

**Alief Independent School District**  
**Kennedy Elementary**  
**2017-2018 Campus Improvement Plan**



# Mission Statement

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

# Vision

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

# Value Statement

Kennedy Elementary is committed to the following:

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

# Table of Contents

Comprehensive Needs Assessment .....	5
Demographics .....	5
Student Achievement .....	6
School Culture and Climate .....	9
Staff Quality, Recruitment, and Retention .....	10
Curriculum, Instruction, and Assessment .....	11
Family and Community Involvement .....	12
School Context and Organization .....	13
Technology .....	14
Comprehensive Needs Assessment Data Documentation .....	15
Goals .....	16
Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential. ....	16
Goal 2: Alief ISD will improve student preparation for college and career. ....	31
Goal 3: Alief ISD will maintain a safe and orderly environment. ....	35
Goal 4: Alief ISD will recruit, develop, and retain highly qualified and effective personnel. ....	39
Goal 5: Alief ISD will continue to build positive relationships with all stakeholders. ....	43
Goal 6: TAIS Targeted Improvement Plan: Goal 1 ANNUAL GOAL: By the end of the 2017-2018 school year, 72% of 3rd grade ELL students and 62% of 4th grade ELL students will meet state STAAR standards (approaches) on the Math STAAR test. PROBLEM STATEMENT: 57% of third grade ELL students and 57% of 4th grade ELL students did not meet state standard on DCA 2 ROOT CAUSE: Because math teachers lack content knowledge and instruction was not taught with fidelity. STRATEGY: SIOP embedded within content What INDEX does this address? EOY REPORT: Did you meet your annual goal? Provide data that supports you meeting or not meeting your annual goal. If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success? Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2018-2019 school year. ....	46
Goal 7: TAIS Targeted Improvement Plan: Goal 2 ANNUAL GOAL: By the end of the 2017-2018 school year, 60% of the 4th grade students will meet standards (approaches) on the Writing STAAR. PROBLEM STATEMENT: 55% of 4th grade students did not meet standards on the Writing STAAR ROOT CAUSE: Because it was our first year to implement the Kennedy Writing Plan STRATEGY: Vertical alignment and explicit, intensive grammar instruction What INDEX does this address? 1 EOY REPORT: Did you meet your annual goal? Provide data that supports you meeting or not meeting your annual goal. If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success? Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2018-2019 school year. ....	59
State Compensatory .....	70
Personnel for Kennedy Elementary: .....	70

Title I ..... 71  
    Schoolwide Program Plan ..... 71  
    Ten Schoolwide Components ..... 71  
Title I Personnel ..... 76  
Site-Based Decision Making Committee ..... 77

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Kennedy Elementary opened its doors in the fall of 1975, founded by Alief Independent School District, in honor of an Alief student whose mother worked as a nurse for the district. Student enrollment is approximately 720 students with about 61% of those students being Bilingual, 84% being free/reduced lunch, and 10 (1st-4th graders) being identified as Gifted and Talented.

### Demographics Strengths

Our strengths include:

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

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** At Kenedy, we have a high population of English Language Learners and students that are new to the country.

## **Student Achievement**

### **Student Achievement Summary**

The following programs are in place to meet the needs of all students in the 2017-18 school year.

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

### **Student Achievement Strengths**

Reading/Language Arts Strengths for Kennedy:

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

Math Strengths for Kennedy:

- Weekly planning sessions with teachers
- Long range planning sessions

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

#### Social Studies Strengths for Kennedy:

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

#### Science Strengths for Kennedy:

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

#### ELL Strengths for Kennedy:

- Teacher training in SIOP
- Data driven instruction
- Explicit Vocabulary Instruction
- Monthly SIOP walkthrough feedback
- Computer Interventions (Brainpop and Imagine Learning)

#### 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
- Snap and Read Computer Program
- Accelerated instruction provided
- Unique Learning Computerized Curriculum utilized with LIFE Skills students
- Inclusion is taking place in all grades

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** ELL's and SE students are performing below the expected level on district assessments and STAAR



## 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 433 referrals in 2016-17). There were also a high number of incidents of Physical Aggression (114 incidences in 2016-17).

### School Culture and Climate Strengths

#### Strengths

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

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** The discipline referrals for physical aggression continue to be more than a quarter of all referrals.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Kennedy Elementary will continue to strive for the highest quality staff. In order to support our teachers, we will continue to have weekly planning meetings with support from content specialists to ensure grade level TEKS are being implemented. Each grade level will also continue to participate in Professional Learning Communities (PLC) to analyze data, determine desired results, and create a plan for small group and whole class intervention strategies. Campus professional development will also be used to build capacity in teachers and is based on need.

### **Staff Quality, Recruitment, and Retention Strengths**

#### Strengths

- All but 1 Classroom Teacher remained at Kennedy this year.
- Struggling teacher's supported through mentoring and ILT
- Morale building and team building activities take place throughout the year.
- PLC team planning and Long Range Planning support teachers in first line instruction.
- Continuous opportunities for Professional Development help ensure that staff members continue to refine their skills.

