staff Responsible for Monitoring: Administration Reading Specialist Reading Interventionist ELD Interventionist Reading Teachers</p> <p>Funding Sources: - Local</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will ensure that academic grades accurately reflect progress towards mastery of TEKS objectives.</p> <p>(Research AA 3, 4, 5)</p> <p>Strategy's Expected Result/Impact: Alignment between student report card grades, classwork, retest and assessment results.</p> <p>Staff Responsible for Monitoring: Reading Teachers Reading Specialist</p>	Formative			Summative
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<p>Strategy 3: Teachers will actively and regularly participate in and facilitate PLCs.</p> <p>(Research PD 1, 2)</p> <p>Strategy's Expected Result/Impact: Attendance and sign-in sheets of PLCs; agendas from PLCs; collaboration during PLCs.</p> <p>Staff Responsible for Monitoring: Administration Reading Specialist Reading Interventionist ELD Interventionist Reading Teachers</p> <p>Funding Sources: - State Comp Ed (SCE)</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers and students will utilize technology to enhance instruction such as BrainPop, Flocabulary, Istation (Reading), EduSmart (Science), Study Jams (Science Based), Jason Learning (Science Based), STEMScopes (Science Based), Imagine Learning, and ebooks - Capstone, Sebc, True Flix, Freedom Flix, and Science Flix.</p> <p>(Research TEC 6)</p> <p>Strategy's Expected Result/Impact: Reports from programs with data reporting capabilities showing student improvement; evidence of technology resources in lesson plans; observations of students using technology to enhance instruction.</p> <p>Staff Responsible for Monitoring: Administration Reading Specialist Reading Interventionist ELD Interventionist Reading Teachers Technology Specialist Librarian</p> <p>Funding Sources: - Title I - \$11,500, - State Comp Ed (SCE)</p>	Formative			Summative
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Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will implement district pacing guides, vocabulary word walls, Thinking Maps, SIOP, and student intervention materials to ensure student growth.</p> <p>(Research PD 3, RTI 4)</p> <p>Strategy's Expected Result/Impact: Observations of teachers and students using word walls and Thinking Maps; lesson plans that show alignment to district pacing guides.</p> <p>Staff Responsible for Monitoring: Administration Reading Content Specialist Reading Interventionist ELD Interventionist Reading Teachers</p> <p>Funding Sources: - State Comp Ed (SCE)</p>	Formative			Summative
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Strategy 8 Details	Reviews			
<p>Strategy 8: Reading Interventionist will work with students based on 2020-2021 STAAR test and additional formative/summative data.</p> <p>(Research RTI 4, 13)</p> <p>Strategy's Expected Result/Impact: Interventionist's lesson plans; observations of students participating in interventions; data showing improvement for students in interventions</p> <p>Staff Responsible for Monitoring: Administration Reading Specialist Reading Interventionist</p> <p>Funding Sources: - Title I, - State Comp Ed (SCE) - \$70,735</p>	Formative			Summative
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Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 4: The AMM average on 5th and 6th Grade STAAR Math will increase from 34% to 38% by June 2022.

Evaluation Data Sources: 2021-2022 5th and 6th Grade Math STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Fifth and sixth grade Math teachers will utilize SchoolCity, i-Ready, and common formative assessments to monitor student growth in Math. Teachers will analyze data, plan for meaningful instruction and create, shift, & intervene with all students needing additional instructional support.</p> <p>(Research AA 3, 4, 5)</p> <p>Strategy's Expected Result/Impact: PLC/Planning meeting attendance; sign in sheets and agendas from PLCs regarding use of data to guide instruction; lesson plans that reflect use of data to plan for instruction and to intervene with students; students monitoring their own growth on data tracking sheets</p> <p>Staff Responsible for Monitoring: Administration Math Specialist Math Interventionists Math Teachers</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will ensure that academic grades accurately reflect progress towards mastery of TEKS objectives.</p> <p>(Research AA 3, 4, 5)</p> <p>Strategy's Expected Result/Impact: Alignment between student report card grades, classwork, retest and assessment results.</p> <p>Staff Responsible for Monitoring: Administration Math Teachers Math Specialist</p>	Formative			Summative
	Oct	Jan	Mar	June
				

