

Alief Independent School District
Kennedy Elementary
2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

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

Vision

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

Value Statement

Kennedy Elementary is committed to the following:

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

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Goal 6: TAIS Targeted Improvement Plan By the end of 2015-2016 school year, 60% of 2nd, 3rd and 4th grade ELL students will increase by one composite level on TELPAS. Problem Statement- 47% of ELL's current 3rd and 4th grade students remained at the same composite level. Root Cause- Only four staff members were trained, so the initial implementation was limited. Strategy- SIOP. What Index does this address?: Index 1 End of Year Reporting: Did you meet your annual goal? No, we did not meet the goal. However, we were very close. 2nd grade's growth is 56% 3rd grade's growth is 56% 4th grade's growth is 44% 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? We need to place equal emphasis on growth between Bilingual and ESL classes (including SPED) so that implementation of Sheltered Instruction is consistent for all. 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 2016-2017 school year. For 2016-2017 school year, more teachers need to be trained on sheltered instruction so that content planning integrates quality use of SIOP strategies. The ESL lead will attend planning sessions to support integration.	44

Goal 7: TAIS Targeted Improvement Plan By the end of 2015-2016 school year, 66% of Hispanic and African American students will make progress in Reading. 60% of all 3rd and 60% of all 4th grade students will meet standards for Math in Phase II. Problem Statement- 42% of Hispanic and African American students did not meet expectations in student progress. Root Cause-No clear set goal, constantly changing. Strategy- Differentiation What Index does this address?: 1 and 2 End of Year Reporting: Did you meet your annual goal? Yes, we met our 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? We attribute our success of growth in Reading to the ongoing training of our teachers in Next Steps to Guided Reading which resulted in consistent, intentional small groups. 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 2016-2017 school year. For 2016-2017 school year, Content Specialists will continue to train teachers thoroughly in all programs required for the success of the content.

Collaboration will continue among all to ensure that the expectations are known. 54

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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. Although this improvement plan focuses on the 2015-2016 school year, the demographic information comes from information available in May 2015. Student enrollment is approximately 800 students with about 65% of those students being Bilingual, 84% being free/reduced lunch, and 12 (1st-4th graders) being identified as Gifted and Talented.

Demographics Strengths

Our strengths include:

- Attendance
- Family Engagement

Demographics Needs

Our campus needs include:

- More support in Reading 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 growth on the TELPAS

Student Achievement

Student Achievement Summary

The following programs are in place to meet the needs of all students in the 2015-16 school year.

- RtI and STAT (monthly STAT meetings)
- Computer interventions (iStation, Imagine Learning, Raz-kids, Headsprout, and Dreambox)
- Long Term Planning days
- District Common Assessments (DCA)
- Kennedy Common Assessments (KCA)
- Data Analysis using DMAC
- 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
- Narrative and Expository writing instruction for students presented to teachers by the Writing Academy
- 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.

Science Strengths for Kennedy:

- Science is being taught 45 minutes every day in Kindergarten through 4th Grade
- 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

ELL Strengths for Kennedy:

- Teacher training in SIOP
- Data driven instruction
- Listening center materials provided for individual ELL students to take home
- Imagine Learning computer intervention provided at school and for home

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

Student Achievement Needs

By the end of 2015-2016 school year, 60% of 2nd, 3rd and 4th grade ELL students will increase by one composite level on TELPAS.

By the end of 2015-2016 school year, 66% of Hispanic and African American students will make progress in Reading. 60% of all 3rd and 60% of all 4th grade students will meet standards for Math in Phase II.

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 2014-15). There were also a high number of incidents of Physical Aggression (183 incidences in 2014-15).

School Culture and Climate 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: Career Day, Anti-Bullying, Drug Free Schools
- Playworks teaches children social skills and leadership skills

School Culture and Climate Needs

Problem Statement:

- After reviewing data from Alief ISD Campus Offense Incidents Summary Report it is apparent that many of the students who receive Office Referrals are repeat offenders. Some students have between 10 - 20 individual incident reports.
- There were 243 incidences of persistent Level II and III misbehaviors.
- There were 174 incidences of physical aggression toward another student, and 9 incidents of physical or verbal aggression against a district employee.

Recommendations:

- 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.
- Boys and Girls Clubs for 3rd and 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

- 81% of Classroom Teachers remained at Kennedy this year.
- New teacher's supported through mentoring and ILT
- Morale 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

Recommendations:

- Decrease the number of highly qualified teachers leaving our campus by at least 50% (4 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

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

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

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.

Family and Community Involvement Needs

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

- Grandparent Day
- Dad's on Duty
- Cultural Day
- Incentives provided for attendance

School Context and Organization

School Context and Organization Summary

The Master Schedule here at Kennedy Elementary is based upon self-contained and blocked classes (only in 3rd and 4th) 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, and RTI. 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 that allows them 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

- 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.
- Full time and part time interventionists, and 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.