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Highly qualified teachers are difficult to recruit.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

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

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

### **Curriculum, Instruction, and Assessment Strengths**

Strengths:

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

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

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** ELL's and SE students are performing below the expected level on district assessments and STAAR

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

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

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

### **Family and Community Involvement Strengths**

Strengths:

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

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

### **Problem Statements Identifying Family and Community Involvement Needs**

**Problem Statement 1:** Parents do not have a high attendance for academic nights.

## School Context and Organization

### School Context and Organization Summary

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

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

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

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

### School Context and Organization Strengths

Strengths:

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

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Staff typically need to be persuaded to facilitate a club or group.

## **Technology**

### **Technology Summary**

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

### **Technology Strengths**

Strengths:

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

### **Problem Statements Identifying Technology Needs**

**Problem Statement 1:** Our campus infrastructure is unable to support a large number of devices.

# Comprehensive Needs Assessment Data Documentation

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

# Goals

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












**Performance Objective 1:** Reading Smart Goal: By the end of the 2017-2018 school year, 60% of monolingual kindergarten, 46% of bilingual kindergarten, 43% of 1st grade monolingual, 51% of 1st bilingual, 50% of 2nd grade, 67% of 3rd grade, and 71% of 4th grade will meet end of year district reading iStation expectations.

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

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Teachers and Specialists will analyze data from iStation andTelpas 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><b>Critical Success Factors</b> 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.				
<p><b>Critical Success Factors</b> 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><b>Critical Success Factors</b> 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><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>5) Utilize appropriate differentiated strategies in all classrooms to engage students. (GTAP 5)</p>	2	ILT and Administration	Formative walk-throughs				
Funding Sources: State Comp Ed - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>6) Use iStation, Telpas, and the Motivation series to provide tutorials to 1st-4th grade ELL's in order to assess and address their academic needs. (RTI 8, RTI 9, ELA 1)</p>	1	Technology Aide, ILT and Administration	Data collected from the programs.				
Funding Sources: State Comp Ed - 0.00							
<p><b>Critical Success Factors</b> 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: Local - 8000.00, State Comp Ed - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>8) Provide intervention within the classroom setting to help support the learning and development for the students in collaboration with the classroom teacher. (RTI 1, RTI 18, RTI 19)</p>	3	ILT (Content Specialists and REID) and Intervention	Student growth in reading levels.				
Funding Sources: State Comp Ed - 0.00							
<p>  = Accomplished    = Continue/Modify    = 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: By May 15, 2018, 64% of 3rd grade students and 67% of 4th grade students will meet STAAR Phase II standards on the STAAR Reading test.

**Evaluation Data Source(s) 2:** Reading STAAR data

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Teachers will refine first line instruction with emphasis on teaching the TEKS during whole and small group instruction for all student populations including ELL, Sp. Ed., At-Risk and Title1 students. 3rd and 4th grade teachers will follow a prescribed "STAAR Crunch" lesson plan in the Spring using STAAR Ready materials. (ELA 9, ELA 10)</p>	9	Teachers, ILT, and Administration	STAAR crunch lesson plans that are TEKS based.				
Funding Sources: State Comp Ed - 0.00							
<p><b>Critical Success Factors</b> 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><b>Critical Success Factors</b> 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><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>4) Analyze ISIP, DCA and KCA results to drive small group instruction and monitor student progress and growth. (ELA 9, PD 5)</p>		ILT and Administration	Data increase				





<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>5) Flexible small groups in reading by teacher or interventionist for all student populations including ELL, Sp. Ed., At-Risk and Title1 students in all grade levels. Kinder and Pre-k students will be seen by the PK/K Aide. 3rd and 4th grade teachers will follow a prescribed "STAAR Crunch" lesson plan in the Spring using STAAR Ready materials. (ELA 9)</p>	1	Teachers, Interventionists, ILT and Administration	Effective small group lesson plans.				
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

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

**Performance Objective 3:** Writing Smart Goal: By April 10, 2018, 60% of all 4th grade students will meet STAAR Phase II standards on the STAAR Writing test.

**Evaluation Data Source(s) 3:** Writing STAAR data

**Summative Evaluation 3:**

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










 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

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

**Performance Objective 4:** Math Smart Goal: By May 3, 2018 64% of Kindergarten students, 60% of 1st grade students, and 50% of 2nd grade students will meet standards on the Math DCA 2.

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

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Teachers and Specialists will analyze data from Math In Focus testing to organized whole and small group instruction. (EM 2)</p>	8	Math Specialists and Teachers	MIF testing				
Funding Sources: State Comp Ed - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>2) Teams will develop weekly daily review questions for math that are aligned with prior content taught based on student needs. (EM 1)</p>		Math Specialists and Grade Level Math Teachers	Math DCA				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>3) Teachers will use Dreambox to review prior content. (EM 1)</p>		Math Specialists and Grade Level Math Teacher	Math DCA				
<p>  = Accomplished              = Continue/Modify              = 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 5:** Math Smart Goal: By May 8, 2018, 72% of 3rd grade students and 62% of 4th grade students will meet Approaching standards on the Math STAAR test.