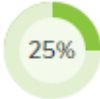


Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will actively and regularly participate in and facilitate Math PLCs.</p> <p>(Research PD 1, 2)</p> <p>Strategy's Expected Result/Impact: Attendance and sign-in sheets of PLCs; agendas from PLCs; collaboration in PLCs.</p> <p>Staff Responsible for Monitoring: Administration Math Specialist Math Interventionists Math Teachers</p> <p>Funding Sources: - Local</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers and students will utilize technology to enhance instruction such as HMH, Schoology, i-Ready, BrainPop, Flocabulary, EduSmart, Study Jams, and ebooks including Capstone, Sebcos, and TruFlix.</p> <p>(Research TEC 6)</p> <p>Strategy's Expected Result/Impact: Reports from programs with data reporting capabilities showing student improvement; evidence of technology resources in lesson plans; observations of students using technology to enhance instruction.</p> <p>Staff Responsible for Monitoring: Administration Math Teachers Math Specialist Math Interventionists Technology Specialist Librarian</p> <p>Funding Sources: - Local, - Title I</p>	Formative			Summative
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Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will implement district pacing guide, vocabulary word walls, student notebooks, AVID strategies, and SIOP strategies to ensure student growth.</p> <p>(Research PD 3, RTI 4)</p> <p>Strategy's Expected Result/Impact: Observations of teachers and students using above mentioned strategies; lesson plans that show alignment to district pacing guide.</p> <p>Staff Responsible for Monitoring: Administration Math Teachers Math Specialist Math Interventionists ESL Specialist</p> <p>Funding Sources: - Local</p>	Formative			Summative
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Strategy 6 Details	Reviews			
<p>Strategy 6: Campus Based Assessments (CBAs) and TEA Interim Assessments will be administered to measure student progress towards our goals. Math CBAs are district created and Interim Assessments are created from released STAAR tests.</p> <p>(Research AA 3, 4, 5)</p> <p>Strategy's Expected Result/Impact: SchoolCity data of CBAs and Interim Assessments results</p> <p>Staff Responsible for Monitoring: Administration Math Teachers Math Specialist Math Interventionists</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: In preparation for STAAR testing, Math teachers will implement a Math Blitz.</p> <p>(Research ELA 1, EM 1, ES 5)</p> <p>Strategy's Expected Result/Impact: Improved performance on STAAR; observations of teachers and students participating in Math Blitz.</p> <p>Staff Responsible for Monitoring: Administration Math Teachers Math Specialist Math Interventionists</p> <p>Funding Sources: - State Comp Ed (SCE), - Title I</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: ESSER funded 6th math interventionist</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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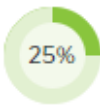




Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 5: The AMM average on 5th Grade Science STAAR will increase from 26% to 38% by June 2022.

Evaluation Data Sources: 2021-2022 5th Grade Science STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize SchoolCity and common formative assessments to monitor student growth in Science. Teachers will analyze data, plan for meaningful instruction and create, shift, and intervene with groups of students needing extra instruction.</p> <p>(Research AA 3, 4, 5)</p> <p>Strategy's Expected Result/Impact: PLC/planning meeting attendance, sign in sheets and agendas from PLCs regarding use of data to guide instruction; lesson plans that reflect use of data to plan for instruction and to intervene with students; students monitoring their own growth on data tracking sheets</p> <p>Staff Responsible for Monitoring: Administration Science Specialist Science Teachers</p> <p>Funding Sources: - Local</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will ensure that academic grades accurately reflect progress towards mastery of TEKS objectives.</p> <p>(Research AA 3, 4, 5)</p> <p>Strategy's Expected Result/Impact: Alignment between student report card grades, classwork, retest and assessment results.</p> <p>Staff Responsible for Monitoring: Science Specialist Science Teachers</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will actively and regularly participate in and facilitate PLCs.</p> <p>(Research PD 1, 2)</p> <p>Strategy's Expected Result/Impact: Attendance and sign-in sheets of PLCs; agendas from PLCs; collaboration during PLCs.</p> <p>Staff Responsible for Monitoring: Administration Science Specialist Science Teachers</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	June
				


