

Alief Independent School District
Liestman Elementary
2019-2020 Campus Improvement Plan

Accountability Rating: C



Public Presentation Date: September 13, 2019

Mission Statement

Liestman believes that success in the 21st century requires that students receive training in: effective communication techniques, teamwork skills, and identifying real life problems and solutions.

Vision

Liestman Elementary promotes an innovative learning environment that prepares students to be college, career, and military ready.

Value Statement

As a professional learning community, we value integrity, positive communication, accountability, differences, and relationships.

Table of Contents

- Comprehensive Needs Assessment 4
 - Needs Assessment Overview 4
 - Demographics 6
- Priority Problem Statements 9
- Comprehensive Needs Assessment Data Documentation 13
- Goals 16
 - Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential. 16
 - Goal 2: Alief ISD will improve student preparation for college and career. 23
 - Goal 3: Alief ISD will maintain a safe and orderly environment. 25
 - Goal 4: Alief ISD will recruit, develop, and retain highly qualified and effective personnel. 27
 - Goal 5: Alief ISD will continue to build positive relationships with all stakeholders. 31
- Comprehensive Support Strategies 34
- 2019-2020 Campus Site-Based Committee 35
- Campus Funding Summary 36

Comprehensive Needs Assessment

Revised/Approved: June 05, 2020

Needs Assessment Overview

Liestman Elementary

Needs Assessment-Data Sources Review/Update- May-June 2020

These sources of data were considered when updating the campus' needs assessment.

Student

- Alief ADA report -reviewed 6/1
- Campus Summary Report (attendance)- reviewed 6/1
- 19-20 Filings/ Referrals as of March 12, 2020 Report
- 19-20 Discipline Report-reviewed 6/1
- DCA 2019 3-8 May Campus Comparison report
- 2020 I-Station (Fall) Diagnostic report- reviewed 6/2
- 2020 I-Ready (Fall) Diagnostic report-reviewed 6/1
- PK Circle Data- reviewed 6/3
- Special Populations Reports (504, GT, ESL, SE, RTI)
- Liestman Missing Students (COVID-19) Spreadsheet
- Clinic Visit Numbers 19-20- reviewed 6/1

- HB3 Early Childhood Literacy and Mathematics Goal Targets-reviewed 6/4

Staff

- May 2019 Energage Staff Survey Results
- SDC May 2020 District Wide Survey Results
- 18/19 Staff Resignation Report
- 18/19 Staffing Change of Assignment Report
- May 2020 Professional/Paraprofessional Staffing Survey
- Clinic Visit Numbers 19-20-reviewed 6/1

Family Engagement

- Campus Family Interactions Mid-year Report 19-20-reviewed 6/2
- Campus FACE Events Mid-Year Report- reviewed 6/2

Demographics

Demographics Summary

Note: The conclusion of the 2019-2020 school year was impacted by the closing of public schools due to the COVID-19 virus.

Liestman, one of twenty-four public elementary schools in Alief ISD, is located in Houston, Texas. Liestman is in the southwestern region of the district and is located at 7610 Synott Road. She celebrates 41 years of service during the 19-20 school year and is proud to serve the students and families of 750 students. Families represented at Liestman reflect 14 different countries of origin. There are 17 different languages spoken at home. As of February 1, 2020, Liestman's student population is 63% LEP. Student demographics is as follows as of April 2020:

Student Demographic by Ethnicity						
	African American	Asian	Hispanic	White	Hawaiian	Indian
PK	25	17	35	1	0	0
K	31	24	84	3	0	0
1st	44	29	89	4	0	0
2nd	25	17	58	9	1	2
3rd	36	16	74	2	0	1
4th	39	16	67	1	0	0
Total	200	119	407	20	1	3

Student Demographic by Gender			
	Male	Female	Total
PK	43	35	78
K	84	58	142
1st	80	86	166
2nd	63	49	112
3rd	65	64	129
4th	77	46	123
Total			750

Special Population: Gifted and Talented				
Kinder-still testing	1st- 2	2nd-None	3rd-6	4th-10

Special Population: Special Education	
Eligibility	Total Number of Students
Intellectual Disability	11
Other Health Impairment	12
Orthopedically Handicapped	3
Autistic	30
Speech Handicapped	67
Emotionally Disturbed	12
Learning Disabled	11
Total	146