School Context and Organization Needs

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

Technology

Technology Summary

Technology Smart Goal: Kennedy will be ranked as recognized or higher on Digital Learning Environment scorecard indicators.

Technology 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 rotate going to 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

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

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
- AEIS longitudinal data
- AYP longitudinal data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- SSI: Think Through Math assessment data (Grades 3-8)
- 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
- 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
- Teacher STaR Chart Technology Data
- Texas STaR Chart longitudinal data
- PDAS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications 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 65% and 1st monolingual will have 50% and 1st bilingual will have 55%, 2nd will have 40%, 3rd will have 65%, and 4th will have 70% of all students reaching end of year district iStation expectations.

Summative Evaluation: End of Year iStation data

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				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, Imagine Learning, Telpas, INOVA, and easyCBM 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							




<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>6) Use Headsprout, Raz-kids, iStation, Telpas, easyCBM, Imagine Learning, 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>	ILT and Administration	Data collected from the programs.	
	Funding Sources: State Comp Ed		
<p align="center">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		
<p align="center">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 and Intervention	Student growth in reading levels.	
	Funding Sources: State Comp Ed		
<p align="center"> = 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 2: Reading Smart Goal: Reading teachers in 3rd grade will have 55% and 4th grade will have 65% of all students with a Phase II passing average on the Reading STAAR test.

Summative Evaluation: Reading STAAR data

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				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							
<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, Easy CBM percentiles, DCA and KCA results to drive small group instruction and monitor student progress and growth.</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.</p>		Teachers, Interventionists, ILT and Administration	Effective small group lesson plans.				

 = 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 3: Writing Smart Goal: Writing teachers in grade 4 will have 55% of all students passing the writing STAAR test in Phase II.

Summative Evaluation: Writing STAAR data

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				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							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Attend a 2-day Writing Academy Workshop to help teachers learn new writing techniques and tactile-kinesthetic activities to better differentiate for all student populations including ELL, Sp. Ed., At-Risk and Title1 students. The focus will be revising and editing. (ELA 16, ELA 17)</p>		ELA Specialists	Writing STAAR Passing Scores				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) 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.</p>		ELA Specialists	Writing across all contents and grade levels.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) 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							
<p>Critical Success Factors CSF 1 CSF 3 CSF 4</p> <p>5) Teachers will be chosen to attend training for accessing the general curriculum, Writing Portfolios and handwriting skills and return with information to present to teammates.</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: Math teachers in grade K will have 85%, 1st will have 45%, and 2nd will have 40% of all students meeting DCA expectations on areas tested for their grade level.

Summative Evaluation: Math DCA DMAC data

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 1) Teachers and Specialists will analyze data from Math In Focus testing to organized whole and small group instruction. (EM 2)	8	Math Specialists and Teachers	MIF testing				
Funding Sources: State Comp Ed							
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7 2) Teams will develop weekly daily review questions for math that are aligned with prior content taught based on student needs. (EM 1)		Math Specialists and Grade Level Math Teachers	Math DCA				
Critical Success Factors CSF 1 CSF 2 CSF 4 3) Teachers will use Dreambox to review prior content.		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: Math teachers in 3rd and 4th grades will have 60% of all students meet AYP based on Phase II standards of the Math STAAR test.

Summative Evaluation: Math STAAR data

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				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							
<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							
<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.</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	easyCBM				
Funding Sources: State Comp Ed							
<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>		Math Specialists and Administrators	Lesson plans, classroom observations and administrator walk-throughs				
Funding Sources: State Comp Ed							
= 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 6: Science Smart Goal: By May of 2016, 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.

Summative Evaluation: Science DCA DMAC data

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 4</p> <p>1) I will model hands on activities during PLC and have the teachers record and create their findings in their own interactive notebook. (ES 3)</p>		Science Specialist	The use of hands on activities in the classroom .				
Funding Sources: State Comp Ed							
<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							
<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							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Teachers will deepen understanding of thinking maps and will focus on the use of frame of reference and taking it off the map. (PD 3)</p>		Science Specialist and Administrators.	Lesson plans and student work				
Funding Sources: State Comp Ed							
= 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 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.




















Summative Evaluation: Technology Competency Data Sheets

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				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							
<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.</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							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) At Kennedy elementary 3rd and 4th grade classrooms will be Digital Classrooms, with the use of an iPad cart full of iPads. (IL 1)</p>		Technology Specialist	Use of iPads				
Funding Sources: State Comp Ed							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>5) At Kennedy elementary ,the science specialist along with classroom teacher will conduct series of projects and activities to measure Student Technology Competencies.</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.

Summative Evaluation: ABL teacher time logs

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				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							
<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.</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.</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.</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.

Summative Evaluation: STEM meeting information

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				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		Science Specialist					
= 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.

