

Alief Independent School District

Kennedy Elementary

2018-2019 Goals/Performance Objectives/Strategies

Accountability Rating: Met Standard



Mission Statement

Kennedy Elementary, in collaboration with parents and our community, will provide an exemplary education for all students in a safe environment.

Vision

Kennedy Elementary will put children first and do whatever it takes to help children be successful now and in the future.

Value Statement

Kennedy Elementary is committed to the following:

- Continue to seek ways to improve the safety and orderliness of our school environment.
- Provide opportunities to increase staff voice in “Big Rock” decisions.
- Maintain an open-door policy and visibility whenever possible.
- Facilitate the acquisition of resources that support the instructional programs
- Implement fair and consistent discipline practices

Table of Contents

Goals	4
Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.	4
Goal 2: Alief ISD will improve student preparation for college and career.	19
Goal 3: Alief ISD will maintain a safe and orderly environment.	23
Goal 4: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.	28
Goal 5: Alief ISD will continue to build positive relationships with all stakeholders.	33
Goal 6: TAIS Targeted Improvement Plan: Goal 1 ANNUAL GOAL: By the end of the 2018-2019 school year, 30% of 3rd grade students and 30% of 4th grade students will hit Meets standards on the STAAR test. PROBLEM STATEMENT: 64% of all 3rd grade students did not hit meets standards or higher on the Math STAAR test. ROOT CAUSE: There was a lack of emphasis on growing on and above level students in the Math classroom. STRATEGY: SIOP embedded within content What INDEX does this address? EOY REPORT: Did you meet your annual goal? Provide data that supports you meeting or not meeting your annual goal. If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success? Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2018-2019 school year.	37
Goal 7: TAIS Targeted Improvement Plan: Goal 2 ANNUAL GOAL: By the end of the 2018-2019 school year, 64% of 4th grade students will hit Approaches and above standards and 30% of 4th grade students will hit Meets and above standards on the Writing STAAR test. . PROBLEM STATEMENT: Although we made significant growth on the STAAR Writing test from 2017 to 2018, our current 4th grade students have historically performed much lower on local and state assessments than previous groups of 4th grade students. ROOT CAUSE: Because it was our first year to implement the two week cycle of the Kennedy Writing Plan STRATEGY: Vertical alignment and explicit, intensive grammar instruction using a two-week writing cycle What INDEX does this address? 1 EOY REPORT: Did you meet your annual goal? Provide data that supports you meeting or not meeting your annual goal. If you did meet your annual goal, to what do you attribute your lack of success? If you did not meet your annual goal, to what do you attribute your lack of success?	50

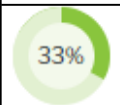
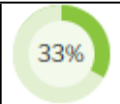
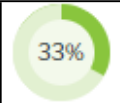
Goals








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

Performance Objective 1: Reading Smart Goal: By the end of the 2018-2019 school year, 60% of monolingual kindergarten, 46% of bilingual kindergarten, 42% of 1st grade monolingual, 52% of 1st bilingual, 54% of 2nd grade monolingual, 59% of 2nd grade bilingual, 57% of 3rd grade, and 71% of 4th grade will meet end of year district reading iStation expectations.

Evaluation Data Source(s) 1: End of Year iStation data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Teachers and Specialists will analyze data from iStation and Telpas testing to organize whole and small group instruction. (IL 1)</p>	<p>Reading teachers, SCE Reading Specialists and Administrators</p>	<p>Planned small group lessons and meeting EOY grade level reading goals.</p>				
<p>Funding Sources: State Comp Ed - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Teachers will refine and implement effective reading group strategies by selecting appropriate materials, assessing students and teaching uniform sets of strategies for students. Guided Reading training and supplies were offered. (ELA 5)</p>	<p>ILT</p>	<p>Effective Small Group plans and EOY grade level reading goals met by students.</p>				
<p>Funding Sources: Local - 200.00</p>						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Reading instruction will encompass the comprehension strategies outlined in the Next Steps to Guided Reading and Texas Treasures Textbook adoption. (ELA 9)</p>		<p>Effective reading lesson plans and students meeting EOY grade level reading goals.</p>				


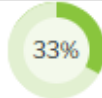
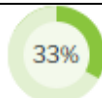
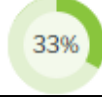
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Teachers will continue to implement Thinking Maps into their lessons to create visual patterns that are related to content and critical thinking. Campus will use Thinking Maps to help guide instruction. Campus wide expectations include formative walk-throughs. SE student progress will be analyzed through the use of data from Unique Learning, iStation, and campus and district provided assessments. (PD 3)</p>		Data from formative walk-throughs and data analysis.				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) Utilize appropriate differentiated strategies in all classrooms to engage students. (GTAP 5)</p>	ILT (SCE funded Reading Specialists and REID) and Administration	Formative walk-throughs				
Funding Sources: State Comp Ed - 0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Provide intervention within the classroom setting to help support the learning and development for the students in collaboration with the classroom teacher. Provide necessary PD books to support the most recent best practices.(RTI 1, RTI 18, RTI 19)</p>	ILT (SCE funded Math, Reading and REID Specialists) and Intervention	Student growth in reading levels.				
Funding Sources: State Comp Ed - 0.00, Title I - 150.00						
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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: Reading Smart Goal: By May 14, 2019, 66% of 3rd grade students and 68% of 4th grade students will reach STAAR approaches standards on the STAAR Reading test. 25% of 3rd grade students and 27% of 4th grade students will reach STAAR meets expectations standards on the STAAR Reading test.

Evaluation Data Source(s) 2: Reading STAAR data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Teachers will refine first line instruction with emphasis on teaching the TEKS during whole and small group instruction for all student populations including ELL, Sp. Ed., At-Risk and Title1 students. Interventionists, PT Interventionist, 3rd and 4th grade teachers will follow a prescribed "STAAR Crunch" lesson plan in the Spring using STAAR Ready materials. (ELA 9, ELA 10)</p>	Teachers, ILT (SCE funded Reading Specialists), Interventionists and Administration	STAAR crunch lesson plans that are TEKS based.				
Funding Sources: State Comp Ed - 0.00, Title I - 50000.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Teacher will implement the Next Steps to Guided Reading model and use leveled readers during small guided reading instruction K-2. Students will be given their individualized leveled readers and book bags K-2. (ELA 9)</p>	Teachers and Librarian	Increase in reading levels.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Ongoing discussion of the TEKS and Readiness / Supporting Standards during Extended Planning Days, PLC, and weekly team PLC's to show alignment. (ELA 9, PD 5)</p>	ILT and Administration	Evidence of TEKS in lessons.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>4) Analyze ISIP, DCA and KCA results to drive small group instruction and monitor student progress and growth. (ELA 9, PD 5)</p>	ILT (Title Interventionist) and Administration	Data increase				
Funding Sources: Title I - 35000.00						

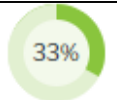
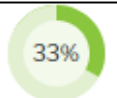
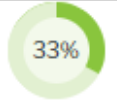

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Flexible small groups in reading by teacher or interventionist for all student populations including ELL, Sp. Ed., At-Risk and Title1 students in all grade levels. Kinder and Pre-k students will be seen by the PK/K Aide. 3rd and 4th grade teachers will follow a prescribed "STAAR Crunch" lesson plan in the Spring using STAAR Ready materials. (ELA 9)</p>	<p>Teachers, Interventionists (Title), ILT and Administration</p>	<p>Effective small group lesson plans.</p>				
<p>Funding Sources: Title I - 35000.00</p>						
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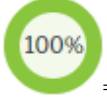



Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 3: Writing Smart Goal: By the end of the 2018-2019 school year, 64% of 4th grade students will hit Approaches standards and 30% of 4th grade students will hit Meets standards on the Writing STAAR test.