**Evaluation Data Source(s) 5:** Math STAAR data

**Summative Evaluation 5:**

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

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>5) Classroom lessons will be aligned to the TEKS by analyzing the student expectations and lesson plans with the Kilgo Research Model as measured by peer-review, classroom observations, and administrator walk-throughs. (EM 1)</p>	<p>Math Specialists and Administrators</p>	<p>Lesson plans, classroom observations and administrator walk-throughs</p>				
<p>Funding Sources: State Comp Ed - 0.00</p>						
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						



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

**Performance Objective 6:** Science Smart Goal: By May of 2018, our Kennedy Common Assessment scores will increase by the following amount: Kindergarten will increase 5% or higher and 1st grade will increase 5% or higher. District Common Assessment scores will increase by the following amount: 2nd grade will increase 5% or higher, 3rd grade will increase 5% or higher, and 4th grade will increase 5% or higher.

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

**Summative Evaluation 6:**

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

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

**Summative Evaluation 7:**

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

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

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

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

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

**Summative Evaluation 8:**







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Trained ABL teachers will have wobble chairs available for students to sit on to improve memory retention, reinforce academic concepts, balance brain chemicals while experiencing whole-brain, whole-body learning. (MISC 1)</p>		ABL Trained Teachers	Use of wobble chairs				
Funding Sources: State Comp Ed - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) ABL teachers will use exercise pedals with students to improve attention to tasks by experiencing whole-brain whole-body learning. (MISC 1)</p>		ABL Trained Teachers	Use of exercise pedals				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) PK and K teachers will be trained with action learning strategies that incorporate primary skills. (MISC 1)</p>		ILT	Strategies from training used in classrooms.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>4) ABL teachers will have a variety of materials to pull from and use to incorporate physical movement into core lessons. (MISC 1)</p>		ILT	Use of materials and equipment in lessons.				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

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

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

**Evaluation Data Source(s) 9:** STEM meeting information

**Summative Evaluation 9:**








Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 1) WE-DO LEGO Group (ES 10, ES 17)		Science Specialist.					
<b>Critical Success Factors</b> CSF 1 2) STEM Simple and Motorized Mechanisms Club (ES 7)		Science Specialist					
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

**Performance Objective 10:** English Language Learners: All teachers will use the SIOP Model

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

**Summative Evaluation 10:**










Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) ELL department will train all staff in the SIOP model for all content areas.</p>	1, 10	ESL Lead	Use of model in core content				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

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

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

**Evaluation Data Source(s) 1:** Bulletin board check

**Summative Evaluation 1:**





Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 3 CSF 6</p> <p>1) College Awareness Bulletin Boards: displayed outside of classrooms and in staff work areas.</p>		Administration	Displays				
<p><b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6</p> <p>2) College T-Shirts: Teachers and staff will be encouraged to wear college t-shirts on Fridays. Students are encouraged to wear college t-shirts and/or Kennedy College Bound t-shirts throughout the year as a part of the school's mode of dress.</p>		Administration	Percentage of participants				
<p><b>Critical Success Factors</b> 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 Rice University				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

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












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

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

**Summative Evaluation 2:**

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











<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>5) The counselor is available to meet with parents to discuss ways to offset the cost of a post-high school education.</p>		Counselor	Meetings with parents					
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>6) During the second semester, third and fourth graders will visit University of Houston and learn the steps to develop a long-range plan to attend college. (GTAP 12)</p>		Counselor	Field trip participation					
<p>7) Career Day will take place for 3rd and 4th grade students in the second semester.</p>								
<p>8) PK and Kindergarten students were given the opportunity to see the fire truck and speak with fire fighters about their career.</p>								
<p>9) During Library block rotation, 3rd and 4th graders are given opportunities to explore desired careers.</p>								
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>								

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

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

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

**Summative Evaluation 3:**










Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>1) GT coordinators will meet regularly to evaluate the effectiveness of the program and to discuss student progress, data and refinement. They will also attend regular district meetings to plan future projects. (GTAP 3)</p>		ILT and Admin	Attendance of meetings				
Funding Sources: State Comp Ed - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5</p> <p>2) The GT Coordinators will hold a GT Showcase in December. Parents will be invited to come see the projects their children have completed. (GTAP 4)</p>		ILT and Admin	Student showcase participation				
Funding Sources: State Comp Ed - 0.00							
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

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

**Performance Objective 1:** By the end of the 2017-2018 school year, office referrals coded ‘physical aggression towards others’ (PATs) will decrease from 26% to 20% as compared to 2016-2017 data.