Summative Evaluation: Bulletin board check

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				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 with jeans. 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.

Summative Evaluation: Counselor's calendar

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				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>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>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				
		Funding Sources: State Comp Ed					

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

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.

Summative Evaluation: GT Calendar of events

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				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							
<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							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 1: Decrease overall incidents leading to office referrals by 25%.

Summative Evaluation: Office referral data

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 2 CSF 6</p> <p>1) Analyze location, time, place, activity and teacher when the offense took place to create plans/strategies to decrease number of incidents. (PASS 11, PASS 12)</p>		Principals and ABC Foundations	Decrease in office referrals				
Funding Sources: State Comp Ed							
<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							
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Play Works has been implemented at Kennedy to help reduce the amount of office referrals during recess times.</p>		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: All students and staff will be informed on programs to develop effective strategies for reducing incidents of physical aggression and bullying.

Summative Evaluation: ABC information packets and notes

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				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							
2) Super Friends Program Taught skills of inclusion and anti-bullying in October to 2nd grade.		Counselor	Limited office referrals for bullying				
3) 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							
4) 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				
5) Positive character traits taught each month through announcements, classroom guidance and posters.		Counselor	Decrease in office referrals for taught traits				
6) 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							
7) 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: Smart Goal: All stakeholders will participate in the school climate survey with an anticipated 85% positive feedback.

Summative Evaluation: School Climate Survey

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				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						
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)		FAME and SDC	School climate survey data				
	Funding Sources: State Comp Ed						
3) Teachers will follow a campus developed discipline flow chart for addressing student misbehaviors. Teacher responses for Level 1, 2, or 3 misbehavior will reinforce campus expectations for teacher behavior and student behavior.		Administrators	Percentage of teachers following the flow chart				
	Funding Sources: State Comp Ed						
4) Teachers will monitor student attendance and alert an administrator if students have excessive tardies and/or absences. Administrator will contact parents if students have excessive absence. (A 1)	10	Attendance Clerk, Administrators and Teachers	Teachers and Administrators parent communication				
	Funding Sources: State Comp Ed						
= 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).

Summative Evaluation: End of year staff data

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				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							
<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.

Summative Evaluation: Student-teacher participation at Kennedy

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				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 Instructional Leadership team will foster a collaborative culture through extensive team planning and weekly PLC's to review data and refine first line instruction.

Summative Evaluation: Agendas

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				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							
<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.

Summative Evaluation: Attendance and certificates from PD









Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				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							
<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, and General Ed classes with Special Ed students.</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.</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.

Summative Evaluation: Completion of parent feedback










Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				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							
<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 Monday 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>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.</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 (Jump Start)</p>	<p>Family Center Liaison</p>	<p>Parent participation</p>	
<p>Funding Sources: Title I - \$2000.00</p>			
<p align="center">Critical Success Factors CSF 5</p> <p>7) Parental Involvement Opportunities: Family Curriculum Night for Primary and Intermediate grade levels (parents are given strategies and activities that they can use at home to help their child's school success and performance.), Literacy, Gifted and Talented, Book Fair and Family Fitness Nights. Programs offered for parents to attend include Music Performances, Field Day, Parent Involvement Day, Book Fair and Awards ceremonies. Parents are issued library cards and are encouraged to check- out books with their child in the Parent Section of the library. Parents will receive a certificate of completion from the ESL program. (FAME 14)</p>	<p>Family Center Liaison</p>	<p>Parent participation</p>	
<p>Funding Sources: State Comp Ed</p>			
<p align="center">Critical Success Factors CSF 5</p> <p>8) Kennedy will provide Parenting Skills Pamphlets or text to teach and equip parents with easy and fun learning strategies they can do at home to support their child.</p>	<p>Family Center Liaison</p>	<p>Parents reading the pamphlets</p>	
<p>Funding Sources: Title I - \$850.00</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.

Summative Evaluation: Attendance and participation

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Kinder Round Up event will introduce PK students to the Kindergarten teachers.</p>	7	Admin	Parent participation				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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 2015-2016 school year.

Summative Evaluation: Completion of online questionnaires

Goal 6: TAIS Targeted Improvement Plan By the end of 2015-2016 school year, 60% of 2nd, 3rd and 4th grade ELL students will increase by one composite level on TELPAS.

Problem Statement- 47% of ELL's current 3rd and 4th grade students remained at the same composite level.

Root Cause- Only four staff members were trained, so the initial implementation was limited.

Strategy- SIOP.

What Index does this address?: Index 1

End of Year Reporting:

Did you meet your annual goal?

No, we did not meet the goal. However, we were very close.

2nd grade's growth is 56%

3rd grade's growth is 56%

4th grade's growth is 44%

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?

We need to place equal emphasis on growth between Bilingual and ESL classes (including SPED) so that implementation of Sheltered Instruction is consistent for all.