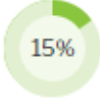

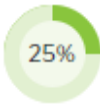
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers and students will utilize technology to enhance instruction such as BrainPop, Flocabulary, EduSmart, Study Jams, Jason Learning, STEMScopes, and ebooks including Capstone, TrueFlix, ScienceFlix, and Sebcu.</p> <p>(Research TEC 6)</p> <p>Strategy's Expected Result/Impact: Reports from programs with data reporting capabilities showing student improvement; evidence of technology resources in lesson plans; observations of students using technology to enhance instruction.</p> <p>Staff Responsible for Monitoring: Administration Science Teachers Science Specialist Technology Specialist Librarian</p> <p>Funding Sources: - Title I, - Local</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will implement district pacing guide, vocabulary word walls, Thinking Maps, AVID strategies, and SIOP strategies to ensure student growth.</p> <p>(Research PD 3, RTI 4)</p> <p>Strategy's Expected Result/Impact: Observations of teachers and students using above strategies; lesson plans that show alignment to district pacing guides.</p> <p>Staff Responsible for Monitoring: Administration Science Specialist Science Teachers</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Campus Based Assessments (CBAs) and District Interim Assessments will be administered to measure student progress towards our goals. Science CBAs are district created and Interim Assessments are created from released STAAR tests.</p> <p>(Research AA 3, 4, 5)</p> <p>Strategy's Expected Result/Impact: SchoolCity data of CBAs and Interim Assessments results</p> <p>Staff Responsible for Monitoring: Administration Science Specialist Science Teachers</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	June
				






Strategy 7 Details	Reviews			
<p>Strategy 7: In preparation for the STAAR test, Science teachers will implement STAAR Review.</p> <p>(Research ELA 1, EM 1, ES 5)</p> <p>Strategy's Expected Result/Impact: Improved performance on STAAR; observations of teachers and students participating in the STAAR Review.</p> <p>Staff Responsible for Monitoring: Administration Science Specialist Science Teachers</p> <p>Funding Sources: Blitz materials - Title I - \$18,436, - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Students will increase science literacy by utilizing their Science notebooks to record CERs (Claim, Evidence, Reasoning) and utilize AVID strategies, as well as observations and data from hands-on Science investigations.</p> <p>(Research ES 23)</p> <p>Strategy's Expected Result/Impact: Improved writing in Science; increased Science scores on the STAAR test</p> <p>Staff Responsible for Monitoring: Administration Science Specialist Science Teachers</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 6: Students and staff attendance at Youngblood Intermediate will have an ADA of 97% or higher for the 2021-2022 school year.

Evaluation Data Sources: Daily attendance records ~ Students
Aesop attendance records ~ Staff

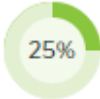
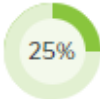




Strategy 1 Details	Reviews			
<p>Strategy 1: Counselors will meet bimonthly with students who have missed two or more days in a given month.</p> <p>(Research A2)</p> <p>Strategy's Expected Result/Impact: Students attending school regularly after meeting with counselors.</p> <p>Staff Responsible for Monitoring: Counselors</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will inform the attendance clerk if any student has been absent for more than three consecutive days.</p> <p>(Research A2)</p> <p>Strategy's Expected Result/Impact: Teacher records of communication to the administration about absent students.</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Staff will follow district policies for staff absences.</p> <p>(Research A1)</p> <p>Strategy's Expected Result/Impact: Reports from the teacher absence system will show teachers in compliance with district policy.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Homeroom classes will be recognized for perfect attendance and receive perfect attendance pennants to display in the classroom.</p> <p>Strategy's Expected Result/Impact: Observed through morning announcements and attendance wall chart in the main hallway.</p> <p>Staff Responsible for Monitoring: Teachers Admin</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Youngblood will provide transportation to students who are homeless and qualify under the McKinney Vento program. CIS will offer assistance and resources to all students who are homeless.</p> <p>Strategy's Expected Result/Impact: Increased and regular attendance, improved academic success. Parental involvement</p> <p>Staff Responsible for Monitoring: Administrators Registrar</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 7: ESL: 45% of ELL students will advance one proficiency level on TELPAS by Spring 2022.