**Evaluation Data Source(s) 1:** Office referral data

#### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 2 CSF 6</p> <p>1) District PASS Specialist will conduct a Restorative Discipline PLC the last week of December to follow up from the initial implementation training at the beginning of the year. (PASS 11, PASS 12)</p>		Principals and ABC Foundations	Decrease in office referrals.				
Funding Sources: State Comp Ed - 0.00							
<p><b>Critical Success Factors</b> CSF 3 CSF 4 CSF 6</p> <p>2) The counselor will teach conflict resolution and anger management strategies to all students. (PASS 3)</p>		Counselor	Decrease in office referrals				
Funding Sources: State Comp Ed - 0.00							
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Provide individualized coaching on the procedures when processing office referrals.</p>		Administration	Decrease in the amount of referrals being sent back for corrections.				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							









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

**Performance Objective 2:** By the end of the 2017-2018 school year, 80% of 3rd grade students, 4th grade students, and parents will have a clear understanding of how bullying looks, sounds, and is defined at Kennedy Elementary School.

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

**Summative Evaluation 2:**

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

8) School-wide Kindness Week in February. The school will participate in kindness activities in the classroom and hear about ways to be kind on the morning announcements.							
9) Across all grade levels, students can be nominated to join the kindness club. They promote kindness within the school and community.							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

**Performance Objective 3:** By the end of the 2017-2018 school year, 85% of parents will have a clear understanding of how bullying looks, sounds, and is defined at Kennedy Elementary School.

**Evaluation Data Source(s) 3:** Parent Climate Survey

**Summative Evaluation 3:**








Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) The Above and Beyond Committee will meet to promote a learning and teaching environment that is safe and orderly. The committee will monitor the school climate and develop policies that improve student and staff safety. The committee will review discipline data (CHAMPS) at every meeting. (PASS 9)		Above and Beyond Foundations Committee Leads	ABC PLC meetings and data				
	Funding Sources: State Comp Ed - 0.00						
<b>Critical Success Factors</b> CSF 6		FAME and SDC	School climate survey data				
	2) A school climate survey regarding student, staff, and parent perceptions of school safety and interpersonal interactions will be conducted in the Fall and then analyzed to develop new campus goals for improving student safety and school climate. (PASS 9)						
3) All students will watch a bullying presentation put on by the Alley Theater Company. (PASS 7)		Counselor					
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

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

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

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

**Summative Evaluation 1:**










Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>1) Staff members will be recognized or thanked with Principal's weekly notes for their service, monthly attendance, dedication, or rising to a challenge.</p>	4	Administrators	Emails with recognition				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

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

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

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

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> 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><b>Critical Success Factors</b> 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><b>Critical Success Factors</b> 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>	4	Administrators	Records of staff				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							



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

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

**Evaluation Data Source(s) 3:** Agendas

**Summative Evaluation 3:**










Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6 CSF 7</p> <p>1) Professional library: The professional library is available to enhance instruction in all content areas. This houses up to date resources which includes literature and digital instruction. (PD 1)</p>		ILT	Library check out of professional materials				
Funding Sources: State Comp Ed - 0.00							
<p><b>Critical Success Factors</b> 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><b>Critical Success Factors</b> 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><b>Critical Success Factors</b> 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              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

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

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

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

**Summative Evaluation 4:**

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






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








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

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

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Computer Labs will be open during parent engagement events such as Open House, Awards Days, and Family Learning Nights so that parents may provide feedback via our District's online Family Engagement Survey. (FAME 14)</p>	6	Administrators, Content Specialist, GT coordinators, Block Teachers, Teachers, and Family Center Liaison	Parent participation percentages				
Funding Sources: State Comp Ed - 0.00							
<p><b>Critical Success Factors</b> 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><b>Critical Success Factors</b> CSF 5</p> <p>3) The Cougargram will be sent home every three weeks to ensure regular communication with parents and to inform parents about upcoming campus events. The letter will be in English and Spanish and posted on the campus website as well.</p>		Administrators	Cougargrams received				
<p><b>Critical Success Factors</b> 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>		Family Center Liaison Administrators	Parent Sign-in Sheets				

<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>5) Host monthly "Coffee with the Principal" events where parents can have access to information regarding curriculum and school events, as well as gain direct access to the administration team. (FAME 3)</p>		Family Center Liaison	Parent participation									
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>6) English Literacy Classes/Side by Side Program: The Parent Liaison offers English Literacy Classes to non-English speakers weekly with the opportunity to use Spanish to English dictionaries and an English Development web based program. The Parent Center liaison will provide parents with a literacy program full of reading materials for three year-olds (FAME 6)</p>		Family Center Liaison	Parent participation									
<p align="center"><b>Critical Success Factors</b> 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>Funding Sources: State Comp Ed - 0.00</p>						Family Center Liaison	Parent participation				
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>8) Kennedy will provide Parenting Skills Pamphlets or text to teach and equip parents with easy and fun learning strategies they can do at home to support their child. (FAME 15)</p>		Family Center Liaison	Parents reading the pamphlets									
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>9) Kennedy will provide parents and students with snacks and drinks during evening family events. (FAME 3)</p>		Family Center Liaison	Attendance during activities									