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 2016-2017 school year.

For 2016-2017 school year, more teachers need to be trained on sheltered instruction so that content planning integrates quality use of SIOP strategies. The ESL lead will attend planning sessions to support integration.

Performance Objective 1: Q1 GOAL: 80% of 2nd, 3rd and 4th grade teachers will clearly define and implement content objectives, language objectives and sentence stems in lesson plans that are evident in classroom instruction.

Summative Evaluation: Q1 Report: (1) Are you on track to meet the goal? Yes

(2) Describe the data/evidence used to determine if the goal will or won't be met. We used the Rubric to determine 100% teachers posted objectives, 85% teachers' objectives clearly defined and supported, 90% teachers used sentence stems, and 85% teachers had 90-100% student engagement.

(3) What if any, adjustments must be made to meet the annual goal? We met Q1 Goal, based on rubric percentages.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Campus ESL Team will train new 2nd, 3rd, & 4th grade teachers on the use of sentence stems, content objectives and language objectives during the week of September 8th, 2015 at weekly planning.		ESL Team		✓			
2) Four staff members will be trained in SIOP cohort 2 (3-day training) during the week of September 22, 2015 by Pearson.		Leaders: N. Cortez, M. Olvera, P. Chavez, and J. Skrocki.		✓			
3) ESL Lead will train ILT in SIOP expectations of lesson delivery and lesson preparation by October 5, 2015, so that ILT can support and monitor SIOP within content.		ESL Lead		✓			
4) Campus ESL Lead will train all 2nd, 3rd, and 4th grade teachers on how to incorporate all four language domains in daily lesson plans by October 9, 2015 during extended planning days, so that teachers had a deeper understanding of the importance of quality instruction and the use of the four language domains.		ESL Lead		✓			
5) SLE District Specialist with support from the ESL Lead will train the 22 2nd, 3rd, and 4th grade teachers on Sheltered Instruction by October 22, 2015 during extended PLC time, so that teachers are at a developing level of implementation based on the SIOP checklist provided by Pearson.		ESL Lead and SLE District Specialist		✓			

6) Administrators will meet with trained SIOP leaders bi-monthly to analyze and debrief about SIOP walk-through data, so that specific feedback can be provided for more effective implementation of SIOP components.	Administrators and ESL Lead		✓			
7) 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.	Administrators		✓			
8) Science Specialist will be trained in SIOP (3-day training) by October 21, 2015.	Science Specialist	Implementation of _____	✓			
9) The LPAC will meet regularly to monitor the progress of ELL students. The LPAC will maintain and keep track of compliance indicators and ensure the proper identification of LEP students.	ESL Lead, LPAC	TELPAS, IPT test data, Easy CBM	✓			

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

Goal 6: TAIS Targeted Improvement Plan By the end of 2015-2016 school year, 60% of 2nd, 3rd and 4th grade ELL students will increase by one composite level on TELPAS.

Problem Statement- 47% of ELL's current 3rd and 4th grade students remained at the same composite level.

Root Cause- Only four staff members were trained, so the initial implementation was limited.

Strategy- SIOP.

What Index does this address?: Index 1

End of Year Reporting:

Did you meet your annual goal?

No, we did not meet the goal. However, we were very close.

2nd grade's growth is 56%

3rd grade's growth is 56%

4th grade's growth is 44%

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?

We need to place equal emphasis on growth between Bilingual and ESL classes (including SPED) so that implementation of Sheltered Instruction is consistent for all.

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 2016-2017 school year.















For 2016-2017 school year, more teachers need to be trained on sheltered instruction so that content planning integrates quality use of SIOP strategies. The ESL lead will attend planning sessions to support integration.

Performance Objective 2: Q2 Goal: By January 29, 2016, 30% of 2nd, 30% of 3rd, and 30% of 4th grade students will increase by 1 composite level on the mock Reading TELPAS.

Summative Evaluation: Q2 Report: (1) Are you on track to meet the goal? Yes

(2) Describe the data/evidence used to determine if the goal will or won't be met. We administered the Mock Telpas on January 20 and 25, 2016. Based on the results; we met our Q2 goal with a 41% overall one year's growth in grades 2-4. One year's growth in 2nd grade = 49%, 3rd grade = 40%, and 4th grade = 35%.