Special Populations: Intervention

	PK	K	1st	2nd	3rd	4th
Tier 2	3	23	13	17	13	23
Tier 3	5	15	63	38	61	29
Behavior	1	4	4	2	2	6
504			1	7	6	13
Dyslexia/504			5	2	6	2

Special Population: Bilingual

	PK	K	1st	2nd	3rd	4th	Total
Beginners	25	41	52	11	6	3	138
Intermediate	0	0	5	24	14	7	50
Advanced	0	0	0	1	14	17	32
Adv. High	0	0	0	0	6	9	15
Total	25	41	57	36	40	36	235

Special Population: ESL

	PK	K	1st	2nd	3rd	4th	Total
Beginners	29	43	45	4	4	0	125
Intermediate	0	0	9	24	10	7	50
Advanced	0	0	0	6	23	14	43
Advanced High	0	0	0	2	10	7	19
Total	29	43	54	36	47	28	237

Special Population: Dual Language

	K	1st	2nd	3rd	4th	Total
LEP	30	34	25	21	17	127
Non-LEP	12	10	5	6	3	36

Demographics Strengths

Liestman educates a range of student populations through numerous programs including general education, special education, ESL education, Bilingual education (Dual Language), and Gifted-Talented education. It also provides students with an award-winning fine arts education including music and art, rounded out by strong Physical Education and Health/Technology classes. Liestman recognizes the importance of family engagement and plans numerous events throughout the year. There were 11 family events in the fall semester (Campus FACE Events Mid-Year report). The percentage of family-school interactions was 90.62% for the period of Aug. 2019-Jan. 15, 2020 (Family Interactions Mid-Year Report for 2019-2020).

Priority Problem Statements

Problem Statement 1: Establishing and maintaining shared expectations for attendance, engagement, behavioral norms, and academic growth requires on-going communication, collaboration, and problem solving.

Root Cause 1: An economic, ethnically, and linguistically diverse community presents different and sometimes conflicting values and norms. (Data Sets- Attendance Report, E-School Discipline data report, LPAC May report, MKT report, Placement/Retention reports, EOY RTI/504 reports, SE report, GT report, Clinic report)

Problem Statement 1 Areas: Demographics

Problem Statement 2: PK Reading: There is a high percentage of students that need support with rapid vocabulary and phonological awareness skill development.

Root Cause 2: Lack of schooling. Solution: Effective first line instruction (Data set-PK CLI School Benchmark Report Wave 2)

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: PK Math: There is a high percentage of students that have been identified as needing support with rote counting.

Root Cause 3: Lack of schooling. Solution: Effective first line instruction (Data set-PK CLI School Benchmark Report Wave 2)

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: PK-4th Reading: There are high percentages of students that have been identified as having some risk or are at risk of underachievement due to gaps core literacy skills.

Root Cause 4: Gaps in foundational literacy skills are impeding academic growth. Solution: Effective first line instruction. (Data set- I-station report Jan. 2020)

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: K-4th Math: There are high percentages of students that have been identified at Tier 2 and Tier 3 levels due to gaps in math domains.

Root Cause 5: Gaps in foundational math skills are impeding academic growth. Solution: Effective first line instruction. (Data set-i-Ready Diagnostic in fall report)

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: STAAR: 4th grade students are not maintaining 3rd grade achievement levels nor demonstrating consistent growth as measured by STAAR Math and Reading Tests (May 2019).

Root Cause 6: Gaps in literacy and math skills are impeding academic achievement. First-line instruction. (Data sets- TEA Summary Reports, district longitudinal data)

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Students: TBD

Root Cause 7: (Data set- AISD climate survey 2020)

Problem Statement 7 Areas: School Culture and Climate

Problem Statement 8: Parents: TBD

Root Cause 8: (Data set- AISD climate survey 2020)

Problem Statement 8 Areas: School Culture and Climate

Problem Statement 9: Staff: 57% of staff are not engaged potentially affecting the campus' and district's success.

Root Cause 9: Focus areas: helpfulness, concerns, and development (Data set- Energage 2019 results)

Problem Statement 9 Areas: School Culture and Climate

Problem Statement 10: Staff Quality/Professional Development: Teacher under-performance is impacting student achievement.

