

Alief Independent School District
Kennedy Elementary
2016-2017 Campus Improvement Plan



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

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Goal 6: TAIS Targeted Improvement Plan ANNUAL GOAL: By the end of the 2016-2017 school year, 57% of ELL students will progress at least one proficiency level or maintain advanced high on TELPAS. PROBLEM STATEMENT: 48% of ELL students did not progress at least one proficiency level on TELPAS ROOT CAUSE: Because there was lack of emphasis on integration of SIOP during planning and PLC because the focus was on Reading and Math. STRATEGY: SIOP What INDEX does this address? 1 EOY REPORT: Did you meet your annual goal? Provide the 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 2017-2018 school year.	48
Goal 7: TAIS Targeted Improvement Plan ANNUAL GOAL: By the end of the 2016-2017 school year, 61% of 4th grade students will meet standards on the writing STAAR. PROBLEM STATEMENT: 44% of 4th grade students did not meet standards on the writing STAAR. ROOT CAUSE: Because teachers weren't provided adequate support, materials, and resources. STRATEGY: Vertical Alignment What INDEX does this address? 1 EOY REPORT: Did you meet your annual goal? Provide the 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 2017-2018 school year.	62
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Kennedy Elementary opened its doors in the fall of 1975, founded by Alief Independent School District, in honor of an Alief student whose mother worked as a nurse for the district. Student enrollment is approximately 750 students with about 60% of those students being Bilingual, 84% being free/reduced lunch, and 13 (1st-4th graders) being identified as Gifted and Talented.

Demographics Strengths

Our strengths include:

- Attendance
- Family Engagement
- Consistency of neighborhood (established homes)

Demographics Needs

Our campus needs include:

- More support in Reading, Writing and Math for our African American students so they will show growth in STAAR Index 3
- More support in Language development for our Hispanic students so they will show one years growth on the TELPAS

Student Achievement

Student Achievement Summary

The following programs are in place to meet the needs of all students in the 2016-17 school year.

- RtI and STAT (monthly STAT meetings)
- Computer interventions (iStation, Raz-kids, Headsprout, and Dreambox)
- Long Term Planning days
- District Common Assessments (DCA)
- Kennedy Common Assessments (KCA)
- Data Analysis using DMAC
- Circle Assessment (Pre-K)
- Grade level tracking sheets
- Tutorials (Before and After school)

Student Achievement Strengths

Reading/Language Arts Strengths for Kennedy:

- Weekly planning sessions with teachers
- Long range planning sessions
- Interventionists collaborating with classroom teachers to identify students who would benefit from their program
- Teachers using DCA, KCA results to drive instruction
- Small group instruction targeted to individual needs
- Small group instruction binders used daily by teachers
- Additional support provided by the Instructional Leadership Team (ILT) through programs such as Title I, Bridge Reading Intervention, coaching, modeling, and collaborative instruction
- Writing integrated in all content areas
- Teams formed to ensure systematic writing progress in K - 4th grades
- Student work samples viewed at PLC

Math Strengths for Kennedy:

- Weekly planning sessions with teachers
- Long range planning sessions

- Math content specialists collaborating with classroom teachers to identify students who would benefit from math interventions
- Teachers using Math-In-Focus, DCA, KCA results to drive instruction
- Additional support provided by the Instructional Leadership Team (ILT) through programs such as coaching, modeling, and collaborative instruction

Social Studies Strengths for Kennedy:

- Thinking Maps and Anchor Charts are incorporated into Social Studies Lessons to extend thinking.
- Pearson Digital Online Resources available to all K-4th grade teachers to seamlessly integrate technology into their weekly instruction.

Science Strengths for Kennedy:

- Science is being taught 45 minutes every day in Kindergarten through 4th Grade and being introduced in Pre-K everyday.
- Thinking maps being utilized in science classrooms
- Science notebooks being used in Kindergarten through 4th grade
- Increased PLC and long range planning time for science
- Fourth grade classes connecting science and writing
- StemScopes supports the Five E model for all grade levels.

ELL Strengths for Kennedy:

- Teacher training in SIOP
- Data driven instruction
- Listening center materials provided for individual ELL students to take home
- Monthly SIOP walkthrough feedback

Special Education/Section 504 strengths for Kennedy:

- In-class support
- Spelling inventories and personal spelling lists for students with IEPs
- Dyslexia intervention with identified students
- Read Write 11 Computer Software
- Accelerated instruction provided
- Unique Learning Computerized Curriculum utilized with LIFE Skills students
- Inclusion is taking place in all grades

Student Achievement Needs

By the end of the 2016-2017 school year, 57% of ELL students will progress at least one proficiency level on TELPAS.

By the end of the 2016-2017 school year, 61% of 4th grade students will meet standards on the writing STAAR assessment.

School Culture and Climate

School Culture and Climate Summary

Several strategies and initiatives have been implemented to address and influence student behaviors. These include: a focus on the positive by rewarding students with a Principal's breakfast for all A's; increased GT awareness and identification; and increased identification and services provided for at-risk students. There is a mentor program that enlists volunteers to mentor students a few times a month. After reviewing data from Alief ISD Campus Offense Incidents Summary Report the results show a continued increase in Office Referrals for Persistent Level II, III misbehaviors (incidences reported on 243 referrals in 2015-16). There were also a high number of incidents of Physical Aggression (174 incidences in 2015-16).

School Culture and Climate Strengths

Strengths

- CHAMPS has been implemented schoolwide.
- Teachers who have had Student Assistance Program (SAP) training are implementing it in the classroom.
- The ACE Club serves selected 4th grade boys.
- The GAP Club serves selected 4th grade girls.
- After school enrichments such as STEM and Learning Together
- Guest Speakers and Special Programs for: Anti-Bullying, Drug Free Schools
- Playworks teaches children social skills and leadership skills

School Culture and Climate Needs

- The Above and Beyond Committee needs to focus specifically on these types of behaviors and develop strategies to reduce the number of incidences.
- Continue with SAP training for teachers
- Those that have had SAP training need to fully implement the objectives and strategies
- ACE and GAP in 4th grade will continue.
- Continue monitoring school dismissal and cafeteria procedures through the use of School Dismissal and Cafeteria Compliance Analysis walkthroughs.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Kennedy Elementary will continue to strive for the highest quality staff.

Staff Quality, Recruitment, and Retention Strengths

Strengths

- 81% of Classroom Teachers remained at Kennedy this year.
- New teacher's supported through mentoring and ILT
- Morale building and team building activities take place throughout the year.
- PLC team planning and Long Range Planning support teachers in first line instruction.
- Continuous opportunities for Professional Development help ensure that staff members continue to refine their skills.