Evaluation Data Sources: TELPAS scores will show growth in all grade levels


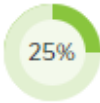






Strategy 1 Details	Reviews			
<p>Strategy 1: Information about TELPAS Proficiency Level Descriptors will be provided to teachers through integrated content PLCs to drive instruction for their ELLs</p> <p>Strategy's Expected Result/Impact: SIOP Walkthroughs, 2021 and 2022 TELPAS results</p> <p>Staff Responsible for Monitoring: ESL Specialist and ELD Interventionist</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: LPAC and ESL department, along with teachers, will monitor to ensure that all linguistic accommodations are provided to make sure the needs of all LEP, SPED, Waivers, and long-term ELLS are met.</p> <p>Strategy's Expected Result/Impact: LPAC Minutes, ARDs, and Linguistic Accommodation Sheets</p> <p>Staff Responsible for Monitoring: LPAC Members: ESL Lead, ESL Interventionist, Counselor, Administrator, Bilingual Teacher, Parent of LEP Student, Classroom Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: At Youngblood, 100 percent of teachers will be provided with ongoing college and career awareness opportunities via AVID by the end of the school year.

Evaluation Data Sources: Students increased awareness of college and career opportunities.




Strategy 1 Details	Reviews			
<p>Strategy 1: In order to increase awareness of college opportunities, staff and students will be encouraged to wear college t-shirts on Fridays. College and career banners and posters will be displayed throughout the school.</p> <p>(Research AVID 4,)</p> <p>Strategy's Expected Result/Impact: Observations of staff and students wearing their college t-shirts, and bulletin boards posted around the school.</p> <p>Staff Responsible for Monitoring: Staff</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: During College Week staff will highlight the college they attended during morning announcements.</p> <p>(Research AVID 4)</p> <p>Strategy's Expected Result/Impact: Youngblood highlights various colleges through morning announcements during college week.</p> <p>Staff Responsible for Monitoring: Counselors Staff</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Youngblood counselors will work with students to find their career interests through the use of a career interest inventory, which will be beneficial when students complete incoming and outgoing transition activities. Students will also participate in Career Day.</p> <p>(Research AVID 3, 5)</p> <p>Strategy's Expected Result/Impact: Observations of counselors discussing careers with students; student career interest inventories; observations of students participating in Youngblood's Career Day. Students transitioning from elementary to intermediate school and intermediate to middle school will complete a course selection sheet for the 2021-2022 school year.</p> <p>Staff Responsible for Monitoring: Counselors</p>	Formative			Summative
	Oct	Jan	Mar	June
				


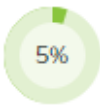





Strategy 4 Details	Reviews			
<p>Strategy 4: Students will have the opportunity to view college campuses through http://www.campustours.com/. (Research AVID 3, 5)</p> <p>Strategy's Expected Result/Impact: Observation of students using the website to tour college campuses.</p> <p>Staff Responsible for Monitoring: Counselors Staff</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Students will use AVID strategies to increase academic success. (Research AVID 1, 4)</p> <p>Strategy's Expected Result/Impact: Observations of classrooms utilizing AVID strategies.</p> <p>Staff Responsible for Monitoring: AVID Site Coordinator Teachers</p> <p>Funding Sources: SCE Salary - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: The library has increased the number of print and digital resources available regarding careers, including non-traditional careers. (Research AVID 4)</p> <p>Strategy's Expected Result/Impact: Library records indicating the books have been checked out or digital materials that have been accessed by students. Observations of students using print and digital resources to research various careers.</p> <p>Staff Responsible for Monitoring: Librarian</p> <p>Funding Sources: Print Resources for Library - Title I - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 2: Alief ISD will improve student preparation for college and career.