Root Cause 10: A combination of ineffective classroom management techniques, ineffective organizational skills, and fixed mindsets are causes of under-performance. (See

Problem Statement 10 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 11: Reading: Teachers are struggling with learning new reading standards and new curriculum.

Root Cause 11: Reading standards (TEKS), I-station, and state adoption (Houghton Mifflin Harcourt) are new for the 19/20. Need more time to become familiar with curriculum and instructional resources.

Problem Statement 11 Areas: Curriculum, Instruction, and Assessment

Problem Statement 12: Math: Some teachers are struggling with learning curriculum.

Root Cause 12: Math in Focus (state adoption) and I-Ready are new for some Teachers for 19/20. Need more time to become familiar with curriculum and instructional resources.

Problem Statement 12 Areas: Curriculum, Instruction, and Assessment

Problem Statement 13: Special Education: Special education and general education Teachers are struggling to meet the needs of students.

Root Cause 13: Teachers need additional training for supporting students with dyslexia, autistic inclusion students, and life skills students.

Problem Statement 13 Areas: Curriculum, Instruction, and Assessment

Problem Statement 14: 85 students did not have at least 1 family-school interaction for the 19-20 school year.

Root Cause 14: Possible reasons include lack of parental knowledge, misaligned school-home communication strategies, and lack of transportation.

Problem Statement 14 Areas: Parent and Community Engagement

Problem Statement 15: TBD

Root Cause 15:

Problem Statement 15 Areas: School Context and Organization

Problem Statement 16: Campus Equipment: Liestman has outdated technology in classrooms including projectors and televisions.

Root Cause 16: Replacement and upgrade of technology is impacted by yearly funding.

Problem Statement 16 Areas: Technology

Problem Statement 17: Student Devices and Access: Liestman had 197 students without an electronic device or no internet access during the closing of school during the COVID pandemic. s,

Root Cause 17: Ownership and access is impacted by poverty and parental disengagement. (Data set: Student welfare and technology needs assessment March-May 2020)

Problem Statement 17 Areas: Technology

Problem Statement 18: Digital Instruction: Some Teachers and Instructional Paraprofessionals lack the necessary digital instructional skills to provide virtual learning for students.

Root Cause 18: Lack of training and experience with digital tools and platforms have presented challenges during school closure.

Problem Statement 18 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: September 10, 2019

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

Performance Objective 1: ESF (5.1): (Aug.-May.): 100% of all teachers will deliver daily objective driven daily lesson plans with built in formative assessments.

Evaluation Data Source(s) 1: 5 Systems: PD, Walk-Through Rubric, Schedule, Data, Communication

Summative Evaluation 1: Met Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 5: Effective Instruction 1) See TIP PD1	2.5, 2.6	Principal- Noe Galindo AP- Rasolyn McKenzie, Jayne Williams Specialist- Marion Miller, William Rico, Yokira Shorter, Carolyn Haller, Malena Magallon	Teachers will deliver better lessons that address data trends and result in better CCA and DCA grades.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

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

Performance Objective 2: Intervention: By May 2020, 55% of all students receiving Tier 3 intervention will demonstrate 5% increase in I-Station overall reading scores.

Evaluation Data Source(s) 2: Student Monthly ISIP reading scores

Summative Evaluation 2: Exceeded Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Reading intervention will be provided to Tier 3 students in reading from K-2nd grade. RTI1, RTI9, RTI13	2.4, 2.5, 2.6	Agnes Domingo, REID Teacher; Esmeralda Villegas, Interventionist; Candice Price, Interventionist; ILT/ ALT	S's receiving reading intervention will demonstrate consistent growth in overall reading levels at each assessment cycle.				
Funding Sources: Title I - 78504.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 3: Accelerated Instruction: All students in K-4th will receive 30 minutes of daily academic intervention or enrichment 4 days a week through May 2020.