<p>10) Kennedy parents will be invited to learn about healthy food choices and appropriate dietary needs for children. The parents will also be able to attend a morning session titled Bringing Families Back to the Table where they will learn dining essentials and how to hold meaningful conversations during family dinner time.</p>		Family Center Liaison	Parent Participation				
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

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

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

**Evaluation Data Source(s) 2:** Attendance and participation

**Summative Evaluation 2:**








Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5  1) Kinder Round Up event will introduce PK students to the Kindergarten teachers.	7	Admin	Parent participation				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

**Performance Objective 3:** Increase opportunities for parent participation in school as volunteers. By May 2018, we will increase our number of hours for volunteers by 5%, taking Kennedy from \_\_\_ to \_\_\_\_.

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

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5  1) We will offer volunteers opportunities to help our campus during already established events (Nutcacker, Go Texan, etc.)	6	Family Center Liaison and administration					
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 6: TAIS Targeted Improvement Plan: Goal 1**

**ANNUAL GOAL:** By the end of the 2017-2018 school year, 72% of 3rd grade ELL students and 62% of 4th grade ELL students will meet state STAAR standards (approaches) on the Math STAAR test.

**PROBLEM STATEMENT:** 57% of third grade ELL students and 57% of 4th grade ELL students did not meet state standard on DCA 2

**ROOT CAUSE:** Because math teachers lack content knowledge and instruction was not taught with fidelity.

**STRATEGY:** SIOP embedded within content

**What INDEX does this address?**

**EOY REPORT:**

**Did you meet your annual goal?**

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

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

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

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

**Performance Objective 1:** QUARTER 1 GOAL: By October 20, 2017, 50% of 2nd, 3rd, and 4th grade Math Teachers will score Tier 1 or Tier 2 based on the Kennedy Math/SIOP Walk-Through Form.

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

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

Yes

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



Based on the Kennedy Math/SIOP Walk-Through Form, 91% of 2nd, 3rd, and 4th grade Math teachers scored Tier 1 or Tier 2. (36% (4/11) scored Tier 1; 55% (6/11) scored Tier 2 and 9% (1/11) scored Tier 3)

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


Yes

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

We need to do more individualized coaching for Tier 2 and Tier 3 teachers to ensure quality Math instruction.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) During extended planning on August 7th and 8th, the Math department will meet with 2nd, 3rd, and 4th grade Math teachers and interventionists to provide an opportunity to discuss how to integrate Comprehensible Input, Interaction, and Lesson Delivery in their Math instruction so that teachers can see how to seamlessly integrate SIOP strategies within Math instruction.							
2) On August 10, 2017, the ESL and Math specialists will share the SIOP within Math Walk-through Rubric which discusses Comprehensible Input, Interaction, and Lesson Delivery in classroom instruction in order to set expectations that will be measured during walk-throughs							
3) By September 25, 2017, the ESL Lead will provide teachers with their ELL roster that identifies their TELPAS composite scores so that they can identify the English proficiency levels of their students to plan for accommodations and differentiation within instruction.							
4) By September 29, 2017, Math Specialists will train ILT math team members on how to calibrate, debrief, and coach teachers based on the Math/SIOP Walk-through form, so that 2nd, 3rd, and 4th grade teachers can reflect, monitor, and adjust their instructional practices.							

5) Beginning October 2, 2017, SIOP trained ILT will conduct an initial walk-through and provide feedback and coaching on all 2nd, 3rd, and 4th grade math teachers in order to monitor the implementation of Comprehensible Input, Interaction, and Lesson Delivery in classroom instruction so that teachers can use feedback to monitor and adjust instruction.							
6) By October 6, 2017, the Math specialists will train 2nd, 3rd, and 4th grade teachers on how to pull DMAC reports track the growth and passing percentage of our ELL students on each CCA in order to monitor and adjust instruction as needed.							
7) By October 6, 2017, Math specialists will meet with 2nd, 3rd, and 4th grade teachers to explain how to complete tracking sheets for our ELL students, how to complete teacher goal setting sheets, and explain the purpose of data meetings. We will also handout and discuss a student tracking and goal setting folder that will be used for CCA's, KCA's, and DCA's.							
8) By October 31, 2017, the Math/SIOP Team will meet to debrief about teacher progress and next steps, so that the coaching remains consistent.							
9) By October 31st, Math SIOP Team will offer individualized coaching and modeling based on the results of the walk-through data, so that teachers have an opportunity to improve on their delivery of instruction.							
							

**Goal 6:** TAIS Targeted Improvement Plan: Goal 1

ANNUAL GOAL: By the end of the 2017-2018 school year, 72% of 3rd grade ELL students and 62% of 4th grade ELL students will meet state STAAR standards (approaches) on the Math STAAR test.