(3) What if any, adjustments must be made to meet the annual goal? One adjustment is to change the frequency of the walkthroughs based on teacher proficiency with SIOP strategies. Another adjustment is to continue to monitor and ensure that all ELL students are receiving at least 90 minutes of Imagine Learning per week.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) During bi-monthly walkthroughs, 2nd, 3rd, and 4th grade teachers will be evaluated on the use of Proficiency Level Descriptors (PLD) during instruction and measured with the use of the SIOP rubric.		SIOP leaders					
2) 2nd, 3rd, and 4th grade teachers will communicate content objectives, language objectives, and use sentence stems with students as evident in classroom instruction bimonthly walk throughs.		SIOP Leaders and Administrators					
3) By November 1, 2015, 2nd, 3rd, and 4th grade ELL students, and Newcomers will utilize Imagine Learning to focus on oral language & academic vocabulary. Data will be analyzed to check for student growth to determine intervention support.		Administration, ESL Lead and ILT					
4) 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.		Administration					
5) 2nd, 3rd, and 4th grade teachers, ILT, and SIOP leaders will analyze and compare individual PLD data and interventionist's data to observe students' growth at the first PLC in January.		ILT and SIOP Leaders					
6) By January 29 2016, 2nd, 3rd, & 4th grade ELL students will take the practice tests for TELPAS.		ESL Lead					
7) By November 20, 2015, SIOP leaders will train all staff members on 3 new SIOP strategies (Building Background, Comprehensive Input, and Interaction)		ESL Lead, SIOP Leaders	Sign in sheets				
8) By November 1, ESL paraprofessionals will provide instructional assistance to English language learners to improve academic achievement.		ESL Lead, ELD Interventionist	DCA, unit assessments, Easy CBM, TELPAS, IPT				
9) By November, K-4th ELL students will receive English language development (ELD) intervention via Imagine Learning , a computer based program that teaches reading and phonemic awareness skills, while using native languages, to instruct and support language learners, and/or ELD interventionist		ESL Lead, ELD Interventionist,	TELPAS, Easy CBM, student observation				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 6: TAIS Targeted Improvement Plan By the end of 2015-2016 school year, 60% of 2nd, 3rd and 4th grade ELL students will increase by one composite level on TELPAS.

Problem Statement- 47% of ELL's current 3rd and 4th grade students remained at the same composite level.

Root Cause- Only four staff members were trained, so the initial implementation was limited.

Strategy- SIOP.

What Index does this address?: Index 1

End of Year Reporting:

Did you meet your annual goal?

No, we did not meet the goal. However, we were very close.

2nd grade's growth is 56%

3rd grade's growth is 56%

4th grade's growth is 44%

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?

We need to place equal emphasis on growth between Bilingual and ESL classes (including SPED) so that implementation of Sheltered Instruction is consistent for all.

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 2016-2017 school year.






For 2016-2017 school year, more teachers need to be trained on sheltered instruction so that content planning integrates quality use of SIOP strategies. The ESL lead will attend planning sessions to support integration.

Performance Objective 3: Q3 GOAL: By March 31, 2016, 80% of the teachers will demonstrate effective implementation of the instructional related to the five SIOP components.

Summative Evaluation: Q3 Report: (1) Are you on track to meet the goal? Yes, we are on track. (2) Describe the data/evidence used to determine if the

goal will or won't be met. As a result of the walkthroughs we observed that 90% of second grade teachers, 90% of third grade teachers and 80% of fourth grade teachers are implementing 5 of the 8 SIOP strategies. Based on this data, we met our quarter 3 goal. (3) What if any, adjustments must be made to meet the annual goal? The adjustment is the frequency of the walkthroughs conducted.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) ILT will ask teachers to bring student work to each PLC to look for evidence of SIOP implementation beginning in February.		ILT, SIOP Leaders, Administrators	Lesson Plans, SIOP Observation Walkthrough form.				
2) Teachers in 2nd, 3rd, &4th grades will use Thinking Maps/visuals to support SIOP strategies; students will use Thinking Maps/visuals to extend their learning by "taking it off the map" in all content areas measured in PLC's and walkthroughs.		Teachers, ILT, SIOP Leaders, Administrators	TELPAS, IPT, Easy CBM, ISIP, SIOP Observation Walkthrough form.				
3) 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.		Teachers, ESL Lead, ILT, Administrators	TELPAS, IPT, Easy CBM, ISIP, SIOP Observation Walkthrough form.				
4) 2nd, 3rd, and 4th grade students will share & use sentence stems & interactive notebooks across all content areas observed during the bi-monthly/monthly walkthroughs.		ILT, SIOP Leaders, Administrators	TELPAS, IPT, Easy CBM, ISIP, SIOP Observation Walkthrough form.		✓	✓	
5) Teachers in 2nd, 3rd, and 4th grades will utilize SIOP components for lesson planning, lesson delivery, comprehensible input, interaction and building background knowledge in all classrooms and improve student performance levels in reading, speaking, writing and listening measured with the bimonthly SIOP walkthrough form. Adjustments: monthly and bimonthly walkthroughs depending on proficiency level of the teacher.		Administrator, ESL Lead and ILT	TELPAS, IPT, Easy CBM, ISIP, SIOP Observation Walkthrough form.		✓	✓	
6) 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)		Administrators, LPAC, ESL Lead	Data: Easy CBM, ISIP, DCA, CCA		✓	✓	
7) Continue monthly collaboration between district, LPAC and counselors in the monitoring of long-term ELL students. (ESL Intervention services) (PBMAS-ESL)		LPAC, ESL Lead	TELPAS, IPT, DCA data, unit assessments, easy CBM		✓	✓	
8) The ARD and LPAC committees will ensure collaboration between LPAC and special education department to address the needs of LEP and special education students. (PBMAS-ESL)		LPAC	LPAC meeting notes		✓	✓	
9) ESL Lead will ensure collaboration between campus registrar and campus ESL team to maintain all Bilingual/ESL compliance indicators relating to the proper identification and monitoring of LEP students during student registration. (PBMAS-ESL)		ESL Department, Administrators, Registrar	Compliance Data		✓	✓	