Evaluation Data Source(s) 3: Achievement data (MIF tests, ISIP/I-Ready scores, report card grades, CCA's, DCA's)

Summative Evaluation 3: Exceeded Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Targeted students in K-4 will receive additional TEKS based accelerated instruction or enrichment 4 days a week beginning on September 16, 2019 from 7:55-8:25. RTI17	2.4, 2.5, 2.6	Classroom Teachers, ILT, ALT, Elective Teachers	As a result of this strategy, it is expected that students will demonstrate consistent growth in the mastery of reading, math, and writing TEKS.				
Funding Sources: Title I - 37000.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 4: School Achievement: By May 2020, the % students in 3rd and 4th grade obtaining meets and masters will increase by 5% points from 18/19 in reading, math, and writing as measured by STAAR.

Reading- 42%/47%

Math- 38%/43%

Writing- 38%/43%

Evaluation Data Source(s) 4: 19/20 Math, Reading, and Writing STAAR scores

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Build a foundation of reading and math ESF Levels Lever 3: Positive School Culture 1) S's will be recognized for academic growth and goal attainment in math and ELA. PASS 3, PASS 16	2.4, 2.6	Administration	Recognition will reinforce good decision making and work habits related to academic achievement and growth in math and ELA.				
	Funding Sources: Title I - 4000.00						
TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levels Lever 5: Effective Instruction 2) AR will be purchased to support and reinforce good reading skills and motivate students to read.	2.4, 2.5, 2.6	E. Acosta, Librarian; Carol Kitt, Library Aide	Students will read more, and as result, will strengthen their vocabulary, stamina, and reading comprehension.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 5: In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, Liestman will be 100% compliant by implementing the following strategies.

Evaluation Data Source(s) 5: GT Enrichment Activities Record, 504 Educational Plans

Summative Evaluation 5: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Liestman will serve homeless students by meeting their specific academic and other needs. The school will work with the district liaison to identify and service these students as provided in the McKinney-Vento Act. H2, H5, H15	2.6	Social Worker, Counselor	Documentation of providing for needs of homeless students. At least 80% if students in homeless situations will perform at or above the passing standard on state and local assessments.				
	Funding Sources: Title I - 3000.00						
2) Liestman will identify GT students and provide accelerated instruction opportunities. Some of these include Battle of the Books, UIL, and the use of differentiation instruction in Tier 1 instruction. GTAP 3, GTAP 5	2.5	CAS, Librarian	Student rosters will be reviewed at the end of the year to measure student participation. Students identified will perform at the advance level on the STAAR test.				
	Funding Sources: Local - 1500.00						
3) All students that qualify for the dyslexia program or are in 504 will receive intense, research-based instruction. ELA 2, RTI 1	2.4, 2.6	CAS	Common Benchmark Assessments, six weeks grades. At least 80% of students identified as 504 will perform at or above the passing standard on state and local assessments				
	Funding Sources: Title I - 0.00						
4) Monitor DAEP placements for over-represented groups, attendance rates, pre and post assessments results, dropout rates and recidivism rates. RTI 1, PASS 16, PASS 20		Assistant Principal; Counselor; CAS	Students who are involved in DAEP placements will return to campus without academic gaps and with strategies to help with discipline issues. They will have a reduction of office referrals and perform at the passing standards of the STAAR and local assessments.				
	Funding Sources: Title I - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 6: Liestman will use a variety of digital/technology tools to support effective first line instruction.

Evaluation Data Source(s) 6: CWT's, Lesson Plans, PLC, student work samples

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Liestman will purchase digital tools and mount (if necessary) technology equipment. TEC 5	2.4, 2.5	Principal and Technology Specialist	As a result of this strategy, students will have access to digital/technological tools that will support their learning.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 7: Liestman ESL and bilingual students will increase 5% points on TELPAS 2020. Kinder (Dual and Bilingual students) will advance to the next letter by EOY on the 2020 OIPT.