Staff Quality, Recruitment, and Retention Needs

Needs

- Decrease the number of highly qualified teachers leaving our campus by at least 50% by offering support where needed. (2 classroom teachers)
- Continue making sure that teachers meet the requirements for Highly Qualified staff.
- Implement opportunities where current Kennedy Staff members meet with new teachers to our building to provide orientation, tips for teaching, training, and to answer questions as needed.
- Continue to provide incentives for improved staff attendance.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Kennedy Elementary staff members strive for continuous student growth through the implementation of the following

- Current Texas TEKS
- Alief ISD Pacing Guides
- Exemplary first line instruction
- Ongoing student assessment
- Data driven instruction

Curriculum, Instruction, and Assessment Strengths

Strengths:

Student achievement is directly linked to curriculum, instruction, and student assessment. Kennedy has many programs in place to support and continuously improve:

- First line instruction
- Implementation of TEKS/Pacing Guides
- Development/use of Kennedy Common Assessments
- Tutorials/Interventions/RtI

Curriculum, Instruction, and Assessment Needs

Needs:

Further training for teachers, including

- SIOP
- Math in Focus
- SAP

Family and Community Involvement

Family and Community Involvement Summary

Kennedy Elementary has a Family Engagement Center that is open from 9am to 3pm, Tuesday through Friday each week. Our Family Center Liaison organizes classes, activities, and guest speakers throughout the year for parents who come to the center.

Each month there is also at least one Family event outside of the Family Center, either at night or during the school day, to which parents and families are invited. Each semester there are also opportunities for parents to meet with the Principal, or to observe in their children's classrooms.

Family and Community Involvement Strengths

Strengths:

Kennedy continues to build positive relationships and with parents and the community through various events. Our strengths include:

- Parent participation in the Family Center
- Parents volunteering in different areas throughout the school (VIPS)
- Increase in attendance for evening events
- Administrators and staff provide support for Family Center events
- Off-campus events such as Alief Proud Day
- Informational sessions about parenting, health, community resources, safety, and academics
- Community partnerships with organizations such as the Star of Hope and Rice University provide opportunities for field trips for Student Council members, GT students, and all 4th grade students.
- Jumpstart Program for three years olds
- Rosetta Stone software Program for language development for parents

Family and Community Involvement Needs

Recommendations: Parent participation in the Kennedy Family Engagement Center can be expanded to include programs and events such as:

- Pastries for Parents
- Dad's on Duty
- Cultural Day

- Incentives provided for attendance
- Movie Night
- Night at the Museum

School Context and Organization

School Context and Organization Summary

The Master Schedule here at Kennedy Elementary is based upon self-contained and blocked classes (in 2nd, 3rd and 4th grades) in every grade level. Our staff is 100% highly qualified, and 93% of our classroom teachers were here last year. Many of our teachers have taught multiple grades over the years, which provides a real understanding of vertical alignment in instruction.

Kennedy has a strong Instructional Leadership Team (ILT) which includes specialists in math, reading, science, social studies, technology, RTI, special education (in class support), and interventionists. The ILT participates in ongoing Professional Development Training related to their areas of specialization, which allows them to assist teachers with planning, provide training, model lessons, conduct PLCs and offer coaching and guidance as needed.

Kennedy Staff Members serve on a variety of committees, are elected to the SDC, and actively participate in team planning, PLCs, and Professional Development throughout the year. This allows staff members to analyze student data, reflect on current practices, and make decisions regarding assessment and instruction which are designed to improve student performance.

Our Family Engagement Center takes a leadership role in providing opportunities for parents to become involved in the life of our school. Parents are also encouraged to serve on the FAME Committee and on the SDC.

School Context and Organization Strengths

Strengths:

- Kindergarten schedule allows students to have a break in their academic instruction by scheduling Block Specials in the middle of the day.
- Computer interventions are provided for targeted practice in reading and math.
- After-school tutorials are available to assist students who are struggling academically.
- Monthly special events for families, including Family Nights or daytime events such as Sing-alongs and Field Day.
- Learning Together program supports 2nd and 4th grade students.
- Additional PK aide to help support students instructionally

School Context and Organization Needs

Needs:

- More parental involvement in Academic areas (homework and test preparations)

Technology

Technology Summary

Technology Smart Goal: Kennedy will be ranked as recognized or exemplary on the Digital Learning Environment indicator as it pertains to the Student and Engagement Accountability System.

Technology Strengths

Strengths:

Kennedy Elementary has a well-balanced amount of technology to support classroom learning. Teachers use interactive boards in conjunction with document cameras to teach content. Students utilize computers in their classroom for small group rotations. Aside from in-classroom technology, teachers can check out laptops or science iPads to do research, projects, or extensions. Teachers can also go to the library and work on laptops or library iPads.

Technology Needs

Needs:

The biggest technology need is professional development for technology integration in the classroom. While the campus has achieved recognized status in Level 1 Teacher Computer Technology Competency (90% teacher achievement), teachers still struggle with using more than basic computer tools, such as projecting content and using the document camera. The technology specialist will hold PLCs and after school professional development to create lessons that further integrates technology into student learning.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- PBMAS data
- Community and student engagement rating 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- 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

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- 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
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- 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
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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

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

Performance Objective 1: Reading Smart Goal: Reading teachers in K will have 50% and 1st monolingual will have 55% and 1st bilingual will have 68%, 2nd will have 42%, 3rd will have 66%, and 4th will have 52% of all students reaching end of year district iStation expectations.

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

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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, Telpas, and INOVA testing to organize whole and small group instruction. (IL 1)</p>		Reading teachers, Reading Specialists and Administrators	Planned small group lessons and meeting EOY grade level reading goals.				
Funding Sources: State Comp Ed - 0.00							
<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>		ILT	Effective Small Group plans and EOY grade level reading goals met by students.				
Funding Sources: Title I - 255.00							
<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>			Effective reading lesson plans and students meeting EOY grade level reading goals.				

<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>	2	ILT and Administration	Formative walk-throughs				
Funding Sources: State Comp Ed - 0.00							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>6) Use iStation, Telpas, and the Motivation series to provide tutorials to 1st-4th grade ELL's in order to assess and address their academic needs. (RTI 8, RTI 9, ELA 1)</p>		Technology Aide, ILT and Administration	Data collected from the programs.				
Funding Sources: State Comp Ed - 0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>7) Provide before school, during school and after school tutorials in reading, writing, and math to increase the number of students passing the STAAR test and/or meeting AYP. (ELA 4, EM 1, ELA 16, ELA 17)</p>		ILT	Participation/Attendance in programs related to passing rates of tests.				
Funding Sources: Title I - 8000.00, State Comp Ed - 0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>8) Provide intervention within the classroom setting to help support the learning and development for the students in collaboration with the classroom teacher. (RTI 1, RTI 18, RTI 19)</p>	3	ILT (Content Specialists and REID) and Intervention	Student growth in reading levels.				
Funding Sources: State Comp Ed - 0.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							








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

Performance Objective 2: Reading Smart Goal: Reading teachers in 3rd grade will have 64% and 4th grade will have 70% of all students with a Phase II passing average on the Reading STAAR test.