10) By February 19, 2016, ILT will collect and analyze Imagine Learning data to ensure that ELL students are receiving the required amount of time on the program.		ILT	Imagine Learning Reports				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 6: TAIS Targeted Improvement Plan By the end of 2015-2016 school year, 60% of 2nd, 3rd and 4th grade ELL students will increase by one composite level on TELPAS.

Problem Statement- 47% of ELL's current 3rd and 4th grade students remained at the same composite level.

Root Cause- Only four staff members were trained, so the initial implementation was limited.

Strategy- SIOP.

What Index does this address?: Index 1

End of Year Reporting:

Did you meet your annual goal?

No, we did not meet the goal. However, we were very close.

2nd grade's growth is 56%

3rd grade's growth is 56%

4th grade's growth is 44%

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?

We need to place equal emphasis on growth between Bilingual and ESL classes (including SPED) so that implementation of Sheltered Instruction is consistent for all.






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 2016-2017 school year.

For 2016-2017 school year, more teachers need to be trained on sheltered instruction so that content planning integrates quality use of SIOP strategies. The ESL lead will attend planning sessions to support integration.

Performance Objective 4: Q4 GOAL: Quarter 4 Goal: By May 31, 2016, ESL Lead, ILT, Interventionists, and 100% of teachers will analyze and utilize student TELPAS and DCA data to plan for beginning of the year English Language Development interventions during end of year PLC's.

Summative Evaluation: Q4 Report: (1) Are you on track to meet the goal? No, we slightly missed our goal.(2) Describe the data/evidence used to determine

if the goal will or won't be met. The data we will use is the TELPAS results (3) What if any, adjustments must be made to meet the annual goal? The adjustment is the focus on 4th grade and Special Ed for next year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) ILT and SIOP Leaders will continue to support & encourage teacher peer coaching as well as observing & debriefing about SIOP implementation during PLC and weekly planning meetings.		Teachers, ILT, SIOP Leaders, Administrators					
2) 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 placement during end of year PLC's.		Teachers, ILT, SIOP Leaders, Administrators					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 7: TAIS Targeted Improvement Plan By the end of 2015-2016 school year, 66% of Hispanic and African American students will make progress in Reading. 60% of all 3rd and 60% of all 4th grade students will meet standards for Math in Phase II.

Problem Statement- 42% of Hispanic and African American students did not meet expectations in student progress.

Root Cause-No clear set goal, constantly changing.

Strategy- Differentiation

What Index does this address?: 1 and 2

End of Year Reporting:

Did you meet your annual goal?

Yes, we met our 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?

We attribute our success of growth in Reading to the ongoing training of our teachers in Next Steps to Guided Reading which resulted in consistent, intentional small groups.

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 2016-2017 school year.






For 2016-2017 school year, Content Specialists will continue to train teachers thoroughly in all programs required for the success of the content. Collaboration will continue among all to ensure that the expectations are known.

Performance Objective 1: Q1 Goal: 56% of Math teachers and 56% of Reading teachers at Kennedy will be teaching in daily small groups so that systems and purpose are set up for student small groups.

Summative Evaluation: Q1 Report: (1) Are you on track to meet the goal? Yes

(2) Describe the data/evidence used to determine if the goal will or won't be met. Quarter 1 Walk-Through observation forms (Two 15-minutes walk throughs) to determine the percentage of teachers attempting small group instruction.

(3) What if any, adjustments must be made to meet the annual goal? Continued small group professional development in PLC for Math and Reading instruction and detailed feedback from walk-through rubrics in quarter 2.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) By Sept. 18, ILT and Administration will share goals, data and process of TAIS in PLC (K-4) so that teachers have an understanding of why we need to differentiate our instruction.		ILT and administration		✓			
2) By Sept 18, 2nd, 3rd and 4th grade teachers will analyze EOY data for current students to have an understanding of their current instructional needs and strengths so that teachers can strategically create and plan small groups.		ILT		✓			
3) By Sept 25, 2nd, 3rd and 4th grade teachers will use current iStation, Let's Practice and DMAC data to create targeted small groups so that teachers can create small groups to differentiate instruction.		ILT		✓			
4) By Oct. 16, ILT will conduct 2 15-minute walk-throughs on teachers in grades 2-4 in Reading and Math to determine how many teachers are teaching in small group		ILT					
5) By Oct. 16, ILT will debrief with teachers about initial 15-minute walk-through and complete a follow-up walk-through to see progress in number of teachers teaching in small group		ILT					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 7: TAIS Targeted Improvement Plan By the end of 2015-2016 school year, 66% of Hispanic and African American students will make progress in Reading. 60% of all 3rd and 60% of all 4th grade students will meet standards for Math in Phase II.