Evaluation Data Source(s) 7: TELPAS 2020 and OIPT 2020

Summative Evaluation 7:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>ESF Levers</p> <p>Lever 1: Strong School Leadership and Planning</p> <p>1) K-75% of students will increase by 1 letter per OIPT 2020.</p> <p>1st- 82% of students will increase 1 or more proficiency levels by Spring of 2020 through the use of SIOP strategies as measured by TELPAS.</p> <p>2nd- 72 % of students will increase 1 or more proficiency levels by Spring of 2020 through the use of SIOP strategies as measured by TELPAS.</p> <p>3rd -58% of students will increase 1 or more proficiency levels by Spring of 2020 through the use of SIOP strategies as measured by TELPAS.</p> <p>4th- 46% of students will increase 1 or more proficiency levels by Spring of 2020 through the use of SIOP strategies as measured by TELPAS.</p> <p>SELA 8, SLE 2</p>	2.4, 2.5, 2.6, 3.2	SLE specialists: Malena Magallon and Tracey Jones Administration: N. Galindo, J. Williams and R. Mckenzie	<p>* PLC focus: writing language objectives that are aligned to content objectives, promote interaction and use of cooperative learning strategies and effective lesson delivery</p> <p>* Collaboration with writing department to improve ELLs/TELPAS writings</p> <p>* ELD Intervention focus: language development in the content areas</p> <p>* CWTs and observations (SIOP COHORTS)</p> <p>* LPAC</p> <p>* Classroom teacher holistic rating every 6 weeks, turned in with report card.</p> <p>Kinder/1st focus -speaking domain</p> <p>2nd-4th focus- writing domain</p>				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

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

Performance Objective 1: AVID (Year 2): By September 2019, 100% of 2nd-4th grade students will be trained to use a student agenda and a binder to stay organized for student success.

Evaluation Data Source(s) 1: 2 official binder checks per year (once per semester)

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
1) Liestman will purchase agendas for all 2nd-4th grade students. Teachers will teach/train students how to use the binder and agendas. AVID 1, AVID 5	2.4, 2.5, 2.6	AP-Rasolyn McKenzie Teachers	Students will get organized through the use of agendas.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 2: Goal Setting: By May of 2020, 100% of 2-4 graders will demonstrate academic growth through the mastery of goal setting and self-monitoring skills.

Evaluation Data Source(s) 2: Review of goal mastery by student, teacher, and parent every 3 weeks.

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
1) Teachers will instruct the students on how to set goals. The teachers will assist students will assist the students with tracking and monitoring goals AVID 1, AVID 4	2.4, 2.5, 2.6	Liestman 2nd, 3rd, and 4th grade teachers, Rasolyn McKenzie (AP)	Utilization of WICOR strategies to help with setting academic goals and making sure they are met.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 1: Safety: By May of 2020, Liestman will plan, coordinate, and execute 100% of all required Standard Response Protocols.

Evaluation Data Source(s) 1: Audit results (Alief, City of Houston, and Harris County Department of Education building audits);

Summative Evaluation 1: Exceeded Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Liestman will train students, school personnel, and families in emergency responses using Students Response Protocols (SRPs) (Lockout, Lockdown, Evacuate, Shelter, Hold). FAME 6		Crisis Committee	Liestman will remain a safe school for all students, school personnel, and families.				
2) Liestman will train all school personnel in Stop the Bleeding methodology. PASS 13		Principals: Noe Galindo Assistant Principal: Jayne Williams & Rasolyn McKenzie	Teachers will learn how to perform wound care.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 2: By May of 2020, Liestman will purchase and mount all T.V.s in classrooms.

Evaluation Data Source(s) 2: All televisions on campus will be mounted for visual and safety purposes.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Televisions will be upgraded from box to 32 inch flat screens to support new digital technology and safety as older TV models are no longer safe. This will include mounting brackets. AA 6							
Funding Sources: Title I - 4000.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 1: Staff Retention: Liestman will retain 90% of all employees.

Evaluation Data Source(s) 1: HR Staff Retention Data for 18/19- 8 or 1.20% of staff left. 19/20 retention data is pending.

Summative Evaluation 1: Met Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 5: Effective Instruction</p> <p>1) Lesson Planning: Teachers and instructional para-professionals will strengthen their instructional skills through collaborative planning. AA 4, ELA 5, ELA 20, ES 1, PD 3</p>	2.6	Principal-Galindo APs: Mckenzie, Williams	Students will receive the extra help needed to achieve academic progress.				
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>ESF Levers Lever 5: Effective Instruction</p> <p>2) Adult Learning: Teachers, instructional paraprofessionals, and administrators will participate in professional conferences to increase their content knowledge and improve the effectiveness of their key practices. PD 16, PD 4, PD 1</p>		Principal	Increase student success				
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>3) Mentoring: New Teachers will receive support by a Master Teacher. Mentor/Mentee meetings are planned for each month. PD 5</p>	2.5	Jayne Williams, Assistant Principal	New teachers will experience teaching success.				