Performance Objective 2: At Youngblood Intermediate, 100% of students will participate in problem-solving and critical thinking in a variety of content areas by the end of the 2021-2022 school year.

Evaluation Data Sources: Improved results on the 2021-2022 STAAR Results



Strategy 1 Details	Reviews			
<p>Strategy 1: Reading teachers will model, guide, and encourage students to participate in close reading activities by implementing strategies from HMH to foster a deeper understanding of a variety of texts.</p> <p>(Research ELA 1, 2, 3, 4)</p> <p>Strategy's Expected Result/Impact: Students will be able to read critically and understand at a deep level.</p> <p>Staff Responsible for Monitoring: SCE Funded Specialists Teachers</p> <p>Funding Sources: - State Comp Ed (SCE), - Title I - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Selected students will participate in STEM Enrichment during the elective rotation to think deeply and critically about science content. A STEAM curriculum is used with an emphasis on Engineering in STEM Enrichment class.</p> <p>(Research ES 8)</p> <p>Strategy's Expected Result/Impact: Teacher lesson plans; students actively and meaningfully engaged in science activities.</p> <p>Staff Responsible for Monitoring: SCE Funded Specialist STEM Enrichment Teacher</p> <p>Funding Sources: SCE Salary - State Comp Ed (SCE), - Title I - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Students in the AIMS program will complete state mandated projects to promote critical thinking.</p> <p>(Research GTAP 1)</p> <p>Strategy's Expected Result/Impact: Students complete and explain their project with great depth of understanding.</p> <p>Staff Responsible for Monitoring: AIMS Teachers GT Coordinators (SCE Funded Specialist) Dual Language GT Teachers</p> <p>Funding Sources: SCE Salary - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: We will continue to evaluate the effectiveness of the AIMS program using tools such as district assessments, projects, and STAAR data.</p> <p>(Research GTAP 1)</p> <p>Strategy's Expected Result/Impact: STAAR data</p> <p>Staff Responsible for Monitoring: AIMS Teachers GT Coordinators (SCE Funded Specialist) Dual Language GT Teachers</p> <p>Funding Sources: SCE Salary - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: All math teachers will adhere to Singaporean Math methods, such as CPA progression and bar modeling, to achieve mastery of problem solving through intentional concept sequencing.</p> <p>(Research EM 1)</p> <p>Strategy's Expected Result/Impact: Lesson plans that show evidence of Singaporean Math being implemented in the classrooms; increased student scores on Math assessments.</p> <p>Staff Responsible for Monitoring: Math Specialist Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Students are given opportunities during the school year to explore Science, Technology, Engineering, Fine Arts, and Mathematics through hands on activities tied to real world application.(Research ES 8)</p> <p>Strategy's Expected Result/Impact: Observation of students participating in STEAM based lessons/activities</p> <p>Staff Responsible for Monitoring: Teachers SCE Funded Specialists</p> <p>Funding Sources: - State Comp Ed (SCE), - Title I - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 2: Alief ISD will improve student preparation for college and career.

Performance Objective 3: At Youngblood Intermediate, at least 90% of students will show mastery of the student technology competency standards through projects/activities/etc. by the end of the 2021-2022 school year.

Evaluation Data Sources: Digital evidence will be documented through classroom teacher documentation of student technology competency exposures through lessons/projects/etc.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will use computer labs, Library iPads, mobile device carts, and classroom devices to research, create, and publish work.</p> <p>(Research TEC 4, 6, 8)</p> <p>Strategy's Expected Result/Impact: Observations of classes using the computer labs and technology in the classroom, lab schedule and classroom device checkout records, lesson plans reflecting technology integration activities, teacher and student ePortfolio samples of digital work</p> <p>Staff Responsible for Monitoring: Technology Specialist, Teachers SCE Funded Technology Aide</p> <p>Funding Sources: - Title I - \$5,000, - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will incorporate technology into lessons using a variety of both student-centered and teacher-driven tools.</p> <p>(Research TEC 4, 6, 8)</p> <p>Strategy's Expected Result/Impact: Lesson plans reflecting technology integration, observations of teachers and students using technology, analytics from Schoology, Alief Hub, PearDeck, and other available programs</p> <p>Staff Responsible for Monitoring: Teachers, Technology Specialist</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Students and staff at Youngblood Intermediate will be trained in Acceptable Use Policy and Responsible Use Policy at the beginning of the school year.</p>	Formative			Summative
	Oct	Jan	Mar	June