Evaluation Data Source(s) 2: Reading STAAR data

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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. 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>	9	Teachers, ILT, and Administration	STAAR crunch lesson plans that are TEKS based.				
Funding Sources: State Comp Ed - 0.00							
<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 and Administration	Data increase				

<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, ILT and Administration</p>	<p>Effective small group lesson plans.</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							




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

Performance Objective 3: Writing Smart Goal: Writing teachers in grade 4 will have 61% of all students passing the Writing STAAR test in Phase II.

Evaluation Data Source(s) 3: Writing STAAR data

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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>		ELA 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>		ELA Specialists and Administrators	Writing STAAR Passing Scores				
Funding Sources: State Comp Ed - 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>	4	ILT	Trained teachers presentations to other teachers.				
Funding Sources: Title I - 235.00							

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

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

Performance Objective 4: Math Smart Goal: By May 4, 2017 65% of Kindergarten students, 65% of 1st grade students, and 22% 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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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>	8	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 Dreambox to review prior content. (EM 1)</p>		Math Specialists and Grade Level Math Teacher	Math DCA				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							








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

Performance Objective 5: Math Smart Goal: By May 8, 2017, 60% of 3rd grade students and 70% of 4th grade students will meet STAAR Phase II standards on the Math STAAR test.

Evaluation Data Source(s) 5: Math STAAR data

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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>		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 Singapore Math Problem Solving Strategies. (EM 1)</p>		Math Specialists and Administrators	MIF Chapter Tests Math STAAR				
Funding Sources: State Comp Ed - 0.00							
<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				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>4) Math interventionist, specialist and teachers will provide math intervention to all students that are struggling. (RTI 17)</p>		Math Specialists, Interventionists and Administrators	iStation Math				
Funding Sources: State Comp Ed - 0.00							

<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>Math Specialists and Administrators</p>	<p>Lesson plans, classroom observations and administrator walk-throughs</p>				
<p>Funding Sources: State Comp Ed - 0.00</p>						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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 2017, 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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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>		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>		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>		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>		Science Specialist and Administrators.	Lesson plans and student work				
Funding Sources: State Comp Ed - 0.00							
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							






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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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>		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>		Science Specialist, and District Personnel	Walkthroughs				
<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>		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>		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 to measure Student Technology Competencies. (TEC 6)</p>		Classroom Teacher and Science Specialist	75% of mastery on projects and activities .				














 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

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

Performance Objective 8: 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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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				
Funding Sources: State Comp Ed - 0.00							
<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				
Funding Sources: Title I - 495.00							
<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.				
Funding Sources: Title I - 45.00							
<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.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 9: STEM Smart Goal : The Kennedy STEM 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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 1) WE-DO LEGO Group (ES 10, ES 17)		Science Specialist.					
Critical Success Factors CSF 1 2) STEM Simple and Motorized Mechanisms Club (ES 7)		Science Specialist					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 10: Early Childhood: All PK/K teachers will be trained in the use of Scientific Research Based pre-reading activities.

Evaluation Data Source(s) 10: Circle (PK) and DCA (K) assessment data

Summative Evaluation 10:












Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Teachers and paras will be offered quarterly PD to learn best practices of pre-reading skills. (PD 3, ELA 15)</p>		REID and Primary Reading Specialist	PK/K students scoring higher percentages on the Circle Assessment(PK) and iSip(K)				
Funding Sources: State Comp Ed - 0.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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 Wednesdays. 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 Fourth grade will attend a tour of a local university or college in the Spring semester.</p>		Counselor and Administrators	Tour of University				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							










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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 4 CSF 6</p> <p>1) Careers are introduced during morning announcements at least every other week.</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) Selected students visit a local college and learn the steps to develop a long-range plan to attend college. (GTAP 12)</p>		Counselor	Field trip participation				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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>		ILT and Admin	Attendance of meetings				
Funding Sources: State Comp Ed - 0.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>2) The GT Coordinators will hold a GT Showcase in December and in May. Parents will be invited to come see the projects their children have completed. (GTAP 4)</p>		ILT and Admin	Student showcase participation				
Funding Sources: State Comp Ed - 0.00							
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

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

Performance Objective 1: By the end of the 2016-2017 school year, office referrals coded ‘disobedient or disorderly conduct’ (IRDO) will decrease from 23% to 18% as compared to 2015-2016 data.

Evaluation Data Source(s) 1: Office referral data

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 2 CSF 6</p> <p>1) Arrange a Love and Logic professional development for all staff members given by the district.(PASS 11, PASS 12)</p>		Principals and ABC Foundations	Decrease in disobedient and disorderly conduct coded 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	Decrease in office referrals				
Funding Sources: State Comp Ed - 0.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Restructure the routines, procedures and expectations of SAC.</p>		Administration and Behavior Intervention Specialist	Decrease in disobedient and disorderly conduct coded office referrals.				
<p>Critical Success Factors CSF 6</p> <p>4) Provide professional development 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 1 CSF 4 CSF 6</p> <p>5) Play Works has been implemented at Kennedy to help reduce the amount of office referrals during recess times.</p>		Play Works Coach and ABC Foundations	Decrease in office referrals				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 2: By the end of the 2016-2017 school year, 70% of 3rd & 4th grade students will have a clear understanding of how bullying looks, sounds, and is defined at Kennedy Elementary School.

Evaluation Data Source(s) 2: Student Climate Survey

Summative Evaluation 2:












Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Conflict resolution strategies taught second week of school. (PASS 12)		Counselor	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				
4) Positive character traits taught each month through announcements, classroom guidance and posters.		Counselor	Decrease in office referrals for taught traits				
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	Participation in transition activities				
Funding Sources: State Comp Ed - 0.00							
6) Program Building the Whole Child		Counselor	Participation in scheduled lessons				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 3: By the end of the 2016-2017 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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	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) Funding Sources: State Comp Ed - 0.00						
3) All students will watch a bullying presentation put on by the Alley Theater Company. (PASS 7)		Counselor					
	Funding Sources: Title I - 600.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 1: We will decrease the number of highly qualified teachers leaving our campus by at least 50% (3 classroom teachers).