Evaluation Data Source(s) 3: Writing STAAR data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Kinder - 4th grade teachers will plan vertically for writing to understand student and teacher expectations for each grade level. Observation and discussion of effective teaching strategies/student work in colleagues classrooms or PLC's for all grade levels. (ELA 16, ELA 17)</p>	SCE funded Reading Specialists	Vertical planning PLC				
Funding Sources: State Comp Ed - 0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Fourth grade teachers will analyze KCA and DCA data to guide conversations with individual student conferencing. There will be an increased focus of writing across all contents and grade levels. (ELA 16, ELA 17)</p>	ELA Specialists	Writing across all contents and grade levels.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Flexible small groups in writing for 3rd and 4th grade with a focus on revising and editing for all student populations including ELL, Sp. Ed., At-Risk and Title1 students. 3rd and 4th grade teachers will follow a prescribed "STAAR Crunch" lesson plan in the Spring using STAAR Master materials. (ELA 16, ELA 17)</p>	SCE funded Reading Specialists, Interventionists and Administrators	Writing STAAR Passing Scores				
Funding Sources: State Comp Ed - 0.00, Title I - 0.00						
<p>Critical Success Factors CSF 1 CSF 3 CSF 4</p> <p>4) Teachers will be chosen to attend training for accessing the general curriculum, genre writing, grammar instruction, and spelling/phonics and return with information to present to teammates. (ELA 16, ELA 17)</p>	ILT	Trained teachers presentations to other teachers.				
Funding Sources: Title I - 350.00						

<p>Critical Success Factors CSF 1 CSF 4</p>	<p>ILT</p>	<p>Writing STAAR Passing Scores</p>				
<p>5) Teachers will use dictionaries, units of study bundles and Scholastic News to support student writing and word choice in grades 2-4.</p>		<p>Funding Sources: Title I - 4000.00</p>				
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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: Math Smart Goal: By May 3, 2019 70% of Kindergarten students, 45% of 1st grade students, and 40% of 2nd grade students will meet standards on the Math DCA 2.

Evaluation Data Source(s) 4: Math DCA DMAC data

Summative Evaluation 4:

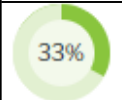

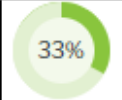

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Teachers and Specialists will analyze data from Math In Focus testing to organized whole and small group instruction. (EM 2)</p>	SCE Funded Math Specialists and Teachers	MIF testing				
Funding Sources: State Comp Ed - 0.00						
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>2) Teams will develop weekly daily review questions for math that are aligned with prior content taught based on student needs. (EM 1)</p>	Math Specialists and Grade Level Math Teachers	Math DCA				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Teachers will use I-Ready to review Student Diagnostic Results to plan for students' needs. (EM 1)</p>	SCE funded Math Specialists and Grade Level Math Teacher	Math DCA				
Funding Sources: State Comp Ed - 0.00, Title I - 2000.00						
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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: Math Smart Goal: By the end of the 2018-2019 school year, 30% of 3rd grade students and 30% of 4th grade students will meet Meets standards on the Math STAAR test.

Evaluation Data Source(s) 5: Math STAAR data

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Teachers and Specialist will analyze data from chapter tests, DCA's, and STAAR testing to organize small and whole group instruction. (EM 1, RTI 13)</p>	SCE funded Math Specialists	STAAR Math				
	Funding Sources: State Comp Ed - 0.00					
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Teachers will model mathematical strategies, concepts and skills with manipulatives and students will use manipulatives during mathematics instruction as measured by observations and peer-reviews. The teachers will follow the CPA Model for instruction and the Math Problem Solving Strategies. (EM 1)</p>	SCE funded Math Specialists and Administrators	MIF Chapter Tests Math STAAR				
	Funding Sources: State Comp Ed - 12000.00					
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Participate in extended day planning, weekly team planning, and PLC with specialist. This allows teachers to collaborate and share lesson ideas in order to provide aligned, engaging, quality, and meaningful instruction to our students. (EM 1, PD 5)</p>	Math Specialists and Administrators	Walk-thru				
	Funding Sources: Local - 0.00					
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>4) Math interventionist, PT interventionist, specialist and teachers will provide math intervention to all students that are struggling. (RTI 17)</p>	SCE funded Math Specialists, SCE funded REID, Interventionists and Administrators	iReady Math				
	Funding Sources: State Comp Ed - 15000.00, Title I - 35000.00					

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>5) Classroom lessons will be aligned to the TEKS by analyzing the student expectations and lesson plans with the Kilgo Research Model as measured by peer-review, classroom observations, and administrator walk-throughs. (EM 1)</p>	<p>SCE funded Math Specialists and Administrators</p>	<p>Lesson plans, classroom observations and administrator walk-throughs</p>				
<p>Funding Sources: State Comp Ed - 12000.00</p>						
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Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 6: Science Smart Goal: By May of 2019, our Kennedy Common Assessment scores will increase by the following amount: Kindergarten will increase 5% or higher and 1st grade will increase 5% or higher. District Common Assessment scores will increase by the following amount: 2nd grade will increase 5% or higher, 3rd grade will increase 5% or higher, and 4th grade will increase 5% or higher.

Evaluation Data Source(s) 6: Science DCA and DMAC data

Summative Evaluation 6:

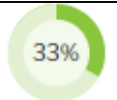


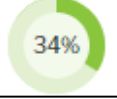
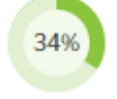
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 4</p> <p>1) The Science Specialist will promote the writing in science connection by modeling in classroom, providing writing in science activities during PLC (ES 3)</p>	SCE funded Science Specialist	The use of hands on activities in the classroom .				
Funding Sources: State Comp Ed - 0.00						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) All classrooms will use hands on activities to teach science and will have the students record their findings in their science notebooks using a thinking map. (ES 5)</p>	SCE funded Science Specialist and Administrators.	Lesson plans and work samples				
Funding Sources: State Comp Ed - 0.00						
<p>Critical Success Factors CSF 1</p> <p>3) Continued implementation of science and literacy in all classrooms along with interactive word walls. (ES 5)</p>	SCE funded Science Specialist and Administrators	Science writing samples				
Funding Sources: State Comp Ed - 0.00						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Teachers will deepen understanding of thinking maps and taking it off the map to help support writing in science connection in the classroom. (PD 3)</p>	SCE funded Science Specialist and Administrators.	Lesson plans and student work				
Funding Sources: State Comp Ed - 0.00						
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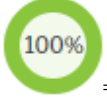



Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 7: Technology Smart Goal :To empower teachers to teach and students to learn within technology rich classroom environments integrating 21st Century technology tools aligned with the curriculum.

Evaluation Data Source(s) 7: Technology Competency Data Sheets

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>1) At Kennedy Elementary, the science specialist will offer technology sessions in collaboration with the technology committee. Sessions will be offer during PLC, during school after school and online . (PD 1, PD 2)</p>	SCE funded Science Specialist and Classroom Teachers.	PD Session offered once every nine weeks.				
Funding Sources: State Comp Ed - 0.00						
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>2) The Science Specialist in collaboration with district personnel will conduct several walkthroughs to determine Teacher Technology Competencies. (ES 3)</p>	SCE funded Science Specialist and District Personnel	Walkthroughs				
Funding Sources: State Comp Ed - 0.00						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) At Kennedy elementary 3rd and 4th grade classroom will be Digital Classrooms, with the use of an interactive board. (IL 1)</p>	SCE funded Science Specialist	The use of an interactive equipment such as but not limited to ; Mimios, and Mobi.				
Funding Sources: State Comp Ed - 0.00						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) At Kennedy elementary 3rd and 4th grade classrooms will participate in a l Digital Classrooms, with the use of an iPad, laptops and desktop computers. (IL 1)</p>	SCE funded Technology Specialist	Use of , laptops,desktops and iPads				
Funding Sources: State Comp Ed - 0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>5) At Kennedy elementary, the science specialist along with classroom teachers will conduct series of projects and activities (where printing is necessary) to measure Student Technology Competencies. (TEC 6)</p>	Classroom Teacher and Science Specialist	75% of mastery on projects and activities .				