(Research TEC 4, 6, 8)

Strategy's Expected Result/Impact: Staff and Student signature forms

Staff Responsible for Monitoring: Technology Specialist
Library-Media Specialist



No Progress

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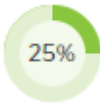

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Goal 3: Alief ISD will maintain a safe and orderly environment.

Performance Objective 1: By June 2022, discipline offenses in Disrespect/Bullying (DPCL/DPOC/DTCL/BULY/HARA/FTNG/PATS) will decrease by 10%.

Evaluation Data Sources: Yearly discipline data reports will show results for Disrespect/Bullying.

Strategy 1 Details	Reviews			
Strategy 1: Staff training on Bully Prevention (Research PASS 8) Strategy's Expected Result/Impact: Discipline data Staff Responsible for Monitoring: PPC (SCE Funded Specialist) Administrators Funding Sources: - State Comp Ed (SCE)	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Anti-Bullying presentation by Aim for Success "Empowered to Defend" for all 5th grade students. (Research PASS 8) Strategy's Expected Result/Impact: Discipline Data and student survey results from presentation Staff Responsible for Monitoring: PPC (SCE Funded Specialist) Administrators Teachers Funding Sources: SCE Salary - State Comp Ed (SCE)	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Morning Announcements reinforcing Guidelines for Success and Shout-Outs for both students and staff (Research PASS 3) Strategy's Expected Result/Impact: Discipline Data Staff Responsible for Monitoring: PPC (SCE Funded Specialist) Administrators Teachers Funding Sources: SCE Salary - State Comp Ed (SCE)	Formative			Summative
	Oct	Jan	Mar	June
				




Strategy 4 Details	Reviews			
Strategy 4: Monthly focus on 7 Habits of a Highly Effective Teen and Prevention Skills (Research PASS 3) Strategy's Expected Result/Impact: Discipline data Staff Responsible for Monitoring: PPC (SCE Funded Specialist) Administrators Teachers Funding Sources: SCE Salary - State Comp Ed (SCE)	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Counselor class visits (Research PASS 3) Strategy's Expected Result/Impact: Discipline data Staff Responsible for Monitoring: Counselors Administrators	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: All staff will use and support each others' use of CHAMPs as a tool to educate students about discipline expectations. Classroom and common area CHAMPs expectations will be reviewed regularly with students. (Research PASS 13) Strategy's Expected Result/Impact: Observations of students following CHAMPs expectations in classrooms and common areas. Staff Responsible for Monitoring: Administration Teachers SCE Funded Behavior Interventionist SCE Funded REID Teacher Paraprofessionals Funding Sources: - State Comp Ed (SCE)	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: All teachers will consistently use a conduct chart to record behavior infractions. Elective teachers and monitors will communicate infractions with teachers. The teacher will then record the infraction on the conduct chart.</p> <p>(Research PASS 13)</p> <p>Strategy's Expected Result/Impact: Observations of teachers using the conduct chart. Behavior records in alignment with the conduct chart. Behavior chart in alignment with rewards or incentives.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: An active Above and Beyond Committee will meet at least monthly to address and respond to any discipline or procedural concerns that come up, with suggestions for new procedures to eliminate those concerns. All staff will comply with the procedures suggested by the Above and Beyond Committee.</p> <p>(Research PASS 13)</p> <p>Strategy's Expected Result/Impact: Sign-in sheets and minutes from Above and Beyond Committee meetings. Implementation of suggested procedures to eliminate discipline concerns.</p> <p>Staff Responsible for Monitoring: Above and Beyond Coordinator Teachers SCE Funded Specialist</p> <p>Funding Sources: SCE Salary - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Select staff will be trained in the district Student Assistance Program and will utilize lessons in groups or in their classrooms to mentor students. (Research PASS 13)</p> <p>Strategy's Expected Result/Impact: SAP Training Attendance Records and teacher/student feedback</p> <p>Staff Responsible for Monitoring: Counselors PPC (SCE Funded Specialist) Teachers</p> <p>Funding Sources: substitute teachers - Title I - \$3,000, - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 3: Alief ISD will maintain a safe and orderly environment.