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




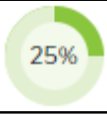
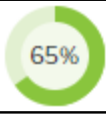

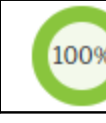
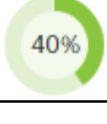


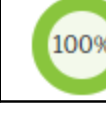
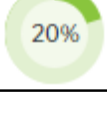
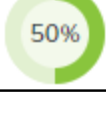
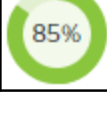
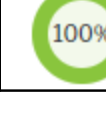
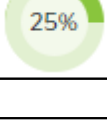

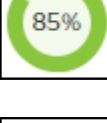
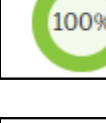
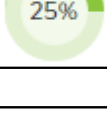
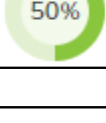
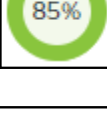





Goal 4: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: SCE funded positions

Evaluation Data Source(s) 2: Data collected from various departments

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Ensure students are tested and serviced for dyslexia. RTI 1, RTI 3, RTI 16	2.4, 2.5	Reid Teacher, SCE funded position	Increase students reading ability and identification of dyslexia and other 504 services.				
	Funding Sources: State Comp Ed (SCE) - 0.00						
2) Support teachers and students in the area of math. EM 1, EM 3	2.4, 2.5	Math Specialist, SCE Funded position	Improve math skills and scores on STAAR and local assessments				
	Funding Sources: State Comp Ed (SCE) - 0.00						
3) 1. Work with identified struggling students via A.I. pullouts 2. Conduct PLCs and attend grade level meetings 3. Assist teachers with implementing district pacing guides 4. Support teachers with analyzing data that drives instruction ELA 1, ELA 18, CI 4, RTI 13, RTI 9	2.4, 2.5	ELA Specialist, SCE funded position	Students show continuous improvement with CCAs, DCAs, and STAAR scores.				
	Funding Sources: State Comp Ed (SCE) - 0.00						
4) 1. Work with identified struggling students via A.I. pullouts 2. Conduct PLCs and attend grade level meetings 3. Assist teachers with implementing district pacing guides 4. Support teachers with analyzing data that drives instruction ELA 1, ELA 18, CI 4, RTI 13, RTI 9	2.4, 2.5	ELA Specialist, SCE funded position	Students show continuous improvement with CCAs, DCAs, and STAAR scores.				
	Funding Sources: State Comp Ed (SCE) - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
5) 1. Monitor students that are required to attend SAC based on behavior PASS 4, PASS 9, PASS 13	2.6	Behavior Intervention/Office Aide, SCE funded position	staff monitor students until their behavior is corrected and they can return to class				
	Funding Sources: State Comp Ed (SCE) - 0.00						
6) 1. Ensure that students work on district digital programs. DL7, TEC 6, TEC 8	2.5	Technology Aide, SCE funded position	Monitor students and teach them about being responsible digital citizens				
	Funding Sources: State Comp Ed (SCE) - 0.00						
7) Assist classroom teacher with delivering instruction and monitoring students EC 1	2.5	Pre-Kindergarten Aide, SCE funded position	Students will receive extra help and improve academically.				
	Funding Sources: State Comp Ed (SCE) - 0.00						
8) 1. Assist classroom teacher with delivering instruction and monitoring students ELA 5, ELA 9	2.5	Kindergarten Aide, SCE funded position	Students will receive extra help and improve academically.				
	Funding Sources: State Comp Ed (SCE) - 0.00						
9) Assist classroom teacher with delivering instruction and monitoring students ELA 5, ELA 9	2.5	Kindergarten Aide, SCE funded position	Students will receive extra help and improve academically.				
	Funding Sources: State Comp Ed (SCE) - 0.00						
10) Assist classroom teacher with delivering instruction and monitoring students ELA 5, ELA 9	2.5	Kindergarten Aide, SCE funded position	Students will receive extra help and improve academically.				
	Funding Sources: State Comp Ed (SCE) - 0.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 1: Family Support: Overall family engagement will increase by 5% by May 2020.