<p>Critical Success Factors CSF 1 CSF 4</p>	<p>Classroom Teacher and Science Specialist</p>	<p>Projects using laptops and iPads</p>				
<p>6) At Kennedy elementary 3rd and 4th grade classrooms will be Digital Classrooms, they will have access to iPads and laptops for collaborative learning. (IL 1)</p>		<p>Funding Sources: Title I - 5000.00</p>				
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Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 8: Action Based Learning Smart Goal: All teachers will use kinesthetic teaching strategies that teach specific academic concepts in a teacher friendly, time efficient, fun way that has proven results for a positive learning experience.

Evaluation Data Source(s) 8: ABL teacher time logs

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Trained ABL teachers will have wobble chairs available for students to sit on to improve memory retention, reinforce academic concepts, balance brain chemicals while experiencing whole-brain, whole-body learning. (MISC 1)</p>	ABL Trained Teachers	Use of wobble chairs				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) ABL teachers will use exercise pedals with students to improve attention to tasks by experiencing whole-brain whole-body learning. (MISC 1)</p>	ABL Trained Teachers	Use of exercise pedals				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) PK and K teachers will be trained with action learning strategies that incorporate primary skills. (MISC 1)</p>	ILT	Strategies from training used in classrooms.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>4) ABL teachers will have a variety of materials to pull from and use to incorporate physical movement into core lessons. (MISC 1)</p>	ILT	Use of materials and equipment in lessons.				
<p>Critical Success Factors CSF 1</p> <p>5) Music teachers will use a variety of instruments to enable students to experience whole-brain, whole-body learning.</p>						
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

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

Performance Objective 9: STEM Smart Goal : The Kennedy STEM Club will strengthen boys and girls interest in Science,Technology, Engineering and Mathematics.

Evaluation Data Source(s) 9: STEM meeting information

Summative Evaluation 9:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Critical Success Factors CSF 1 1) WE-DO LEGO Group (ES 10, ES 17)	SCE funded Science Specialist.					
	Funding Sources: State Comp Ed - 0.00					
Critical Success Factors CSF 1 2) STEM Simple and Motorized Mechanisms Club (ES 7)	SCE funded Science Specialist					
	Funding Sources: State Comp Ed - 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 10: English Language Learners: All teachers will use the SIOP Model

Evaluation Data Source(s) 10: Content walk through data Goal 6

Summative Evaluation 10:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) ELL department will train all staff in the SIOP model for all content areas.</p>	ESL Lead	Use of model in core content				
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

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

Performance Objective 1: 100% of administrators and staff will promote college awareness.

Evaluation Data Source(s) 1: Bulletin board check

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) College Awareness Bulletin Boards: displayed outside of classrooms and in staff work areas.</p>	Administration	Displays				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>2) College T-Shirts: Teachers and staff will be encouraged to wear college t-shirts on Fridays. Students are encouraged to wear college t-shirts and/or Kennedy College Bound t-shirts throughout the year as a part of the school's mode of dress.</p>	Administration	Percentage of participants				
<p>Critical Success Factors CSF 6</p> <p>3) Students in Third and Fourth grade will attend a tour of a local university or college in the Spring semester.</p>	Counselor, Communities In Schools, (CIS) and Administrators	Tour of University of Houston				
Funding Sources: Local - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						





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

Performance Objective 2: From January to May, all students will be introduced to a minimum of two careers per month by the counselor.

Evaluation Data Source(s) 2: Counselor's calendar

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 4 CSF 6</p> <p>1) Careers are introduced in the classroom throughout the year.</p>	Counselor	Announcement Agenda				
<p>Critical Success Factors CSF 4 CSF 6</p> <p>2) Careers are highlighted by posters and summaries using Kennedy's Career corner</p>	Counselor	Hallway Displays				
<p>3) Fourth graders explore the career clusters with education requirements by engaging with guest speakers representing a cross-section of careers.</p>	Counselor	Schedule of guest speakers				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>4) The counselor conducts five college and career classes with all fourth graders in May.</p> <p>a) Education Roadmap: Students explore the steps from elementary school through post-high school and are introduced to academic language.</p> <p>b) Education as the key to Success: Students learn the correlation between education and earning potential.</p> <p>c) Survey: Students take an interest survey to consider career paths.</p> <p>d) Research: Students conduct web- based research about a specific career.</p> <p>e) Report: Students report their findings by completing an oral report for the class thus introducing all students to many other occupations.</p>	Counselor	Survey data and reports				





<p align="center">Critical Success Factors CSF 5</p> <p>5) The counselor is available to meet with parents to discuss ways to offset the cost of a post-high school education.</p>	Counselor	Meetings with parents				
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>6) During the second semester, third and fourth graders will visit University of Houston and learn the steps to develop a long-range plan to attend college. (GTAP 12)</p>	Counselor and Behavior Interventionist	Field trip participation				
7) Career Day will take place for 3rd and 4th grade students in the second semester.	Funding Sources: State Comp Ed - 0.00					
8) PK and Kindergarten students were given the opportunity to see the fire truck and speak with fire fighters about their career.						
9) During Library block rotation, 3rd and 4th graders are given opportunities to explore desired careers.						
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Goal 2: Alief ISD will improve student preparation for college and career.

Performance Objective 3: GT Coordinators will meet with their Quest students 27 hours per 9-weeks and with their PEP students a minimum of 45 minutes per week to ensure that these students are receiving effective instruction.

Evaluation Data Source(s) 3: GT Calendar of events

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>1) GT coordinators will meet regularly to evaluate the effectiveness of the program and to discuss student progress, data and refinement. They will also attend regular district meetings to plan future projects. (GTAP 3)</p>	<p>ILT (SCE funded Reading Specialists) and Admin</p>	<p>Attendance of meetings</p>				
<p>Funding Sources: State Comp Ed - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>2) The GT Coordinators will hold a GT Showcase in May. Parents will be invited to come see the projects their children have completed. (GTAP 4)</p>	<p>ILT (SCE funded Reading Specialists) and Admin</p>	<p>Student showcase participation</p>				
<p>Funding Sources: State Comp Ed - 0.00</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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

Performance Objective 1: By June 2019 discipline offenses in Physical and Verbal Aggression will decrease by 4%.

Evaluation Data Source(s) 1: Office referral data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 2 CSF 6</p> <p>1) District PASS Specialist will conduct PD on Restorative Practices to the staff in August to follow up from last year training. (PASS 11, PASS 12)</p>	Principals, SCE funded behavior interventionist and ABC Foundations	Decrease in office referrals.				
Funding Sources: State Comp Ed - 0.00						
<p>Critical Success Factors CSF 3 CSF 4 CSF 6</p> <p>2) The counselor will teach conflict resolution and anger management strategies to all students. (PASS 3)</p>	Counselor, CIS and SCE funded behavior interventionist	Decrease in office referrals				
Funding Sources: State Comp Ed - 0.00						
<p>Critical Success Factors CSF 6</p> <p>3) Provide individualized coaching on the procedures when processing office referrals.</p>	Administration	Decrease in the amount of referrals being sent back for corrections.				
<p>Critical Success Factors CSF 3 CSF 4 CSF 6</p> <p>4) A Positive Office Referrals program will be implemented where students will be formally recognized for their positive behavior choices observed during the school day.</p>	Teachers	Decrease in office referrals				
<p>Critical Success Factors CSF 3 CSF 4 CSF 6</p> <p>5) Communities in Schools (CIS) will work with identified students in small groups to teach and reinforce positive student behaviors that will enhance academic achievement.</p>	CIS	Decrease in office referrals				
= Accomplished = Continue/Modify = No Progress = Discontinue						

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

Performance Objective 2: By the end of the 2018-2019 72% of students will have clear understanding of who they may address any concerns or talk to such as; teachers, principals, counselors, and other staff based on the students climate survey.