Performance Objective 2: By June 2022 the number of discipline offenses in Transportation will decrease by 10%.

Evaluation Data Sources: Yearly discipline data reports will show results for Transportation offenses.

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators will implement a bus incentive program during the 2021-2022 school year to help with discipline issues on the bus.</p> <p>(Research PASS 13)</p> <p>Strategy's Expected Result/Impact: Discipline data Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators will assist daily with bus arrival and dismissal and provide an open line of communication with the bus drivers.</p> <p>(Research PASS 13)</p> <p>Strategy's Expected Result/Impact: Discipline data Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Assistant Principals will ride the buses as needed to reinforce positive bus behavior expectations.</p> <p>(Research PASS 13)</p> <p>Strategy's Expected Result/Impact: Discipline Data Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Continued implementation of Youngblood's Guidelines for Success</p> <p>Strategy's Expected Result/Impact: Discipline Data Staff Responsible for Monitoring: Above and Beyond committee</p>	Formative			Summative
	Oct	Jan	Mar	June

SCE Funded Specialist
Teachers
Administrators

Funding Sources: - State Comp Ed (SCE)



No Progress

Accomplished








Continue/Modify

Discontinue

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

Performance Objective 3: By 2022 the number of discipline offenses in Tobacco/Alcohol/Drugs will be decreased by 1%.


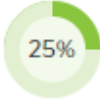

Evaluation Data Sources: Yearly discipline data reports will show results for tobacco/alcohol/drug offenses.








Strategy 1 Details	Reviews			
Strategy 1: Red Ribbon week activities and community service projects. (Research PASS 8) Strategy's Expected Result/Impact: Discipline Data Staff Responsible for Monitoring: Counselors, Teachers, Administrators	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: At Youngblood Intermediate 100% of our 2021-2022 staff will have opportunities to participate in climate and culture enhancing activities.

Evaluation Data Sources: Climate survey



Strategy 1 Details	Reviews			
<p>Strategy 1: We will continue to recruit highly qualified teachers through College Certification Programs.</p> <p>(Research PD 1)</p> <p>Strategy's Expected Result/Impact: T-TESS Job Fairs</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: PLC meetings of specific content areas will meet, share, strengthen, and maintain uniformity of curriculum.</p> <p>(Research PD 1, 2)</p> <p>Strategy's Expected Result/Impact: PLC agendas and sign-in sheets; observations of teachers implementing ideas presented at PLCs.</p> <p>Staff Responsible for Monitoring: Administration Content Specialists (SCE Funded Specialists) Teachers</p> <p>Funding Sources: SCE Salary - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: New teachers will be assigned a mentor to assist and support as needed.</p> <p>(Research CPT 1)</p> <p>Strategy's Expected Result/Impact: Documentation of mentors and proteges working together toward goals. Book Study- "What Great Teachers Do Differently, 17 Things That Matter Most"</p> <p>Staff Responsible for Monitoring: Administration Mentors Proteges</p>	Formative			Summative
	Oct	Jan	Mar	June
				






Strategy 4 Details	Reviews			
<p>Strategy 4: Professional development sessions will be provided for staff. These sessions may include information and training related to content, AVID, and digital learning.</p> <p>(Research PD 1, 2, 3)</p> <p>Strategy's Expected Result/Impact: Sign-in sheets from professional development sessions and observations of teachers implementing new learning.</p> <p>Staff Responsible for Monitoring: Administration Content Specialists (SCE Funded Specialist) District Personnel</p> <p>Funding Sources: SCE Salary - State Comp Ed (SCE), Professional Development - Title I - \$34,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: All staff will be highly qualified and if not, a Highly Qualified Continuous Improvement Plan will be created in collaboration with the Human Resources Department.</p> <p>(Research PD 1)</p> <p>Strategy's Expected Result/Impact: Submission of CIP if necessary</p> <p>Staff Responsible for Monitoring: Administration Human Resources Department</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Extended planning meetings are offered as needed for new and existing teachers. (Research PD 1, 2, 3)</p> <p>Strategy's Expected Result/Impact: Meeting agendas and sign-in sheets; observations of teachers implementing ideas presented at the meetings.</p> <p>Staff Responsible for Monitoring: Administration Content Specialist (SCE Funded Specialist) Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: At Youngblood Intermediate, we will continue to implement strategies to increase parental involvement(NCLB) by 20% by the end of the school year.