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

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) Provide time with administrators for a quarterly check-in with new teachers to our campus to share celebrations and determine current needs and next steps for support . (PD 1)</p>		Administrators	Participation of new teachers				
Funding Sources: State Comp Ed - 0.00							
<p>Critical Success Factors CSF 6 CSF 7</p> <p>2) 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  = Considerable  = Some Progress  = 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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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>	5	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 = Considerable = Some Progress = 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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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>		ILT	Library check out of professional materials				
Funding Sources: State Comp Ed - 0.00							
<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>		ILT	PLC/Data meetings				
<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 to develop plans for the next 9 weeks period to ensure that high-quality instruction is being planned for students.</p>		ILT	Participation in planning days and use of those lessons that were created				
<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>		ILT and Administrators	Participation in PD on campus as well as in/out of the district				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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>		ILT and Administration	Participation in PD and use of learned strategies				
Funding Sources: State Comp Ed - 0.00							
<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>		ILT	Participation in PD and evidence of learned information in lesson plans				
Funding Sources: Title I - 800.00							
<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>	10	Teacher Leaders, ILT and Administration	Teachers presenting learned information to teammates				
Funding Sources: Title I - 800.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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>	6	Administrators, Content Specialist, GT coordinators, Block Teachers, Teachers, and Family Center Liaison	Parent participation percentages				
Funding Sources: State Comp Ed - 0.00							
<p>Critical Success Factors CSF 5</p> <p>2) Reach out to parents during Alief International Parade, Alief Proud and Family U.</p>	6	Family Center Liaison	Parent participation				
<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 as well.</p>		Administrators	Cougargrams received				
<p>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>	1	Family Center Liaison Administrators	Parent Sign-in Sheets				
Funding Sources: Title I - 700.00							

<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>	1	Family Center Liaison	Parent participation				
Funding Sources: Title I - 700.00							
<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>		Family Center Liaison	Parent participation				
Funding Sources: Title I - 2000.00							
<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>		Family Center Liaison	Parent participation				
Funding Sources: State Comp Ed - 0.00							
<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>		Family Center Liaison	Parents reading the pamphlets				
Funding Sources: Title I - 850.00							
<p align="center">Critical Success Factors CSF 5</p> <p>9) Kennedy will provide parents and students with snacks and drinks during evening family events. (FAME 3)</p>		Family Center Liaison	Attendance during activities				
Funding Sources: Title I - 500.00							








<p align="center">Critical Success Factors CSF 5</p> <p>10) Kennedy Parent volunteers will be provided vests to wear while acting as a chaperone for the campus. (FAME 3)</p>	<p>Family Center Liaison</p>	<p>Parent participation</p>				
<p>Funding Sources: Title I - 300.00</p>						
<p align="center"> = Accomplished = Considerable = Some Progress = 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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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.	7	Admin	Parent participation				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 3: Kennedy Elementary will increase our Spanish population visiting the website from 70% to 75% by the end of the 2016-2017 school year.

Evaluation Data Source(s) 3: Completion of online questionnaires

Summative Evaluation 3:

Goal 6: TAIS Targeted Improvement Plan ANNUAL GOAL: By the end of the 2016-2017 school year, 57% of ELL students will progress at least one proficiency level or maintain advanced high on TELPAS.

PROBLEM STATEMENT: 48% of ELL students did not progress at least one proficiency level on TELPAS

ROOT CAUSE: Because there was lack of emphasis on integration of SIOP during planning and PLC because the focus was on Reading and Math.

STRATEGY: SIOP

What INDEX does this address? 1

EOY REPORT:

Did you meet your annual goal?

Provide the 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 2017-2018 school year.

Performance Objective 1: Quarter 1 GOAL: By October 31, 2016, all 2nd, 3rd, and 4th grade teachers will have evidence of Lesson Preparation, Building Background Knowledge, and Comprehensible Input in their lesson plans and classroom instruction.

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) Yes

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

We did walk-throughs on all 2nd, 3rd, and 4th grade teachers and used the data to tier the teachers based on the SIOP walk-through rubric.






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

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

We had 5/19 (26%) teachers in Tier 2 and 14/19 (74%) teachers in Tier 1. Our adjustments will include a professional development lead by the ESL department for Tier 2 teachers in 2nd, 3rd, and 4th grade so that, Tier 2 teacher can strengthen their SIOP implementation.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) On August 16, 2016, the campus ESL department will meet with PK-4 teachers, content specialists, and interventionists to provide a professional development on how to integrate the first 3 SIOP components (Lesson Preparation, Building Background Knowledge, and Comprehensible Input) into content areas to enhance the implementation of Sheltered Instruction.				✓	✓	✓	
2) On August 16, 2016, 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.				✓	✓	✓	

3) Beginning September 19, 2016, Content and ESL will train 2nd, 3rd, and 4th grade teachers during PLC on ELPS and TELPAS Connections and Proficiency Level Descriptors so that teachers can prepare the students for the Spring TELPAS.				✓	✓	✓	
4) On September 29, 2016, ESL will offer a professional development on SIOP with a focus on Lesson Preparation, Building Background Knowledge and Comprehensible Input in classroom instruction in order to set expectations that will be measured during SIOP walk-throughs.				✓	✓	✓	
5) On October 12, 2016, District ESL Specialist will train ILT on how to calibrate, debrief and coach teachers based on walk-through rubric and provide feedback so that 2nd, 3rd, and 4th grade teachers can reflect, monitor, and adjust their instructional practices.				✓	✓	✓	
6) Beginning October 11, 2016, the ESL Team will train 2nd, 3rd, and 4th grade teachers on how to use DMAC report to track student growth using Proficiency Level Descriptors in order to monitor students' English proficiency progress and adjust instruction as needed.				✓	✓	✓	
7) Beginning October 13, 2016, SIOP trained ILT will conduct walk-throughs once a month and provide feedback and coaching on all 2nd, 3rd, and 4th grade teachers in order to monitor the implementation of Lesson Preparation, Building Background, and Comprehensible Input in classroom instruction so that teachers can use feedback to monitor and adjust instruction.				✓	✓	✓	
8) By October 31, 2016, ESL Team will train 2nd, 3rd, and 4th grade teachers on how to conference with students using the proficiency ratings from the student DMAC report to implement student PLD data folders so that students will be aware of their proficiency levels and set personal goals for improvement.				✓	✓	✓	
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 6: TAIS Targeted Improvement Plan ANNUAL GOAL: By the end of the 2016-2017 school year, 57% of ELL students will progress at least one proficiency level or maintain advanced high on TELPAS.

PROBLEM STATEMENT: 48% of ELL students did not progress at least one proficiency level on TELPAS

ROOT CAUSE: Because there was lack of emphasis on integration of SIOP during planning and PLC because the focus was on Reading and Math.

STRATEGY: SIOP

What INDEX does this address? 1

EOY REPORT:

Did you meet your annual goal?

Provide the 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 2017-2018 school year.

Performance Objective 2: Quarter 2 GOAL: By January 31, 2017, 45% of 2nd, 3rd, and 4th grade students will increase by 1 composite level on the mock Reading TELPAS.

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)

No, we did not, but we made significant progress.