Evaluation Data Source(s) 2: Student Climate Survey
Parent Survey

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Conflict resolution strategies taught second week of school. (PASS 12)	Counselor and SCE funded behavior interventionist	Limited office referrals for conflict				
Funding Sources: State Comp Ed - 0.00						
2) Anti-Bully Week: Taught anti-bullying skills to all students, staff and parents in October. (PASS 7, PASS 8)	Counselor	Learned and used anti-bullying skills				
Funding Sources: State Comp Ed - 0.00						
3) Red Ribbon Week: Promoted a safe and drug free environment in October. We will bring presentations such as Oscar the Bully for all students to participate in.	Counselor	Participation in red ribbon week activities				
Funding Sources: State Comp Ed - 0.00						
4) Positive character traits taught each month through announcements, classroom guidance lessons and posters.	Counselor	Decrease in office referrals for taught traits				
Funding Sources: Title I - 600.00						
5) Special Presentations: The counselor will schedule presentations for all grade levels to encourage positive interactions, and ease of grade level transitions for PK, K & 4th grades. (Transition Mapping). (PASS 3)	Counselor and SCE funded math and reading Specialists	Participation in transition activities				
Funding Sources: Local - 0.00						
6) Program Building the Whole Child	Counselor	Participation in scheduled lessons				
Critical Success Factors CSF 6	Counselor and Administration	Participation in the activities along with a lower number of office referrals				
7) Use of a universal, classroom-based program (Second Steps) designed to teach children how to understand and manage their emotions, control their reactions, be aware of others feelings, and have the skills to problem-solve and make responsible decisions.						
8) School-wide Kindness Week in February. The school will participate in kindness activities in the classroom and hear about ways to be kind on the morning announcements.						

9) Across all grade levels, students can be nominated to join the kindness club. They promote kindness within the school and community.						
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= Accomplished



= Continue/Modify



= No Progress




= Discontinue

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

Performance Objective 3: By the end of the 2018-2019 school year, 85% of parents will have a clear understanding of how bullying looks, sounds, and is defined at Kennedy Elementary School.

Evaluation Data Source(s) 3: Parent Climate Survey

Summative Evaluation 3:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) The Above and Beyond Committee will meet to promote a learning and teaching environment that is safe and orderly. The committee will monitor the school climate and develop policies that improve student and staff safety. The committee will review discipline data (CHAMPS) at every meeting. (PASS 9)	Above and Beyond Foundations, Committee Leads, CIS and SCE funded behavior interventionist	ABC PLC meetings and data				
Funding Sources: State Comp Ed - 0.00						
Critical Success Factors CSF 6	FAME and SDC	School climate survey data				
2) A school climate survey regarding student, staff, and parent perceptions of school safety and interpersonal interactions will be conducted in the Fall and then analyzed to develop new campus goals for improving student safety and school climate. (PASS 9)						
3) All students will watch a bullying presentation put on by the Alley Theater Company. (PASS 7)	Counselor					
Funding Sources: Local - 0.00						
						

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

Performance Objective 4: By the end of the 2018-2019 school year, 70% of 3rd and 4th grade students will pass all six tests for the fitness testing.

Evaluation Data Source(s) 4: PE data

Summative Evaluation 4:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Critical Success Factors CSF 6 1) Fitness Gram will be given to all students in grades 3 and 4 and data will be used to evaluate fitness level of those students.	PE teachers and Admin	Evidence that demonstrates success of implementation is lesson plans and classroom observations. Impact can be measured by the increase number of students passing the end - of - year cardiovascular fitness test.				
Funding Sources: Title I - 0.00						
Critical Success Factors CSF 6 2) 2) Students will enjoy a class with a certified fitness instructor to discover choices of how to stay active.	PE teachers and Admin	Evidence that demonstrates success of implementation is lesson plans and classroom observations. Impact can be measured by the increase number of students passing the end - of - year cardiovascular fitness test.				
Funding Sources: Title I - 0.00						
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Goal 4: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Kennedy will retain highly effective teachers. (Less than a 5% turn over rate)

Evaluation Data Source(s) 1: End of year staff data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) Staff members will be recognized or thanked with Principal's weekly notes for their service, monthly attendance, dedication, or rising to a challenge.</p>	Administrators	Emails with recognition				
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

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

Performance Objective 2: Kennedy will continue to collaborate with district universities and alternative certification program supervisors to provide exemplary student-teaching opportunities and support for first year intern teachers.

Evaluation Data Source(s) 2: Student-teacher participation at Kennedy

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6 CSF 7</p> <p>1) Ongoing collaboration with HR Area Supervisors who assign student teachers in the fall and spring semesters.</p>	Human Resources and Administrators	Student teachers on our campus				
<p>Critical Success Factors CSF 5 CSF 6 CSF 7</p> <p>2) Ongoing collaboration with University and ACP Intern Supervisors to ensure that beginning teachers receive the needed support and coaching.</p>	Administrators and Mentor Teachers	Communication between campus and supervisors				
<p>Critical Success Factors CSF 6 CSF 7</p> <p>3) All staff will be highly qualified and if not, then a Highly Qualified Continuous Improvement Plan will be created in collaboration with the Human Resources Department.</p>	Administrators	Records of staff				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

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

Performance Objective 3: Kennedy's Content team will foster a collaborative culture through extensive team planning and weekly PLC's to review data and refine first line instruction.

Evaluation Data Source(s) 3: Agendas

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>1) Professional library: The professional library is available to enhance instruction in all content areas. This houses up to date resources which includes literature and digital instruction. (PD 1)</p>	<p>ILT (SCE funded Reading Specialists, Math Specialist, and REID)</p>	<p>Library check out of professional materials</p>				
<p>Funding Sources: State Comp Ed - 12000.00</p>						
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>2) PLC: Content Specialists and teachers meet regularly to analyze student work and performance data results. (PD 2)</p>	<p>ILT</p>	<p>PLC/Data meetings</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>3) Extended Planning: Each grade level teams meet for collaborative planning with Language Arts, Math and Science Specialists in August, October, and December or January to develop plans for the next 9 weeks period to ensure that high-quality instruction is being planned for students.</p>	<p>ILT</p>	<p>Participation in planning days and use of those lessons that were created</p>				
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>4) All staff is encouraged to attend district professional development both in and out of district so that teachers are learning new and innovation ideas and strategies to ensure that quality instruction is provided by highly qualified teachers. Kennedy will also provide on-campus professional development opportunities for all teachers to further support and maintain highly qualified teachers.</p>	<p>ILT and Administrators</p>	<p>Participation in PD on campus as well as in/out of the district</p>				







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

Performance Objective 4: Kennedy's Instructional Leadership Team and Teacher Leaders will attend and provide professional development that will instruct and support best practices.

Evaluation Data Source(s) 4: Attendance and certificates from PD

Summative Evaluation 4:



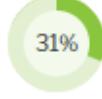
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Attend professional development that addresses campus, district, and statewide needs, with a focus on connecting leaders to inspire accountability, innovation, and possibility for school improvement through partnerships and research-based best practices. (PD 1, PD 2)</p>	<p>ILT and Administration</p> <p>Funding Sources: Local - 2500.00</p>	<p>Participation in PD and use of learned strategies</p>				
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>2) Lead professional development from the following list: Brain-Based Teaching in Technology, Project-Based Learning, Differentiation, Language and Grammar Skills, Science Investigation, Teacher Goal Setting and General Ed classes with Special Ed students. (PD 1)</p>	<p>ILT</p>	<p>Participation in PD and evidence of learned information in lesson plans</p>				
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>3) Attend professional development that addresses campus, district, and statewide needs, with a focus on school improvement through partnerships and research-based best practices. (PD 1)</p>	<p>Teacher Leaders, ILT and Administration</p>	<p>Teachers presenting learned information to teammates</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						


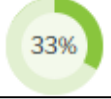

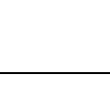

Goal 5: Alief ISD will continue to build positive relationships with all stakeholders.