PROBLEM STATEMENT: 57% of third grade ELL students and 57% of 4th grade ELL students did not meet state standard on DCA 2

ROOT CAUSE: Because math teachers lack content knowledge and instruction was not taught with fidelity.

STRATEGY: SIOP embedded within content

What INDEX does this address?

EOY REPORT:

Did you meet your annual goal?

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

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

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

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

**Performance Objective 2:** QUARTER 2 GOAL: By December 8, 2017 50% of 3rd grade ELL students and 43% of 4th grade ELL students will meet approaches standards or higher on Math DCA 1.

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

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


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

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

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

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Based on the walk-through data from Quarter 1, we will tier teachers in three different categories, so that we can adjust support based on teacher need.							
2) Beginning October 31, 2017, 2nd, 3rd, and 4th grade teachers will conference with every student to track, review, and set math goals for upcoming assessments (KCA and DCA), so that students are aware of their progress and continue to monitor and adjust their goals.							
3) By November 1, 2017, New Comers from 2nd, 3rd, and 4th grade will receive English Language Development (ELD) intervention via Brain Pop (60 minutes per week), a program that addresses academic language in all domains so that students can improve their English proficiency.							
4) By November 3, 2017, 2nd, 3rd, and 4th grade teachers will conduct peer walk-throughs and debrief during PLC in order to evaluate and reflect on how Comprehensible Input, Interaction, and Lesson Delivery is being carried out during math instruction.							
5) By December 5, 2017, 37% of second grade ELL students will meet district passing standards on DCA 1.							
6) By December 15, 2017 the ESL Lead and Math Specialists will offer targeted support sessions in the areas of need for teachers scoring in Tier 3 according to the Kennedy Math/SIOP teacher observation checklist in any of the SIOP components (Comprehensible Input, Interaction, and Lesson Delivery) so that teachers can improve their implementation of sheltered instruction within their math block.							
7) Ongoing, the ELD interventionists will provide instructional intervention within the math block via pull out or in class support to 3rd and 4th grade Beginner or Intermediate English Language Learners to help them improve their language development in the math class.							

8) Ongoing, ILT members will conduct walk-throughs to provide feedback and coaching on all 2nd, 3rd and 4th grade teachers. The frequency of walks is based on how each teacher performed on their initial walk. Walk-throughs will monitor the implementation of 3 SIOP components in the math block (Comprehensible Input, Interaction and Lesson Delivery) so that students are receiving quality sheltered instruction.							
9) By January 26, 2018, 60% of 2nd, 3rd, and 4th grade teachers will demonstrate effective implementation by scoring at least 66% in each of the four components (General Math Components, Comprehensible Input, Interaction, and Lesson Delivery) according to the Kennedy/SIOP walk-through rubric.							
10) By January 31, 2018, the Math/SIOP Team will meet to debrief about teacher progress and next steps, so that the coaching remains consistent.							
11) By the end of January, Math SIOP Team will offer individualized coaching and modeling based on the results of the walk-through data, so that teachers have an opportunity to improve on their delivery of instruction.							
							

**Goal 6:** TAIS Targeted Improvement Plan: Goal 1

ANNUAL GOAL: By the end of the 2017-2018 school year, 72% of 3rd grade ELL students and 62% of 4th grade ELL students will meet state STAAR standards (approaches) on the Math STAAR test.

PROBLEM STATEMENT: 57% of third grade ELL students and 57% of 4th grade ELL students did not meet state standard on DCA 2

ROOT CAUSE: Because math teachers lack content knowledge and instruction was not taught with fidelity.

STRATEGY: SIOP embedded within content

What INDEX does this address?

EOY REPORT:

Did you meet your annual goal?

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

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

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

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

**Performance Objective 3:** QUARTER 3 GOAL: By February 27, 2018, 54% of 3rd grade ELL students and 46% of 4th grade ELL students will meet approaches standards or higher on Math DCA 2 (including untaught objectives).

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

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


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

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

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

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Ongoing, 2nd, 3rd, and 4th grade teachers will conference with every student to track, review, and set Math goals for upcoming assessments (KCA and DCA), so that students are aware of their progress and continue to monitor and adjust their goals.							
2) By February 28, 2018, 45% of second grade ELL students will meet district passing standards on Math KCA 1, so that teachers can modify and adjust instruction prior to Math DCA 2.							
3) By March 31st, 2018, all 2nd, 3rd and 4th grade Math teachers will receive walk-through observations.  * Tier 1 in Quarter 1 and 2 = 1 walk-through per quarter  * Tier 2 in Quarter 1 or 2 = 1 walk-through per month  * Tier 3 in Quarter 1 or 2 = 2 walk-throughs per month  After each walk-through, teachers will receive a scored Kennedy Math/SIOP Walk-Through Form and a conference to debrief with their observer, so that teachers receive constructive and timely feedback in order to adjust and plan their next instructional steps.							
4) Ongoing, ELD interventionist and ESL Lead will continue to provide intervention via pull out or in class support to 3rd and 4th grade Beginner or Intermediate English Language Learners to help them improve their academic vocabulary.							
5) Ongoing, New Comers participants from 2nd, 3rd, and 4th grade will receive English Language Development (ELD) intervention via Brain Pop or Imagine Learning (60 minutes per week), a program that addresses academic language in all domains so that students can improve their English proficiency.							