Evaluation Data Sources: Parental involvement sign-in sheets




Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will be invited to participate in FAME and SDC meetings, as well as school-wide events.</p> <p>(Research FAME 1, 2, 14)</p> <p>Strategy's Expected Result/Impact: Sign-in sheets showing parental involvement in these programs/committees/events.</p> <p>Staff Responsible for Monitoring: Administration Family Liaison Content Specialists (SCE Funded Specialists) Teachers</p> <p>Funding Sources: SCE Salary - State Comp Ed (SCE), Family Nights Supplies - Title I - \$4,175</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will communicate with parents using the student planners, flyers, phone calls, and email. During conferences with parents will refer to the Youngblood Family Compact.</p> <p>(Research FAME 1, 2, 14)</p> <p>Strategy's Expected Result/Impact: Student Planners with notes to parents; parent conference summary reports</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
				






Strategy 3 Details	Reviews			
<p>Strategy 3: The Youngblood website will be kept current and newsletters will be published quarterly to keep parents informed. Family and community members can communicate with staff via the website.</p> <p>(Research FAME 1, 2, 14)</p> <p>Strategy's Expected Result/Impact: An updated Youngblood website and newsletters throughout the year.</p> <p>Staff Responsible for Monitoring: Librarian Administrators Secretary Content Specialists (SCE Funded Specialist) Teachers</p> <p>Funding Sources: SCE Salary - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: At Youngblood Intermediate we will increase relationships between school and community by 20% through by the end of the school year.

Evaluation Data Sources: Sign-in sheets, flyers that show evidence of school/community relationships






Strategy 1 Details	Reviews			
<p>Strategy 1: Youngblood will hold a food drive to benefit families that utilize CIS.</p> <p>(Research FAME 2)</p> <p>Strategy's Expected Result/Impact: Items used for families in need.</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus-wide campaigns to benefit charities</p> <p>(Research FAME 2)</p> <p>Strategy's Expected Result/Impact: items donated to area charities</p> <p>Staff Responsible for Monitoring: PPC (SCE Funded Specialst) Staff</p> <p>Funding Sources: SCE Salary - State Comp Ed (SCE), Red Ribbon Week/Wash Away Drugs - Title I - \$2,500</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Youngblood students and staff will participate in the Alief Community Garden, including the upkeep of Youngblood's Little Free Library.</p> <p>(Research FAME 2)</p> <p>Strategy's Expected Result/Impact: Photos of teachers and students participating in the garden and with the Little Free Library. Students and community members will have access to books through the Little Free Library.</p> <p>Staff Responsible for Monitoring: Teacher Little Free Library Steward (SCE Funded Specialist and/or Librarian)</p> <p>Funding Sources: - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Staff and students may wear their Youngblood spirit shirts on Wednesday to promote unity.</p> <p>(Research FAME 2)</p> <p>Strategy's Expected Result/Impact: Photo evidence of staff and students wearing their Youngblood spirit shirts.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 3: Staff will implement monthly Character Strong activities/discussions to promote positive student self-esteem and provide positive behavioral support.

Evaluation Data Sources: Monthly office referrals for both 5th and 6th grade.

Strategy 1 Details	Reviews			
Strategy 1: Monitor the monthly discipline data reports from the administrators. Strategy's Expected Result/Impact: Reduction in office referrals for both 5th and 6th grade. Staff Responsible for Monitoring: Counselors Administrators	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				