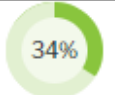




Performance Objective 1: Increase opportunities for parent feedback, participation and communication. Parents are encouraged to attend at least 2 parent/teacher conferences and 2 family events per year. Teacher/parent conferences must include a review of Title I School/Parent Compacts and it must be reflected in the conference.

Evaluation Data Source(s) 1: Completion of parent feedback

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Computer Labs will be open during parent engagement events such as Open House, Awards Days, and Family Learning Nights so that parents may provide feedback via our District's online Family Engagement Survey. (FAME 14)</p>	<p>Administrators, Content Specialists (SCE funded Reading and Math Specialists), GT coordinators, Block Teachers, Teachers, CIS and Family Center Liaison</p>	<p>Parent participation percentages</p>				
<p>Funding Sources: State Comp Ed - 12000.00</p>						
<p>Critical Success Factors CSF 5</p> <p>2) Reach out to parents during Alief International Parade, Alief Proud and Family U.</p>	<p>Family Center Liaison</p>	<p>Parent participation</p>				
<p>Critical Success Factors CSF 5</p> <p>3) The Cougargram will be sent home every three weeks to ensure regular communication with parents and to inform parents about upcoming campus events. The letter will be in English and Spanish and posted on the campus website, facebook, twitter and smore as well.</p>	<p>Administrators</p>	<p>Cougargrams received</p>				

<p align="center">Critical Success Factors CSF 5</p> <p>4) Family Engagement Breakfast is held at the beginning of the school year to invite parents to attend weekly Parent Center meetings held through out the year. They will also share Kennedy's Parent Involvement Policy and the Parent Compact and discuss the parent's responsibilities and home expectations.</p>	<p>Family Center Liaison Administrators</p>	<p>Parent Sign-in Sheets</p>				
<p>Funding Sources: Title I - 250.00</p>						
<p align="center">Critical Success Factors CSF 5</p> <p>5) Host monthly "Coffee with the Principal" events where parents can have access to information regarding curriculum and school events, as well as gain direct access to the administration team. (FAME 3)</p>	<p>Family Center Liaison</p>	<p>Parent participation</p>				
<p>Funding Sources: Title I - 250.00</p>						
<p align="center">Critical Success Factors CSF 5</p> <p>6) English Literacy Classes/Side by Side Program: The Parent Liaison offers English Literacy Classes to non-English speakers weekly with the opportunity to use Spanish to English dictionaries and an English Development web based program. The Parent Center liaison will provide parents with a literacy program full of reading materials for three year-olds (FAME 6)</p>	<p>Family Center Liaison</p>	<p>Parent participation</p>				
<p>Funding Sources: Title I - 400.00</p>						
<p align="center">Critical Success Factors CSF 5</p> <p>7) Parental Involvement Opportunities: Family Curriculum Night for Primary and Intermediate grade levels (parents are given strategies and activities that they can use at home to help their child's school success and performance.), Literacy, Gifted and Talented, Book Fair and Family Fitness Nights. Programs offered for parents to attend include Music Performances, Field Day, Parent Involvement Day, Book Fair and Awards ceremonies. Parents are issued library cards and are encouraged to check- out books with their child in the Parent Section of the library. Parents will receive a certificate of completion from the ESL program. (FAME 14)</p>	<p>Family Center Liaison and CIS</p>	<p>Parent participation</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>8) Kennedy will provide Parenting Skills Pamphlets or text to teach and equip parents with easy and fun learning strategies they can do at home to support their child. (FAME 15)</p>	<p>Family Center Liaison</p>	<p>Parents reading the pamphlets</p>				

<p align="center">Critical Success Factors CSF 5</p> <p>9) Kennedy will provide parents and students with snacks and drinks during daytime and evening family events. (FAME 3)</p>	Family Center Liaison	Attendance during activities				
Funding Sources: Title I - 250.00						
<p>10) Kennedy parents will be invited to learn about healthy food choices and appropriate dietary needs for children. The parents will also be able to attend a morning session titled Bringing Families Back to the Table where they will learn dining essentials and how to hold meaningful conversations during family dinner time. The Brighter Bites program provides produce and nutritional education. Along with Houston Food Bank that provides weekly food through the Back Pack Buddy Program.</p>	Family Center Liaison and CIS	Parent Participation				
<p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

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

Performance Objective 2: Pre-K orientation will be held during 'Meet the Teacher' night in August to ease transition anxieties of students entering school. We will also have exiting assemblies/presentations for our 4th grade students going to Mata or other campuses in the spring.

Evaluation Data Source(s) 2: Attendance and participation

Summative Evaluation 2:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Critical Success Factors CSF 5 1) Kinder Round Up event will introduce PK students to the Kindergarten teachers.	Admin	Parent participation				
Funding Sources: Local - 0.00						
<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 3: Increase opportunities for parent participation in school as volunteers. By May 2019, we will increase our number of hours for volunteers by 5%, taking Kennedy from 23.5 to 24.65 weekly.

Evaluation Data Source(s) 3: Raptor reported information and VIPS monthly report

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) We will offer volunteers opportunities to help our campus during already established events (Nutcracker, Go Texan, etc.)</p>	Family Center Liaison and administration					
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

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

Performance Objective 4: During the 2018-2019 school year 100% of identified homeless students will be provided with support with nutritional, emotional and academic needs using social services through our CIS program as well as have access to food through our Backpack Buddies program and Brighter Bites Food bank program.

Evaluation Data Source(s) 4: CIS and Cognos reports

Summative Evaluation 4:

Goal 6: TAIS Targeted Improvement Plan: Goal 1

ANNUAL GOAL: By the end of the 2018-2019 school year, 30% of 3rd grade students and 30% of 4th grade students will hit Meets standards on the STAAR test.

PROBLEM STATEMENT: 64% of all 3rd grade students did not hit meets standards or higher on the Math STAAR test.

ROOT CAUSE: There was a lack of emphasis on growing on and above level students in the Math classroom.

STRATEGY: SIOP embedded within content

What INDEX does this address?

EOY REPORT:

Did you meet your annual goal?

Provide data that supports you meeting or not meeting your annual goal.

If you did meet your annual goal, to what do you attribute your success?

If you did not meet your annual goal, to what do you attribute your lack of success?

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2018-2019 school year.

Performance Objective 1: QUARTER 1 GOAL: By the end of October, 50% of 1st, 2nd, 3rd, and 4th grade Math Teachers will score Tier 1 or Tier 2 based on the Kennedy Math/SIOP Walk-Through Form.

Evaluation Data Source(s) 1: QUARTER 1 REPORT:






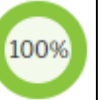


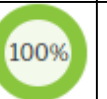
- (1) Did you meet this quarter's goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)



















- (2) Provide and explain the data or evidence that supports your statement above.

- (3) Are you on track to meet your annual goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

- (4) What, if any, adjustments must be made to meet the annual goal?

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) During the week of September 17, 2018, the Math specialists will share the SIOP within Math Walk-through Rubric which discusses Comprehensible Input, Interaction, Lesson Delivery, and Small Groups in classroom instruction in order to set expectations that will be measured during walk-throughs						
2) During the week of September 17, 2018, Math specialists will meet with all teachers during PLC to explain how to complete data tracking sheets. This will give teachers an idea of the status of their class. This tracking is based off of STAAR performance standards and will be tracked again with every district assessment.						
3) On September 27, 2018, the Math specialists will train all K-4 teachers through an after school PD on how to pull and analyze DMAC reports in order to track students, monitor, and adjust instruction as needed.						