Evaluation Data Source(s) 1: Campus Family Interactions Mid-Year Report 19-20 (18/19-92.44%) (19/20-90.62%)

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
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Family Center: Parenting workshops will be designed and provided to support the development of skills. Workshops are scheduled on a weekly basis. FAME 1, FAME 3	3.1, 3.2	Perla Rivera, Family Liaison; Noe Galindo, Principal;	Family Engagement will support increased student achievement.				
				Funding Sources: Title I - 4775.00			
Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Family Nights: Monthly campus-wide parent workshops will be designed and provided to support the development of parenting skills across contents and topics every month. FAME 14	3.1, 3.2	Perla Rivera, Family Liaison; Noe Galindo, Principal	Family Engagement will support increased student achievement.				
				Funding Sources: Title I - 4775.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Committee Work: Parents will participate in the school's LPAC, SDC, and FAME committees so as to provide suggestions regarding the education of their children. FAME 3, FAME 5	3.1, 3.2	LPAC- Malena Magallon (ESL Specialist); SDC- Dr. Yokira Shorter (ELA Primary Specialist); FAME- Perla Rivera (Family Liaison) and Rasolyn McKenzie (Assistant Principal)	Family Engagement will support increased student achievement				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

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

Performance Objective 2: Liestman will sponsor transition activities that facilitate a smooth transition from Daycare to PK (informational meeting), PK to Kinder (District-wide Kinder Round-up Night), and 4th to Intermediate (Intermediate campus visit and information).

Evaluation Data Source(s) 2: Family engagement Sign-in sheets for each event.

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
1) 1) 1. Transition team will host an information session for parents of potential PK students 2. District will host a district-wide round-up for PK students transitioning to Kinder 3. Counselor will make arrangements for a visit to Youngblood Intermediate for 4th grade (EC1, EC3, FAME 8)	3.1, 3.2	Counselor- Karina Bonilla ELA Specialist- Yokira Shorter AP_ Rasolyn McKenzie PK and Kinder Teachers	Potential PK parents will be knowledgeable about PK enrollment and expectations. PK students will transition to Liestman's Kinder. Fourth grade students will receive information about transitioning to Youngblood or other intermediate schools in Alief.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Reading intervention will be provided to Tier 3 students in reading from K-2nd grade. RTI1, RTI9, RTI13
1	3	1	Targeted students in K-4 will receive additional TEKS based accelerated instruction or enrichment 4 days a week beginning on September 16, 2019 from 7:55-8:25. RTI17

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
ILT member	Carolyn Haller	ELA Specialist
Classroom Teacher	Christopher De Leon	PE Teacher
Administrator	Jayne Williams	Asst. Principal
Classroom Teacher	Jean Smith	PK Teacher
Classroom Teacher	Lauren Lemex	Kinder Teacher
Classroom Teacher	Liza Soroka	1st grade Teacher
Administrator	Noe Galindo	Principal
Paraprofessional	Maria Salinas	Principal Secretary
Parent Liaison	Perla Rivera	Parent Liaison Coordinator
Administrator	Rasolyn McKenzie	Asst. Principal
Facilitator	Yokira Shorter	ELA Specialist
Classroom Teacher	Erica Hernandez	2nd grade Teacher
Classroom Teacher	Yoliani Saud	3rd grade Teacher
Classroom Teacher	Maria Molina	4th grade Teacher
CIS	Mimi Tran	CIS representative
Parent	Shannon Perkins	Parent

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Staffing Budget (Esmeralda Villegas, Interventionist; Candice Price, Interventionist; William Rico- Math Specialist)		\$78,504.00
1	3	1	Funds to support the purchase of instructional materials and tutorial pay		\$37,000.00
1	4	1	Awards		\$4,000.00
1	5	1			\$3,000.00
1	5	4			\$0.00
3	2	1			\$4,000.00
5	1	1	Family Center Resources		\$4,775.00
5	1	2	Family Center Resources		\$4,775.00
Sub-Total					\$136,054.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2			\$1,500.00
Sub-Total					\$1,500.00
State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
4	2	4			\$0.00
4	2	5			\$0.00

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	6			\$0.00
4	2	7			\$0.00
4	2	8			\$0.00
4	2	9			\$0.00
4	2	10			\$0.00
Sub-Total					\$0.00
Grand Total					\$137,554.00