Problem Statement- 42% of Hispanic and African American students did not meet expectations in student progress.

Root Cause-No clear set goal, constantly changing.

Strategy- Differentiation

What Index does this address?: 1 and 2

End of Year Reporting:

Did you meet your annual goal?

Yes, we met our 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?

We attribute our success of growth in Reading to the ongoing training of our teachers in Next Steps to Guided Reading which resulted in consistent, intentional small groups.

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 2016-2017 school year.

For 2016-2017 school year, Content Specialists will continue to train teachers thoroughly in all programs required for the success of the content.

Collaboration will continue among all to ensure that the expectations are known.

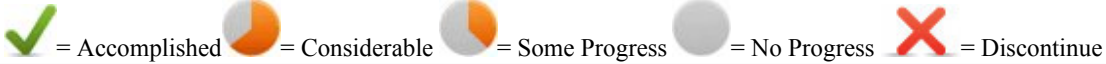
Performance Objective 2: Q2 Goal: Quarter 2 Goal: In 2nd, 3rd and 4th grade Reading, 50% of our students will show growth from their KCA 1 score to DCA 1 score. 44% of our 2nd, 3rd and 4th grade students in Math will meet Phase 2 passing standards on DCA 1, so that there is evidence of student progress.

Summative Evaluation: Q2 Report: (1) Are you on track to meet the goal? Reading (looking at growth) 2nd grade was 45%, 3rd grade was 64% and 4th grade was 23% (36% grew from 3rd STAAR to DCA) Math (looking at Phase 2 passing standards)- 2nd 27%, 3rd 36% and 4th 42%

(2) Describe the data/evidence used to determine if the goal will or won't be met. DMAC data

(3) What if any, adjustments must be made to meet the annual goal? Continued smallll group PLC and planning, added groups with specialists and

interventionists, updated computer tutorial lists based on data conferences.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Starting Oct. 19, ILT and Administrators will conduct bi-monthly walk-throughs using the rubrics and monthly assessment of growth (iStation and DMAC), so that we can see where teachers are in the implementation process of small groups and be able to plan for our next steps to grow our teachers.		ILT Administrators					
2) By Oct. 23, ILT will create and explain the walk-through rubric for small group instruction in 2nd, 3rd and 4th grade Math and Reading, so that teachers know the expectations of specific components being targeted in the small group walk-throughs.		ILT					
3) Starting Nov. 1, teachers will have monthly conferences with administrators to analyze Reading and Math data. Teachers and administrators will monitor and reflect on teacher implementation of small group , so that teachers can show evidence of differentiated instruction meeting students' needs.		Administrators					
4) By Dec. 11, ILT will train 2nd, 3rd and 4th grade teachers on how to use the Next Steps in Guided Reading Small Group Templates and how to create small group plans based student progress during MIF lessons, so that our small group instruction is targeted and intentional.		ILT Administrators					
							

Goal 7: TAIS Targeted Improvement Plan By the end of 2015-2016 school year, 66% of Hispanic and African American students will make progress in Reading. 60% of all 3rd and 60% of all 4th grade students will meet standards for Math in Phase II.

Problem Statement- 42% of Hispanic and African American students did not meet expectations in student progress.

Root Cause-No clear set goal, constantly changing.

Strategy- Differentiation
 What Index does this address?: 1 and 2

End of Year Reporting:
 Did you meet your annual goal?
 Yes, we met our 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?
 We attribute our success of growth in Reading to the ongoing training of our teachers in Next Steps to Guided Reading which resulted in consistent, intentional small groups.
 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 2016-2017 school year.
 For 2016-2017 school year, Content Specialists will continue to train teachers thoroughly in all programs required for the success of the content.
 Collaboration will continue among all to ensure that the expectations are known.

Performance Objective 3: Q3 Goal: 75% of all 2nd, 3rd, and 4th grade will use anecdotal notes and small group lesson plans according to the Next Steps in Guided Reading and MIF walk-through rubrics, so that small group instruction is intentional.