4) By October 26, 2018, Math Specialists will train ILT math team members on how to calibrate, debrief, and coach teachers based on the Math/SIOP Walk-through form, so that 1st, 2nd, 3rd, and 4th grade teachers can reflect, monitor, and adjust their instructional practices.						
5) Beginning October 2, 2018, SIOP trained ILT will conduct an initial walk-through and provide feedback and coaching on all 1st, 2nd, 3rd, and 4th grade math teachers in order to monitor the implementation of general math components, Comprehensible Input, Interaction, Lesson Delivery and Small Group in classroom instruction so that teachers can use feedback to monitor and adjust instruction.						
6) By the end of October 31, 2018, the ESL Lead will provide teachers with their ELL roster that identifies their TELPAS composite scores so that they can identify the English proficiency levels of their students to plan for accommodations and differentiation within instruction.						
7) By October 31, 2018, all 1st, 2nd, 3rd and 4th grade Math teachers will receive walk-through observations. * Tier 1 in Quarter 1 = 1 walk-through per quarter * Tier 2 in Quarter 1 = 1 walk-through per month * Tier 3 in Quarter 1 = 2 walk-throughs per month After each walk-through, teachers will receive a scored Kennedy Math/SIOP Walk-Through Form and a conference to debrief with their observer, so that teachers receive constructive and timely feedback in order to adjust and plan their next instructional steps.						
8) By October 31, 2018, the Math/SIOP Team will meet to debrief about teacher progress and next steps, so that the coaching remains consistent.						
9) By October 31st, Math SIOP Team will offer individualized coaching and modeling based on the results of the walk-through data, so that teachers have an opportunity to improve on their delivery of instruction.						

 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

Goal 6: TAIS Targeted Improvement Plan: Goal 1

ANNUAL GOAL: By the end of the 2018-2019 school year, 30% of 3rd grade students and 30% of 4th grade students will hit Meets standards on the STAAR test.

PROBLEM STATEMENT: 64% of all 3rd grade students did not hit meets standards or higher on the Math STAAR test.

ROOT CAUSE: There was a lack of emphasis on growing on and above level students in the Math classroom.

STRATEGY: SIOP embedded within content

What INDEX does this address?

EOY REPORT:

Did you meet your annual goal?

Provide data that supports you meeting or not meeting your annual goal.

If you did meet your annual goal, to what do you attribute your success?

If you did not meet your annual goal, to what do you attribute your lack of success?

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2018-2019 school year.

Performance Objective 2: QUARTER 2 GOAL: By December 10, 2018, 15% of 3rd grade students and 15% of 4th grade students will meet meets standards or higher on Math DCA 1.

Evaluation Data Source(s) 2: QUARTER 2 REPORT:

(1) Did you meet this quarter's goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

(2) Provide and explain the data or evidence that supports your statement above.

(3) Are you on track to meet your annual goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

(4) What, if any, adjustments must be made to meet the annual goal?

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Based on the walk-through data from Quarter 1, we will tier teachers in three different categories, so that we can adjust support based on teacher need.						
2) Beginning October 29, 2018, 1st, 2nd, 3rd, and 4th grade teachers will conduct peer walk-throughs and will debrief during team planning in order to evaluate and reflect on how Comprehensible Input, Interaction, and Lesson Delivery is being carried out during math instruction.						
3) On November 7, 2018, the Math specialists will provide a professional development on the purpose and effectiveness of implementing small group instruction during the Math block, so that teachers can focus on growing all students.						
4) During the week of November 12, 2018, Math Specialists will train teachers on how to conference with students to set Math KCA and DCA goals, so that teachers are holding students accountable of their own scores.						
5) Beginning November 26, 2018, 1st, 2nd, 3rd, and 4th grade teachers will conference with every student to set math goals for upcoming assessments (KCA and DCA), so that students are aware of their progress and continue to monitor and adjust their goals.						
6) By December 10, 2018, 25% of second grade students will meet district passing standards on DCA 1.						
7) By December 10, 2018, 30% of first grade students will meet district passing standards on KCA 1.						
8) Ongoing, the ELD interventionists will provide instructional intervention within the math block via pull out or in class support to 3rd and 4th grade Intermediate English Language Learners to help them improve their language development in the math class.						

<p>9) Ongoing, ILT members will conduct walk-throughs to provide feedback and coaching on all 1st, 2nd, 3rd and 4th grade teachers. The frequency of walks is based on how each teacher performed on their initial walk.</p> <p>* Tier 1 in Quarter 1 and 2 = 1 walk-through per quarter</p> <p>* Tier 2 in Quarter 1 or 2 = 1 walk-through per month</p> <p>* Tier 3 in Quarter 1 or 2 = 2 walk-throughs per month</p> <p>Walk-throughs will monitor the implementation of 5 components in the math block (General Math Components, Comprehensible Input, Interaction, Lesson Delivery, and Small Group) so that students are receiving quality math and sheltered instruction.</p>						
<p>10) By January 31, 2019, 60% of 1st, 2nd, 3rd, and 4th grade teachers will demonstrate effective implementation by scoring at least 66% in each of the five components (General Math Components, Comprehensible Input, Interaction, Lesson Delivery, and Small Group) according to the Kennedy/SIOP walk-through rubric.</p>						
<p>11) By January 31, 2019, the Math/SIOP Team will meet to debrief about teacher progress and next steps, so that the coaching remains consistent.</p>						
<p>12) By the end of January, Math SIOP Team will offer individualized coaching and modeling based on the results of the walk-through data, so that teachers have an opportunity to improve on their delivery of instruction.</p>						

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 6: TAIS Targeted Improvement Plan: Goal 1

ANNUAL GOAL: By the end of the 2018-2019 school year, 30% of 3rd grade students and 30% of 4th grade students will hit Meets standards on the STAAR test.

PROBLEM STATEMENT: 64% of all 3rd grade students did not hit meets standards or higher on the Math STAAR test.

ROOT CAUSE: There was a lack of emphasis on growing on and above level students in the Math classroom.

STRATEGY: SIOP embedded within content

What INDEX does this address?

EOY REPORT:

Did you meet your annual goal?

Provide data that supports you meeting or not meeting your annual goal.

If you did meet your annual goal, to what do you attribute your success?

If you did not meet your annual goal, to what do you attribute your lack of success?

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2018-2019 school year.

Performance Objective 3: QUARTER 3 GOAL: By March 11, 2019, 17% of 3rd grade students and 17% of 4th grade students will meet meets standards or higher on Math DCA 2 (including untaught objectives).

Evaluation Data Source(s) 3: QUARTER 3 REPORT:

(1) Did you meet this quarter's goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

(2) Provide and explain the data or evidence that supports your statement above.

(3) Are you on track to meet your annual goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

(4) What, if any, adjustments must be made to meet the annual goal?

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Beginning February 25, 2019 1st, 2nd, 3rd, and 4th grade teachers will conference with every student to set math goals for upcoming assessments (KCA and DCA), so that students are aware of their progress and continue to monitor and adjust their goals.						
2) By February 28, 2019, 30% of second grade students will meet district passing standards on Math KCA 1, so that teachers can modify and adjust instruction prior to Math DCA 2.						
3) On February 28, 2019. the math specialists will conduct a PD focusing on Growing All Students.						
4) Ongoing, ELD interventionist and ESL Lead will continue to provide intervention via pull out or in class support to 3rd and 4th grade Intermediate English Language Learners to help them improve their academic vocabulary.						
5) By March 8, 2019, 40% of first grade students will meet district passing standards on Math KCA 2, so that teachers can modify and adjust instruction prior to Math DCA 1.						
6) By March 29th, 2019, all 1st, 2nd, 3rd and 4th grade Math teachers will receive walk-through observations. * Tier 1 in Quarter 1 and 2 = 1 walk-through per quarter * Tier 2 in Quarter 1 or 2 = 1 walk-through per month * Tier 3 in Quarter 1 or 2 = 2 walk-throughs per month After each walk-through, teachers will receive a scored Kennedy Math/SIOP Walk-Through Form and a conference to debrief with their observer, so that teachers receive constructive and timely feedback in order to adjust and plan their next instructional steps.						
7) By March 29, 2019, the Math/SIOP Team will meet to debrief about teacher progress and next steps, so that the coaching remains consistent.						