6) By March 29, 2018, the Math/SIOP Team will meet to debrief about teacher progress and next steps, so that the coaching remains consistent.							
7) By March 31st, Math SIOP Team will offer individualized coaching and modeling based on the results of the walk-through data, so that teachers have an opportunity to improve on their delivery of instruction.							
							



**Goal 6:** TAIS Targeted Improvement Plan: Goal 1

ANNUAL GOAL: By the end of the 2017-2018 school year, 72% of 3rd grade ELL students and 62% of 4th grade ELL students will meet state STAAR standards (approaches) on the Math STAAR test.

PROBLEM STATEMENT: 57% of third grade ELL students and 57% of 4th grade ELL students did not meet state standard on DCA 2

ROOT CAUSE: Because math teachers lack content knowledge and instruction was not taught with fidelity.

STRATEGY: SIOP embedded within content

What INDEX does this address?

EOY REPORT:

Did you meet your annual goal?

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

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

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

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

**Performance Objective 4:** QUARTER 4 GOAL: By May 2018, 91% of 2nd, 3rd, and 4th grade teachers will score Tier 2 or Tier 1 based on the Kennedy Math/SIOP Walk-Through Form.

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


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

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

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

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

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Ongoing, 2nd grade teachers will conference with every student to track, review, and set Math goals for upcoming assessments (DCA 2), so that students are aware of their progress and continue to monitor and adjust their goals.							
2) Starting on April 20, 2018, based on the Math DCA 2 data (Quintile 2), Math/SIOP Team will pull targeted groups or push-in instruction, so that students that are within the passing range are provided additional support.							
3) By May 3, 2018, 50% of second grade ELL students will meet district passing standards on Math DCA 2, so that majority of the students are entering 3rd grade with the appropriate skill set.							
4) By May 11th, 2018, all 2nd, 3rd and 4th grade Math teachers will receive walk-through observations.  * Tier 1 in Quarter 1, 2, and 3 = 1 walk-through per quarter  * Tier 2 in Quarter 1, 2, or 3 = 1 walk-through per month  * Tier 3 in Quarter 1, 2, or 3= 2 walk-throughs per month  After each walk-through, teachers will receive a scored Kennedy Math/SIOP Walk-Through Form and a conference to debrief with their observer, so that teachers receive constructive and timely feedback in order to set goals for the 2018-2019 school year.							
5) By the end of May, content specialists will meet with 2nd, 3rd, and 4th grade Math teachers to develop their Summer professional development plan to continue the growth and improvement of the Math Program.							
							

**Goal 7: TAIS Targeted Improvement Plan: Goal 2**

**ANNUAL GOAL:** By the end of the 2017-2018 school year, 60% of the 4th grade students will meet standards (approaches) on the Writing STAAR.

**PROBLEM STATEMENT:** 55% of 4th grade students did not meet standards on the Writing STAAR

**ROOT CAUSE:** Because it was our first year to implement the Kennedy Writing Plan

**STRATEGY:** Vertical alignment and explicit, intensive grammar instruction

**What INDEX does this address? 1**

**EOY REPORT:**

**Did you meet your annual goal?**

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

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

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

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

**Performance Objective 1: QUARTER 1 GOAL:** By October 20, 2017, 75% of 2nd, 3rd, and 4th grade teachers will score in Tier 2 or Tier 1 on the writing rubric.

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

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

(2) Tier 1 - 7 teachers (58%)

Tier 2 - 4 teachers (33%)

Tier 3 - 1 teacher (8%)

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

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

We will provide additional individualized coaching for Tier 2 and Tier 3 teachers.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) By Aug. 15, 2017, Primary and Intermediate Language Arts Specialists will review the Kennedy Writing plan with PK-4 teachers to align the writing program during extended day planning.							
2) By September 15, 2017, all 2nd, 3rd and 4th grade teachers will have implemented two weeks of writing lessons plans that have established the writing routines and expectations (modified version of Alief's First 30 Days of Writing Plan).							
3) Beginning the week of September 25, 2017, LA Specialists will provide a PLC for 2nd, 3rd, and 4th grade teachers focusing on the STAAR Writing results from last year in order to create a plan to address our area(s) of weakness. Teachers will be given a copy of the updated walk-through rubric at this time.							
4) By September 29, 2017, LA Specialists will train ILT writing team members on how to calibrate, debrief, and coach teachers based on the Kennedy Writing Walk-through rubric, so that 2nd, 3rd, and 4th grade teachers can reflect, monitor, and adjust their instructional practices.							
5) Beginning in September and continuing throughout the school year, 4th grade teachers (weekly) will explicitly teach the given grammar skill and expose students by modeling how to apply the skill within a revising and editing STAAR format.							