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

44% of the students in 2nd, 3rd and 4th grade increased one proficiency level on the MOCK TELPAS. We were one point away from meeting our Quarter 2 Goal which was 45% of students increasing at least one proficiency level on the MOCK TELPAS.




(3) Are you on track to meet your annual goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS) Yes, we made significant progress by being one point away from our mock telpas goal.

(4) What, if any, adjustments must be made to meet the annual goal? Teachers will receive the Mock TELPAS result data as it pertains to their class along with a reflection form to plan and adjust instruction in order to target those students who did not show progress or regressed a level.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) By November 1, 2016, New Comers, Beginner and Intermediate participants from 2nd, 3rd, and 4th grade will receive English Language Development (ELD) intervention via Brain Pop or Imagine Learning (60 minutes per week), a program that addresses academic language in all domains so that students can improve their English proficiency.							
2) Beginning November 1, 2016, 2nd, 3rd, and 4th grade teachers will conference with every ELL student and explain their TELPAS level and share strategies to improve their proficiency so that students are aware of their progress and continue to monitor and adjust their goals.							
3) By November 4th, the ESL Team will train teachers on the next 2 SIOP components, Interaction and Lesson Delivery during PLC in order to continue with the implementation of SIOP.							
4) Beginning November 7th, SIOP trained ILT will incorporate SIOP strategies during weekly lesson planning with 2nd, 3rd, and 4th grade teachers which will be reflected in their lesson plans.							
5) By December 2nd, the ESL Lead will offer targeted SIOP support sessions in the areas of need for teachers scoring in Tier 2 according to the SIOP teacher observation checklist in any of the first 3 SIOP components (Lesson Preparation, Building Background Knowledge and Comprehensible Input) so that teachers can improve their implementation of sheltered instruction.							

6) By December 16th, SIOP trained teachers will participate in two Cohort peer observations, coaching and debriefing to ensure continuous growth in SIOP implementation at Kennedy.							
7) On January 2, 2017 Second and Third Grade teachers gave a presentation on Lesson Preparation focusing on clearly defining, displaying, reviewing, and writing Language Objectives.							
8) By January 31, 2017, the ESL Lead and classroom teachers will track student growth using the student PLD Progress chart to continue monitoring and adjust instructional practices to improve their English Proficiency Level.							
9) By January 31, 2017, the ESL Team will collect and analyze Brain Pop or Imagine Learning data to monitor the 2nd, 3rd, and 4th grade Beginner and Intermediate ELL participants to ensure that they are making progress to adjust intervention instruction.							
10) Ongoing, the ELD interventionist and ESL Lead will provide instructional intervention via pull out or in class support to 3rd and 4th grade Beginner or Intermediate English Language Learners to help them improve the English Proficiency Level and their results on TELPAS.							
11) Ongoing, ESL, Content and Intervention teams will conduct monthly walkthroughs, provide feedback and coaching on all 2nd, 3rd and 4th grade teachers to monitor the implementation of the 5 SIOP components (Lesson Preparation, Building Background Knowledge, Comprehensible Input, Interaction and Lesson Delivery) so that students are receiving quality sheltered instruction.							
12) By January 13th, 2017, 2nd, 3rd and 4th grade bilingual and ESL students will take a Mock TELPAS to collect data on the students who have made at least one year growth on TELPAS in order to monitor and adjust instruction and ensure that all students are gaining adequate progress towards improving their English proficiency.							
13) By January 30, 2017, 65% of 2nd, 3rd, and 4th grade teachers will demonstrate effective implementation by scoring at least 75% in each of the five SIOP components according to the SIOP walk through rubric.							

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 6: TAIS Targeted Improvement Plan ANNUAL GOAL: By the end of the 2016-2017 school year, 57% of ELL students will progress at least one proficiency level or maintain advanced high on TELPAS.

PROBLEM STATEMENT: 48% of ELL students did not progress at least one proficiency level on TELPAS

ROOT CAUSE: Because there was lack of emphasis on integration of SIOP during planning and PLC because the focus was on Reading and Math.

STRATEGY: SIOP

What INDEX does this address? 1

EOY REPORT:

Did you meet your annual goal?

Provide the 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 2017-2018 school year.

Performance Objective 3: Quarter 3 GOAL: By March 31, 2017, 80% of 2nd, 3rd, and 4th grade teachers will demonstrate effective implementation of the five SIOP components according to the district rubric.

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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Every nine weeks, 2nd, 3rd, and 4th grade teachers will conference with every ELL student and explain their TELPAS level and share strategies to improve their proficiency so that students are aware of their progress and continue to monitor and adjust their goals.							
2) By January 31, the ESL department will video tape examples of student interaction and share them during PLC to provide teachers with additional strategies to increase student interaction within the classroom.							
3) In March, the ESL Lead and classroom teachers will track and discuss student growth using the PLD chart and mock TELPAS results in order to continue monitoring their English language proficiency development.							
4) Ongoing, ELD interventionist and ESL Lead will continue to provide instructional intervention via pull out or in class support to 3rd and 4th grade Beginner or Intermediate English Language Learners to help them improve the English Proficiency Level and their results on TELPAS.							
5) ESL Lead will monitor progress of LEP students not in bilingual or ESL program every marking period to track student performance. (denials/waivers) (PBMAS-ESL)							
6) Ongoing, the ESL Team will plan with ILT to incorporate SIOP strategies during weekly lesson planning with 2nd, 3rd, and 4th grade teachers which will be reflected in their lesson plans.							
7) By March 10, 2017, SIOP trained teachers will participate in two Cohort peer observations, coaching and debriefing to ensure continuous growth in SIOP implementation at Kennedy.							

8) Ongoing, ESL, Content and Intervention teams will conduct monthly walkthroughs, provide feedback and coaching on all 2nd, 3rd and 4th grade teachers to monitor the implementation of the 5 SIOP components (Lesson Preparation, Building Background Knowledge, Comprehensible Input, Interaction and Lesson Delivery) so that students are receiving quality sheltered instruction.							
9) The ESL, content and intervention teams will conduct a second walk through to target specific areas on teachers who score less than 75% on any of the SIOP components in order to provide feedback and support and increase the quality of sheltered instruction provided to the students.							
10) Ongoing, New Comers, Beginner and Intermediate participants from 2nd, 3rd, and 4th grade will receive English Language Development (ELD) intervention via Brain Pop or Imagine Learning (60 minutes per week), a program that addresses academic language in all domains so that students can improve their English proficiency.							

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 6: TAIS Targeted Improvement Plan ANNUAL GOAL: By the end of the 2016-2017 school year, 57% of ELL students will progress at least one proficiency level or maintain advanced high on TELPAS.

PROBLEM STATEMENT: 48% of ELL students did not progress at least one proficiency level on TELPAS

ROOT CAUSE: Because there was lack of emphasis on integration of SIOP during planning and PLC because the focus was on Reading and Math.