8) By March 29, 2019, Math SIOP Team will offer individualized coaching and modeling based on the results of the walk-through data, so that teachers have an opportunity to improve on their delivery of instruction.						
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 6: TAIS Targeted Improvement Plan: Goal 1

ANNUAL GOAL: By the end of the 2018-2019 school year, 30% of 3rd grade students and 30% of 4th grade students will hit Meets standards on the STAAR test.

PROBLEM STATEMENT: 64% of all 3rd grade students did not hit meets standards or higher on the Math STAAR test.

ROOT CAUSE: There was a lack of emphasis on growing on and above level students in the Math classroom.

STRATEGY: SIOP embedded within content

What INDEX does this address?

EOY REPORT:

Did you meet your annual goal?

Provide data that supports you meeting or not meeting your annual goal.

If you did meet your annual goal, to what do you attribute your success?

If you did not meet your annual goal, to what do you attribute your lack of success?

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2018-2019 school year.

Performance Objective 4: QUARTER 4 GOAL: By May 2019, 95% of 1st, 2nd, 3rd, and 4th grade teachers will score Tier 2 or Tier 1 based on the Kennedy Math/SIOP Walk-Through Form.

Evaluation Data Source(s) 4: QUARTER 4 REPORT:

(1) Did you meet this quarter's goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)



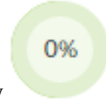

(2) Provide and explain the data or evidence that supports your statement above.

(3) Are you on track to meet your annual goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

(4) What, if any, adjustments must be made to meet the annual goal?

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Starting in April 2019, based on the Math DCA 2 data (Quintile 3), Math/SIOP Team will pull targeted groups or push-in instruction, so that students that are within the passing range are provided additional support.						
2) Beginning April 22, 2019, 1st and 2nd grade teachers will conference with every student to set math goals for upcoming assessments (EOY DCA), so that students are aware of their progress and continue to monitor and adjust their goals.						
3) On April 24, 2019, the Math specialists will provide a professional development to review the impact of instructional adjustments made throughout the year, so that teachers can plan for the following year.						
4) By April 30, 2019, 40% of second grade students will meet district passing standards on Math DCA 2, so that majority of the students are entering 3rd grade with the appropriate skill set.						
5) By April 30, 2019, 45% of first grade students will meet district passing standards on Math DCA 1, so that majority of the students are entering 2nd grade with the appropriate skill set.						
6) By the end of May, content specialists will meet with 1st, 2nd, 3rd, and 4th grade Math teachers to develop their Summer professional development plan to continue the growth and improvement of the Math Program.						

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 7: TAIS Targeted Improvement Plan: Goal 2

ANNUAL GOAL: By the end of the 2018-2019 school year, 64% of 4th grade students will hit Approaches and above standards and 30% of 4th grade students will hit Meets and above standards on the Writing STAAR test. .

PROBLEM STATEMENT: Although we made significant growth on the STAAR Writing test from 2017 to 2018, our current 4th grade students have historically performed much lower on local and state assessments than previous groups of 4th grade students.

ROOT CAUSE: Because it was our first year to implement the two week cycle of the Kennedy Writing Plan

STRATEGY: Vertical alignment and explicit, intensive grammar instruction using a two-week writing cycle

What INDEX does this address? 1

EOY REPORT:

Did you meet your annual goal?

Provide data that supports you meeting or not meeting your annual goal.

If you did meet your annual goal, to what do you attribute your lack of success?

If you did not meet your annual goal, to what do you attribute your lack of success?

Performance Objective 1: QUARTER 1 GOAL: By the end of October, 90% of 2nd, 3rd, and 4th grade teachers will score in Tier 1 or Tier 2 on the writing rubric.

Evaluation Data Source(s) 1: QUARTER 1 REPORT:

(1) Did you meet this quarter's goal?

(2) Tier 1 -







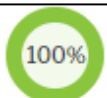
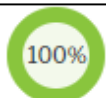




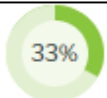
Tier 2 -



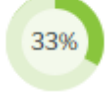


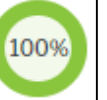


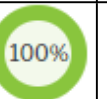


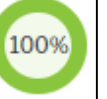

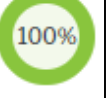
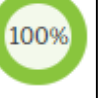
Tier 3 -

(3) Are you on track to meet your annual goal?

(4) What, if any, adjustments must be made to meet the annual goal?

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) By August 15, 2018, the Primary and Intermediate Language Arts Specialists will review the Kennedy Writing plan with K-4th grade teachers to align the writing program during beginning of the year extended day planning.						
2) By August 31, 2018, all 2nd, 3rd and 4th grade teachers will have implemented two weeks of writing lessons plans that have established the writing routines and expectations (modified version of Alief's First 30 Days of Writing Plan).						
3) Beginning the week of September 24, 2018, Language Arts Specialists will provide a PLC K-4th grade teachers focusing on the STAAR Writing results from last year (2017-2018) in order to celebrate our successes and create a plan to address our area(s) of weakness. Teachers will be given a copy of the walk-through rubric at this time.						
4) By October 31, 2018 the Language Arts Specialists will train ILT writing team members on how to calibrate, debrief, and coach teachers based on the Kennedy Writing Walk-through rubric, so that 2nd, 3rd, and 4th grade teachers can reflect, monitor, and adjust their instructional practices.						
5) Beginning in September and continuing throughout the school year, 3rd and 4th grade teachers will explicitly teach grammar skills and model how to apply the skill within a revising and editing STAAR format.						

6) Beginning in October and continuing throughout the school year, 2nd, 3rd and 4th grade teachers will continue implementing mentor sentences into the writing block, so that students are being exposed to exceptional writing and have an opportunity to notice, revise, and imitate an author's craft.						
7) Beginning in October, Interventionists will support 4th grade teachers during the writing block to ensure that quality instruction is implemented daily.						
8) Beginning October 1, 2018, writing walk-throughs will be conducted on 2nd, 3rd, and 4th grade teachers. The walk-through forms will be used to tier each teacher in order to determine frequency of future walk-throughs.						
9) By October 31, 2018, 100% of all 2nd, 3rd, and 4th grade teachers will have had a walk-through to determine who falls into Tier 2 or 3, so that we can provide support for teachers who are not proficient according to the Kennedy Writing Plan Rubric.						
10) After October 31, 2018, teachers that have fallen into * Tier 1 consistently (last year and this initial walk-through) will be provided quarterly walk-throughs, so that we monitor their performance. * Tier 2 teachers will receive a monthly walk-through to determine growth. * Tier 3 teachers will receive bi-monthly walk-throughs to determine growth. Teachers that show growth and move up a Tier for 2 consecutive walk-throughs will move to the Tier above.						
11) By the end of October, any teacher that scores below an 8 on the writing rubric will be offered specific one-on-one coaching sessions to build their areas of weakness.						
12) By the end of October, the Intermediate Language Arts Specialist will offer "The Next Step in Guided Writing" professional development opportunity for interventionists and teachers who teach reading and writing in grades 2nd through 4th, so that they can learn strategies to improve student writing skills and extend student understanding of the text they read during guided reading instruction.						

13) By the end of October, the Language Arts Specialists will train any new 2nd-4th teachers on how to implement Mentor Sentences during their writing block.			100%	100%	100%	



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 7: TAIS Targeted Improvement Plan: Goal 2

ANNUAL GOAL: By the end of the 2018-2019 school year, 64% of 4th grade students will hit Approaches and above standards and 30% of 4th grade students will hit Meets and above standards on the Writing STAAR test. .

PROBLEM STATEMENT: Although we made significant growth on the STAAR Writing test from 2017 to 2018, our current 4th grade students have historically performed much lower on local and state assessments than previous groups of 4th grade students.

ROOT CAUSE: Because it was our first year to implement the two week cycle of the Kennedy Writing Plan

STRATEGY: Vertical alignment and explicit, intensive grammar instruction using a two-week writing cycle

What INDEX does this address? 1

EOY REPORT:

Did you meet your annual goal?

Provide data that supports you meeting or not meeting your annual goal.