Summative Evaluation: Q3 Report: (1) Are you on track to meet the goal? Yes in all grade levels for Reading and 45% in Math for 2nd, 3rd and 4th. (2) Describe the data/evidence used to determine if the goal will or won't be met. Walk-Through observation forms in reading and math. (3) What if any, adjustments must be made to meet the annual goal? Continued detailed feedback from walk-through rubrics and binder checks.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June

1) By March 11, all 2nd, 3rd, and 4th grade teachers will track students daily with Anecdotal records, small group lesson plans and notebooks.							
2) Admin and ILT will conduct bi-monthly walk-throughs for Emergent and Effective teachers and monthly for Exemplary teachers using the Next Steps in Guided Reading and MIF walkthrough rubrics.							
3) Teachers who scored emergent on their small group walk-thru will have conferences at each progress report with administrators to analyze data (iSip and unit tests), monitor student progress and reflect on completion and teacher implementation of small group lesson plans.							

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

Goal 7: TAIS Targeted Improvement Plan By the end of 2015-2016 school year, 66% of Hispanic and African American students will make progress in Reading. 60% of all 3rd and 60% of all 4th grade students will meet standards for Math in Phase II.

Problem Statement- 42% of Hispanic and African American students did not meet expectations in student progress.

Root Cause-No clear set goal, constantly changing.

Strategy- Differentiation

What Index does this address?: 1 and 2

End of Year Reporting:

Did you meet your annual goal?

Yes, we met our 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?

We attribute our success of growth in Reading to the ongoing training of our teachers in Next Steps to Guided Reading which resulted in consistent, intentional small groups.

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 2016-2017 school year.

For 2016-2017 school year, Content Specialists will continue to train teachers thoroughly in all programs required for the success of the content.

Collaboration will continue among all to ensure that the expectations are known.

Performance Objective 4: Q4 Goal: In 2nd, 3rd, and 4th grade, 64% of our students will show growth from their Reading DCA 1 score to their DCA 2 score. 58% of our 2nd, 3rd, and 4th grade students will meet Phase 2 passing standards in the Math DCA 2, so that we are within proximity of our annual goal.

Summative Evaluation: Q4 Report: (1) Are you on track to meet the goal?

2nd grade made 54% in Reading and 39% in Math

3rd grade made 56% in Reading and 43% in Math






4th grade made 57% in Reading and 50% in Math

(2) Describe the data/evidence used to determine if the goal will or won't be met.

We used data from DCA 1 to DCA 2.

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

Teachers will focus on the low objectives during "crunch" lessons.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) By May 9th, all 2nd, 3rd, and 4th grade teachers will track students daily using Unit check lists and Anecdotal records with small group lesson plans and notebooks.							
2) Bi-monthly/monthly walk-throughs from administration/ILT using the rubrics and monthly assessment of growth (iStation and Pre-Post Test)							
3) 2nd grade will meet monthly to conference with administrators to evaluate, monitor, and reflect on teacher implementation of small group							
4) After March 2, 2016, 2nd, 3rd and 4th grade teachers will use DCA #2 data to differentiate small group instruction by TEK objective.							
5) 3rd and 4th grade teachers will meet bi-monthly with administrator to evaluate, monitor, and reflect o teacher implementation of small groups.							
 = 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		
Elizabeth Miller	REID		
Gloria Rodriguez	Pre-Kindergarten Aide		
Janet Hensley	Computer Lab Aide		
Lamar Hodge	Behavior Interventionist		
Marianela Perez	Kindergarten Aide		
Megan Lavoie	Intermediate Math Specialist		
Norma Cortez	Primary ELA/SS Specialist		
Sara Dreyer	Intermediate ELA/SS Specialist		

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 them 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>
Craig Jones	Aide		
Dolores Santana	Block Aide		
Ivonne DaCosta	Aide		
Kristie Branch	Aide		
Lourdes Murillo	Aide		
Olivia Camacho	Aide		
Richsonia Hamilton	Aide		
Susan Walker	Aide		
Valerie Papillion	Aide		
Yolanda De Alvizo	Aide		

2015-2016 Campus Shared Decision Making Committee

Committee Role	Name	Position
Administrator	Kathy Navel	Principal
Administrator	Marlo Molinaro	Assistant Principal
Administrator	Donna Wong	Assistant Principal
Classroom Teacher	Domingo Chazares	Kindergarten
Classroom Teacher	Latoya Crosbie	Block
Classroom Teacher	Thomas Denos	First Grade
Classroom Teacher	Luis Gomez	Second Grade
Classroom Teacher	Elizabeth Gonzalez	FAME
Classroom Teacher	Asia Jones	Special Education
Classroom Teacher	Tracy Lau	District Representative
Classroom Teacher	Lillian Lin	Pre-Kindergarten
Classroom Teacher	Lynette Mathews	Third Grade
Classroom Teacher	Jackie Skrocki	Fourth Grade
Facilitator	Elizabeth Miller	REID
Parent	Maria Alvarez	Parent
Parent	Janley Castaneda	Parent