STRATEGY: SIOP

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EOY REPORT:

Did you meet your annual goal?

Provide the 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 2017-2018 school year.

Performance Objective 4: Quarter 4 GOAL: By May 31, 2017, ESL Lead, ILT, and Interventionists, will analyze student TELPAS results and SIOP walkthrough data to develop a plan for summer professional development.

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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Every nine weeks, teachers will conference with every student and explain their TELPAS level and share strategies to improve their proficiency.							
2) Ongoing, the ESL Lead will plan with ILT to incorporate SIOP strategies during weekly lesson planning with 2nd, 3rd, and 4th grade teachers which will be reflected in their lesson plans.							
3) Ongoing, the ELD interventionists and ESL Lead will continue to provide instructional assistance to English language learners, 4th, 3rd and 2nd, that have a Beginner or Intermediate TELPAS composite score.							
4) By May 5th, 2017, SIOP trained teachers will participate in two Cohort peer observations, coaching and debriefing to ensure continuous growth in SIOP implementation at Kennedy.							
5) ESL Lead will monitor progress of LEP students not in bilingual or ESL program every marking period to track student performance. (denials/waivers) (PBMAS-ESL)							
6) In May, the ESL Lead and classroom teachers will track student growth using the PLD chart in order to analyze gathered data.							
7) By May 30, 2016, ILT, SIOP Leaders, and the Placement Committee will analyze TELPAS data for 2nd, 3rd, & 4th grade students to see proficiency levels and student growth to better plan for student class placement during end of year PLC's.							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 7: TAIS Targeted Improvement Plan ANNUAL GOAL: By the end of the 2016-2017 school year, 61% of 4th grade students will meet standards on the writing STAAR.

PROBLEM STATEMENT: 44% of 4th grade students did not meet standards on the writing STAAR.

ROOT CAUSE: Because teachers weren't provided adequate support, materials, and resources.

STRATEGY: Vertical Alignment

What INDEX does this address? 1

EOY REPORT:

Did you meet your annual goal?

Provide the 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 2017-2018 school year.

Performance Objective 1: Quarter 1 GOAL: By October 31, 2016, 50% of 2nd, 3rd, and 4th grade teachers will score in Tier 2 or Tier 1 on the writing rubric in either Phonics and Spelling or Daily Grammar Instruction.

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) Yes

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


















We did walk throughs on all Writing teachers with the writing rubric and used the results to tier the teachers. The results are as follows: 4/12 (33%) in Tier 2 and 8/12 (67%) in Tier 1. No teachers fell into Tier 3.

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

(4) What, if any, adjustments must be made to meet the annual goal? Our adjustment will be in fourth grade to add a test taking component to the Writing block in order to prepare our students for the upcoming writing KCA and STAAR.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) On August 16, 2016, Primary and Intermediate Language Arts Specialists will share the Kennedy Writing plan with PK-4 teachers to align the Writing program.				✓	✓	✓	
2) Beginning the week of September 12, 2016, LA Specialists will provide a PLC for 2nd, 3rd, and 4th grade teachers focusing on lesson preparation for daily grammar instruction to improve Writing instruction.				✓	✓	✓	
3) By September 16, 2016, Primary and Intermediate Language Arts Specialists will meet with Content Specialists to discuss ways to integrate writing into other content areas so that it can be implemented across all contents.				✓	✓	✓	
4) By September 30, 2016, all 2nd, 3rd and 4th grade teachers will have implemented the First 30 Days of Writing evidenced in lesson plans and walk-through rubric so that the writing program routines and expectations are established.				✓	✓	✓	
5) By September 30, 2016, LA Specialists will train Content Specialists on how to calibrate, debrief, and coach teachers based on the Kennedy Writing walk-through rubric and feedback so that 2nd, 3rd, and 4th grade teachers can reflect, monitor, and adjust their instructional practices.				✓	✓	✓	

6) Beginning in September and continuing throughout the school year, the Phonics & Spelling and Genre Writing components of the Kennedy Writing plan will be explicitly planned with teachers during weekly grade level planning to ensure that the components are being taught with fidelity.							
7) Beginning October 17, 2016, monthly walk-throughs will be conducted on 2nd, 3rd, and 4th grade teachers using the Kennedy Writing rubric to monitor the implementation of the 3 components of Kennedy's Writing Program (Phonics & Spelling, Grammar, and Genre Composition) to provide quantitative feedback so that teachers can reflect, monitor, and adjust instructional practices.							
8) By October 31, 2016, Intermediate LA Specialist will train 3rd and 4th grade teachers during their grade level planning on how to successfully implement student data folders using KCA and DCA assessment scores so that students are provided time for reflection and are able to monitor their individual Writing progress. Teachers will use this data to monitor and adjust instructional practices.							
9) By October 31, 2016, 100% of all 2nd, 3rd, and 4th grade teachers will show evidence that the Kennedy Writing Program is being implemented in their classrooms so that we can provide Professional Development opportunities for teachers who are not showing evidence.							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 7: TAIS Targeted Improvement Plan ANNUAL GOAL: By the end of the 2016-2017 school year, 61% of 4th grade students will meet standards on the writing STAAR.

PROBLEM STATEMENT: 44% of 4th grade students did not meet standards on the writing STAAR.

ROOT CAUSE: Because teachers weren't provided adequate support, materials, and resources.

STRATEGY: Vertical Alignment

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Did you meet your annual goal?

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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 2017-2018 school year.

Performance Objective 2: Quarter 2 GOAL: By January 31, 2017, 75% of 2nd, 3rd, and 4th grade teachers will score Tier 2 or higher based on the grade level specific writing rubric in all components. According to the Kennedy Writing rubric, 50% of 3rd and 4th grade students will score 2 or higher on the KCA composition and 45% of 4th graders will score 54% or higher on the revising and editing portion of the assessment so that students are provided practice 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) Yes, we met our teacher goal and our student composition goal. Our revising and editing portion did not meet the goal. (2) Provide and explain the data or evidence that supports your statement above. 100% of teachers are Tier 1 and 2. Our 3rd and 4th grade students were at 52% for scoring 2 or higher. 40% of our 4th graders scored 54% or higher. (3) Are you on track to meet your annual goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS) Yes, we feel confident that we will meet the goal. (4) What, if any, adjustments must be made to meet

the annual goal? We will be implementing the reteach plan for our lowest scoring areas.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) By November 30, 2016, 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)							
2) By December 9th, ELA Specialists will offer PLC to score Genre writing of the KCA, so that writing teachers can create a reteaching plan for the areas of weakness according to the Kennedy Expository rubric.							
3) By December 16th, teachers will conference with every student and explain the writing KCA data and share strategies to improve their proficiency on the student writing rubric.							
4) January 5th-10th, ELA Specialists and teachers in 2nd, 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.							
5) By January 31, 2017, all 2nd, 3rd and 4th grade writing teachers will receive a total of 3 walk-through observations. 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.							
6) Beginning in January and continuing throughout the school year, Genre Writing components of the Kennedy Writing plan will be explicitly planned using the composition rubric with teachers during weekly grade level planning to ensure that teachers are scoring Tier 1 or 2 on the Kennedy Writing Walk-Through Form.							