If you did meet your annual goal, to what do you attribute your lack of success?

If you did not meet your annual goal, to what do you attribute your lack of success?

Performance Objective 2: QUARTER 2 GOAL: According to the Kennedy Writing rubric, 48% of 4th graders will score 50% or higher on the revising and editing portion of the KCA, so that students are exposed to an assessment prior to the Writing DCA.

Evaluation Data Source(s) 2: QUARTER 2 REPORT:

(1) Did you meet this quarter's goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)


(2) Provide and explain the data or evidence that supports your statement above.

(3) Are you on track to meet your annual goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

(4) What, if any, adjustments must be made to meet the annual goal?

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) By the end of November, the Primary Language Arts Specialist will offer a professional development session for primary teachers to learn in greater depth about the 6 Traits of Writing, so that teachers have a clear understanding of the Writing Workshop model.						
2) By the end of November, the Intermediate Language Arts Specialist will offer a professional development session for 2nd-4th grade teachers on how to differentiate writing trait conferences in order to ensure all students are growing as writers.						
3) By November 30, 2018, 3rd and 4th grade students will complete a Writing KCA, so that teachers can collect and analyze student writing samples in order to assess where our students currently are in their genre writing and adjust instruction based on student need (create a reteach plan based on individual class needs).						
4) By December 21st, teachers will conference with every student and explain the writing KCA data and share strategies to improve their proficiency on the student writing rubric.						
5) Beginning in January and continuing throughout the school year, the writing components of the Kennedy Writing plan will be explicitly planned (grammar- with a focus on revising and editing and genre writing) with teachers during weekly grade level planning to ensure that the components are being taught with fidelity.						
6) January 8th-11th, ELA Specialists and teachers in 3rd and 4th grade will work together to adjust instruction based on the KCA writing data and writing samples collected, so that areas of weakness can be addressed.						
7) By January 26, 2018, 50% of 2nd, 3rd, and 4th grade teachers will score Tier 1 on the grade level specific writing rubric.						

8) By January 31, 2018, all 2nd, 3rd and 4th grade writing teachers will be given a scored Kennedy Writing Walk-through Rubric and a conference to debrief with their observer, so that teachers receive constructive and timely feedback in order to adjust and plan their next instructional steps.						
9) By January 31, 2018, the Team will meet to debrief about teacher progress and next steps, so that the coaching remains consistent.						
						

Goal 7: TAIS Targeted Improvement Plan: Goal 2

ANNUAL GOAL: By the end of the 2018-2019 school year, 64% of 4th grade students will hit Approaches and above standards and 30% of 4th grade students will hit Meets and above standards on the Writing STAAR test. .

PROBLEM STATEMENT: Although we made significant growth on the STAAR Writing test from 2017 to 2018, our current 4th grade students have historically performed much lower on local and state assessments than previous groups of 4th grade students.

ROOT CAUSE: Because it was our first year to implement the two week cycle of the Kennedy Writing Plan

STRATEGY: Vertical alignment and explicit, intensive grammar instruction using a two-week writing cycle

What INDEX does this address? 1

EOY REPORT:

Did you meet your annual goal?

Provide data that supports you meeting or not meeting your annual goal.

If you did meet your annual goal, to what do you attribute your lack of success?

If you did not meet your annual goal, to what do you attribute your lack of success?

Performance Objective 3: QUARTER 3 GOAL: By January 31, 2019, 53% of 4th grade students will score 50% or higher on the revising and editing portion of the Writing DCA.

Evaluation Data Source(s) 3: QUARTER 3 REPORT:

(1) Did you meet this quarter's goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

(2) Provide and explain the data or evidence that supports your statement above.

(3) Are you on track to meet your annual goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

(4) What, if any, adjustments must be made to meet the annual goal?

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) By February 9, the ELA Specialists will provide a PLC focusing on the data analysis of the writing DCA for 4th grade teachers, so that a reteach plan can be implemented to address low performing objectives (Writing STAAR Crunch Plan).						
2) Starting on February 12, 2018, based on the Writing DCA data (Quintile 2), ELA Specialists and interventionists will pull targeted revising and editing groups, so that students that are within the passing range are provided additional support.						
3) By the end of February, 4th grade ELA teachers will conference with every student about their DCA composition using the Kennedy Writing Rubric, so that students receive meaningful feedback and also have an opportunity to revise their composition to improve their overall writing.						
4) By the end of February, 4th grade students will record their DCA revising and editing scores in their data folders and set a goal for their Writing STAAR score.						
5) By March 31st, ELA Specialists will offer individualized coaching and modeling based on the results of the walk-through data, so that teachers have an opportunity to improve on their delivery of writing instruction.						
6) By March 31st, 2018, all 2nd, 3rd and 4th grade writing teachers will receive walk-through observations. * Tier 1 in Quarter 1 and 2 = 1 walk-through per quarter * Tier 2 in Quarter 1 or 2 = 1 walk-through per month * Tier 3 in Quarter 1 or 2 = 2 walk-throughs per month After each walk-through, teachers will receive a scored Kennedy Writing walk-through rubric and a conference to debrief with their observer, so that teachers receive constructive and timely feedback in order to adjust and plan their next instructional steps.						

7) By March 31, 2018, the Team will meet to debrief about teacher progress and next steps, so that the coaching remains consistent.						
8) ELA Content Specialists will organize and plan a full day of writing activities and rotations for our 4th grade students that will take place on April 6, 2018. Activities will focus on the objectives needed for review, so that students are motivated and excited to perform well on their upcoming Writing STAAR test (Writing Camp).						

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 7: TAIS Targeted Improvement Plan: Goal 2

ANNUAL GOAL: By the end of the 2018-2019 school year, 64% of 4th grade students will hit Approaches and above standards and 30% of 4th grade students will hit Meets and above standards on the Writing STAAR test. .

PROBLEM STATEMENT: Although we made significant growth on the STAAR Writing test from 2017 to 2018, our current 4th grade students have historically performed much lower on local and state assessments than previous groups of 4th grade students.

ROOT CAUSE: Because it was our first year to implement the two week cycle of the Kennedy Writing Plan

STRATEGY: Vertical alignment and explicit, intensive grammar instruction using a two-week writing cycle

What INDEX does this address? 1

EOY REPORT:

Did you meet your annual goal?

Provide data that supports you meeting or not meeting your annual goal.

If you did meet your annual goal, to what do you attribute your lack of success?

If you did not meet your annual goal, to what do you attribute your lack of success?

Performance Objective 4: QUARTER 4 GOAL: By May 2019, 100% of teachers in 2nd, 3rd, and 4th grade will score Tier 2 or higher based on the grade level specific writing rubric in all components.

Evaluation Data Source(s) 4: QUARTER 4 REPORT:





(1) Did you meet this quarter's goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

(2) Provide and explain the data or evidence that supports your statement above.

(3) Are you on track to meet your annual goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

(4) What, if any, adjustments must be made to meet the annual goal?

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) By the end of May, content specialists will meet with 2nd, 3rd, and 4th ELA teachers to develop their Summer professional development plan to continue the growth and improvement of the Kennedy Writing Program.						
2) By the end of May, 3rd grade teachers will have implemented a Step Up to 4th grade plan to offer a preview of 4th grade writing expectations.						
3) By the end of April, 2nd and 3rd grade students will take a writing KCA in order to gather data for the upcoming school year, so that we have a base line to drive instruction for the 2018-2019 school year.						
4) By May 11th, 2018, all 2nd, 3rd and 4th grade writing teachers will receive walk-through observations. * Tier 1 in Quarter 1, 2, and 3 = 1 walk-through per quarter * Tier 2 in Quarter 1, 2, or 3 = 1 walk-through per month * Tier 3 in Quarter 1, 2, or 3 = 2 walk-throughs per month After each walk-through, teachers will receive a scored Kennedy Writing walk-through rubric and a conference to debrief with their observer, so that teachers receive constructive and timely feedback in order to set goals for the 2018-2019 school year.						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						