= Accomplished
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

Goal 7: TAIS Targeted Improvement Plan ANNUAL GOAL: By the end of the 2016-2017 school year, 61% of 4th grade students will meet standards on the writing STAAR.

PROBLEM STATEMENT: 44% of 4th grade students did not meet standards on the writing STAAR.

ROOT CAUSE: Because teachers weren't provided adequate support, materials, and resources.

STRATEGY: Vertical Alignment

What INDEX does this address? 1

EOY REPORT:

Did you meet your annual goal?

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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 2017-2018 school year.

Performance Objective 3: Quarter 3 GOAL: By February, according to the STAAR rubric, 55% of 4th grade students will score 2 or higher on the DCA writing composition and 65% will score 56% or higher on the revision and editing portion of the 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)

Yes, we met our student writing composition goal. However, for the revising and editing portion, we did not meet the goal.

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

64% of 4th grade students scored 2 or higher on the Writing DCA composition. For the revising and editing portion of the Writing DCA, 60% of 4th grade students scored 56% or higher. Therefore, we missed our goal by 5%; however, we made significant progress from last year's Revising and Editing portion of the Writing DCA (34%).












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

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

After analyzing the Writing DCA revising and editing data, we addressed the areas of weakness in our Writing Crunch Plan.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Starting on January 17th, 4th grade students will begin graphing their weekly revising and editing assessments, so that students are held accountable for their individual progress. Teachers will also use this data to monitor and adjust instruction in their classroom.							
2) On February 10, 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).							
3) Starting on February 13, 2017, based on the Writing DCA data (Quintile 2: 46%-54%), ELA Specialists will pull targeted revising and editing groups, so that students that are within the passing range are provided additional support.							
4) 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.							
5) ELA Content Specialists will organize and plan a full day of writing activities and rotations to take place on March 24, 2017 that focuses on the areas needed for review, so that students are motivated and excited to perform well on their upcoming Writing STAAR test (Writing Camp).							

<p>6) 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 in the following components: Phonics & Spelling, Grammar, and Genre Writing.</p>							
<p>7) By March 31st, 2017, all 2nd, 3rd and 4th grade writing teachers will receive a total of 2 walk-through observations. 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.</p>							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 7: TAIS Targeted Improvement Plan ANNUAL GOAL: By the end of the 2016-2017 school year, 61% of 4th grade students will meet standards on the writing STAAR.

PROBLEM STATEMENT: 44% of 4th grade students did not meet standards on the writing STAAR.

ROOT CAUSE: Because teachers weren't provided adequate support, materials, and resources.

STRATEGY: Vertical Alignment

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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 2017-2018 school year.

Performance Objective 4: Quarter 4 GOAL: By June, 75% of 2nd, 3rd, and 4th grade teachers 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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) By May 19th, all 2nd, 3rd and 4th ELA teachers will complete a survey of the Kennedy Writing Program.							
2) By the end of May, Content Specialists will analyze the survey results in order to plan for the upcoming 2017-2018 school year.							
3) By the end of May, content specialists will meet with 2nd, 3rd, and 4th ELA teachers to develop their professional development plan to continue the growth and improvement of the Kennedy Writing Program.							
4) By the end of May, ELA and 2nd grade teachers will meet and create writing prompts in order to expose students to writing to a prompt.							
5) By the end of May, ELA specialists and 3rd grade teachers will meet to create a Step Up to 4th grade plan to offer a preview of 4th grade writing expectations.							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

State Compensatory

Personnel for Kennedy Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Abimbola Adebayo	Science/Technology Specialist		
Christopher Dunaway	Behavior Interventionist		
Elizabeth Miller	REID		
Gloria Rodriguez	PK Aide		
Janet Hensley	Computer Lab Aide		
Megan Lavoie	Math Specialists		
Norma Cortez	Primary ELA/SS Dpecialist		
Sara Dreyer	ELA/SS Specialist		
Virginia Gomez	Kinder Aide		

Title I

Comprehensive Needs Assessment

Alief ISD reviews all data for all students and student programs. The results and conclusions of this review are reflected in the summative evaluation for the past year and the Comprehensive Needs Assessment for the next school year. The components of the Comprehensive needs Assessment include the establishment of the Shared Decision-Making Committee, clarification of the campus vision, identification of data sources and analysis of the data, and the identification of related SMART goals.

At Kennedy Elementary, the instructional leadership team looks at the data before school began. This data is analyzed and we assess our strengths and weaknesses by going through the TAIS process. The process has helped us to identify the root causes for our gap between Reading and Math. Each department then develops strategies to strengthen each program as well as develop a unified focus for the school year. This year, our main focus is on our ELL progress, Reading, and Math. SMART goals were developed through the different departments. The Needs Assessment was created based on the finding in our data, and was analyzed, discussed and reviewed by the SDC. Revisions were made as needed. The committee member then took the information and review what was discussed with their respective teams for feedback. The CAP was created based on the findings of the Needs Assessment and is reviewed and discussed to make revisions as needed.

Ten Schoolwide Components

1: Schoolwide Reform Strategies

Alief ISD continually uses available data systems (eSchool, DMAC, PEIMS Data Plus, INOVA) to identify and monitor the following: student growth, the continued use of staff development, the use of best practices, and professional learning communities where instructional plans that are part of our school-wide reform strategies are monitored and developed.

Kennedy Elementary monitors student growth in multiple ways:

- ISIP and Easy CBM data
- DMAC
- Classroom Diagnostics Sheets
- Small group data collection
- Student Work
- Data Walls

Data is reviewed during PLCs and planning sessions, is used to guide instruction, and to identify TIER 2 and TIER 3 interventions. Data is also used to plan for professional development for individual teachers, teams, and staff.

We also collect data to develop teachers by:

- Instructional rounds
- Content walks

This data is used to guide PLCs and professional development.

2: Instruction by highly qualified professional teachers

Alief ISD strives to ensure teachers are certified for the positions they hold, They have varying levels of experience, and support is given to less experienced teachers by their colleagues. Families are notified if a teacher is not certified and the teacher must then be working toward a certification or efforts continue to hire someone who is certified. as much as possible, our most highly qualified teachers instruct our most low-achieving students.

Our building principal, in collaboration with HR personnel, reviews staff certification in the fall to ensure all staff is highly qualified. Kennedy staff is 100% highly qualified.

New teachers are provided a mentor and observation time with teachers implementing best practices. Content Specialists provide ongoing meetings with teachers individually and small groups to address specific needs. Our lowest achieving students are intervened by instructional interventionists and content specialists in several ways:

- Coaching classroom teachers
- Pull-out of small group
- Push-in
- Before and after school tutorials

3: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Alief ISD's specialists and lead teachers, who receive training during the summer and during the school year, provide on-site training and monitoring to assist in professional development. The Shared Decision-Making Committee identifies areas in which staff development is needed, Staff members participate in staff development offered by the district and other providers. Staff development may also be done on site by in-house instructional leaders and also by district instructional support staff. Professional development is integrated and coordinated with other educational services and programs.

Content Specialists sessions for staff development are provided throughout the year for individuals, teams, or staff based on the needs from Needs Assessment, walk-throughs, and/or shared during planning sessions. The SDC generates, in collaboration with grade level teams, a list of staff development that is submitted to the district for review. ILT also reviews the list to determine if the sessions requested can be provided in-house.

Teachers are given opportunities to attend professional development outside of the district that is aligned with our campus goals.

4: Strategies to attract highly qualified teachers

Alief ISD continually strives to recruit and retain highly qualified teachers. Our Human Resources Department works closely and networks with campuses to help in this effort; our own teachers also serve as recruiters. Therefore, our classroom teachers are highly qualified for the positions they hold, or strategies are implemented to ensure they become highly qualified as quickly as possible.

Kennedy administrators collaborate with HR personnel to recruit highly qualified teachers by attending various job fairs.

To retain our highly qualified teachers, Kennedy does the following:

- Provide mentor to first year teachers
- Opportunities to earn jean passes
- Team building activities
- Christmas get-together
- Surprise snacks
- Teacher Appreciation Week activities
- Staff "Points of Praise"
- Hospitality Committee events
- Wellness Committee events

5: Strategies to increase parental involvement

Alief ISD has established a Families Actively and Meaningfully Engaged (FAME) office to recognize and engage families as partners in their children's education. Each campus houses a FAME Committee, a family center, and a family liaison. A written family engagement policy has been jointly developed with, agreed upon with, and distributed to families. The policy is annually evaluated and revised for any changes to design strategies for more effective family engagement. A school-family compact has been jointly developed with families and outlines how families, campus staff, and students share responsibility for improved student academic accountability, and the means by which the school and families will build and develop a partnership to help children achieve state standards. The compact is annually evaluated and revised for any changes. We will continue to implement strategies to increase family engagement. As much as possible, information is provided to families in a language they understand.

At Kennedy, our content specialists provide family training/informational meetings once a 9 weeks in our Family Center. Once a month, the Principal schedules a time to have an open forum chat session where parents who attend the Family Center are given an opportunity to ask questions or share any concerns. The Counselor also meets with Family Center parents to provide parenting information.

The Family Policy and Compact are reviewed annually on November 20 during National Parent Involvement Day in our Family Center and is reviewed in December by our SDC. The Parent Compact was sent to all student's families in August, returned signed by the parent, kept on file and reviewed during parent conferences. They are also posted on our campus web page.

The FAME Committee reviewed data, created a Needs Assessment, and created annual goals along with strategies to increase family involvement at each grade level. The FAME committee plans for evening events such as Meet and Greet before school begins and our family evening events.

6: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Alief ISD works with campuses to create pre-k transition teams responsible for coordinating district-wide transition activities. The district also works with surrounding early childhood programs, such as Head Start and day cares, to ensure successful transitions from early childhood programs

7: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Alief ISD provides ongoing, on site staff development to analyze assessment data, whether national, state, or teacher produced, to use in making instructional decisions. Grade level meetings, departmental meetings, professional learning communities, and the SDC provide forums to discuss assessment issues.

During PLCs, our teachers, in collaboration with our content specialists, analyze assessment data from Campus Common Assessments, District Common Assessments, and student work to plan for re-teaching of the weakest objectives and/or to provide small group remediation and acceleration of student learning,

Data will be reviewed at SDC meetings to determine if we are on the way to meeting our SMART goals and/or make adjustments to our CAP.

8: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Alief ISD uses formative and summative assessments to monitor individual student progress at the campus and district levels to ensure that interventions and assistance will be timely and effective.

Teachers collect data in all content areas, record data on diagnostic sheets to keep track of student progress. After each major assessment, DMAC data is used to identify strengths and weaknesses and to create six-week re-teaching plans. DMAC data is used to identify specific students and their areas of struggles.

Students who are not making gains in their learning, are monitored by the REID interventionist to determine what TEI Red intervention the student needs. LEP students, who are identified based on need, are discussed during LPAC along with the teacher to determine the next step.

The STAT process is also utilized to determine what intervention needs are to be documented.

Content specialists identify and meet with students who need an extra push to meet or exceed standards.

9: Coordination and integration of federal, state and local services and programs

Alief ISD coordinates federal, state, and local programs and professional development activities to best address student needs. This coordination is reflected in the campus goals and activities as well as the resources cited in the Campus Action Plan.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Maria Diaz-Macha	Interventionist		
Maria Otaolauruchi-Gonzales	Intervenitonist		
Veronica Hunter-Johnson	Interventionist		

Site-Based Decision Making Committee

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Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		211-13-6411-00-107-630-000	\$255.00
1	1	7			\$8,000.00
1	3	4		211-13-6411-00-107-630-000	\$235.00
1	8	2		211-11-6399-00-107-630-000	\$495.00
1	8	3		211-13-6411-00-107-630-000	\$45.00
3	3	3		211-11-6218-64-107-730-000	\$600.00
4	4	2	Professional Development Books	199-11-6329-00-107-911-000	\$800.00
4	4	3		211-13-6411-00-107-630-000	\$800.00
5	1	4		211-61-6499-66-107-630-SNK	\$700.00
5	1	5		211-61-6499-66-107-630-SNK	\$700.00
5	1	6		211-61-63XX-66-107-630-000	\$2,000.00
5	1	8		211-61-63XX-66-107-630-000	\$850.00
5	1	9			\$500.00
5	1	10			\$300.00
Sub-Total					\$16,280.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	1	8			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00

1	3	3			\$0.00
1	4	1			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	4			\$0.00
1	5	5			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	6	4			\$0.00
1	7	1			\$0.00
1	7	3			\$0.00
1	7	4			\$0.00
1	8	1			\$0.00
1	10	1			\$0.00
2	2	6			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	2	5			\$0.00
3	3	1			\$0.00
3	3	2			\$0.00
4	1	1			\$0.00
4	3	1			\$0.00
4	4	1			\$0.00

5	1	1			\$0.00
5	1	7			\$0.00
Sub-Total					\$0.00
Grand Total					\$16,280.00