6) Beginning in September and continuing throughout the school year, 4th grade teachers will continue implementing mentor sentences into the writing block, so that students are being exposed to exceptional writing and have an opportunity to notice, revise, and imitate an author's craft.							
7) Beginning in September, Interventionists will support 4th grade teachers during the writing block to ensure that quality instruction is implemented daily.							
8) Beginning October 2, 2017, monthly walk-throughs will be conducted on 2nd, 3rd, and 4th grade teachers. The walk-throughs will be used to tier each teacher in order to determine frequency of future walk-throughs.							
9) By October 20, 2017, 100% of all 2nd, 3rd, and 4th grade teachers will have had a walk-through to determine who falls into Tier 2 or 3, so that we can provide support for teachers who are not proficient according to the Kennedy Writing Plan Rubric.							
10) After October 20, 2017, teachers that have fallen into Tier 1 consistently (last year and this initial walk-through) will be provided quarterly walk-throughs so that we monitor their performance. Tier 2 teachers will receive a monthly walk-through to determine growth. Tier 3 teachers will receive bi-monthly walk-throughs to determine growth. Teachers that show growth and move up a Tier for 2 consecutive walk-throughs will move to the Tier above.							
11) By October 20, 2017, Intermediate LA Specialist will train 3rd and 4th grade teachers during their grade level planning on how to successfully implement student data folders using KCA and DCA assessment scores, so that students are given time for reflection and are able to monitor their individual writing progress. Teachers will use this data to monitor and adjust instructional practices.							
12) By the end of October, any teacher that scores below an 8 on the writing rubric will be offered specific one-on-one coaching sessions to build their areas of weakness.							

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 7:** TAIS Targeted Improvement Plan: Goal 2

ANNUAL GOAL: By the end of the 2017-2018 school year, 60% of the 4th grade students will meet standards (approaches) on the Writing STAAR.

PROBLEM STATEMENT: 55% of 4th grade students did not meet standards on the Writing STAAR

ROOT CAUSE: Because it was our first year to implement the Kennedy Writing Plan

STRATEGY: Vertical alignment and explicit, intensive grammar instruction

What INDEX does this address? 1

EOY REPORT:

Did you meet your annual goal?

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

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

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

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

**Performance Objective 2:** QUARTER 2 GOAL: According to the Kennedy Writing rubric, 48% of 4th graders will score 50% or higher on the revising and editing portion of the KCA, so that students are exposed to an assessment prior to the Writing KCA on November 29, 2017.

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

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

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

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

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

## Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) By November 10, 2017, 2nd, 3rd, and 4th grade teachers will conduct peer walk-throughs and debrief during PLC in order to evaluate and reflect on the effectiveness of the Kennedy Writing Plan implementation.							
2) By November 30, 2017, 3rd and 4th grade students will complete a Writing KCA, so that teachers can collect and analyze student writing samples in order to assess where our students currently are in their genre writing and adjust instruction based on student need (create a reteach plan based on individual class needs).							
3) By December 15th, teachers will conference with every student and explain the writing KCA data and share strategies to improve their proficiency on the student writing rubric.							
4) Beginning in January and continuing throughout the school year, the writing components of the Kennedy Writing plan will be explicitly planned (grammar- with a focus on revising and editing and genre writing) with teachers during weekly grade level planning to ensure that the components are being taught with fidelity.							
5) January 8th-12th, ELA Specialists and teachers in 2nd, 3rd, and 4th grade will work together to adjust instruction based on the KCA writing data and writing samples collected, so that areas of weakness can be addressed.							
6) By January 31, 2017, all 2nd, 3rd and 4th grade writing teachers will be given a scored Kennedy Writing Walk-through Rubric and a conference to debrief with their observer, so that teachers receive constructive and timely feedback in order to adjust and plan their next instructional steps.							
7) By January 26, 2018, 50% of 2nd, 3rd, and 4th grade teachers will score Tier 1 on the grade level specific writing rubric in all components.							
8) By January 31, 2018, the Team will meet to debrief about teacher progress and next steps, so that the coaching remains consistent.							



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue



**Goal 7:** TAIS Targeted Improvement Plan: Goal 2

ANNUAL GOAL: By the end of the 2017-2018 school year, 60% of the 4th grade students will meet standards (approaches) on the Writing STAAR.

PROBLEM STATEMENT: 55% of 4th grade students did not meet standards on the Writing STAAR

ROOT CAUSE: Because it was our first year to implement the Kennedy Writing Plan

STRATEGY: Vertical alignment and explicit, intensive grammar instruction

What INDEX does this address? 1

EOY REPORT:

Did you meet your annual goal?

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

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

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

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

**Performance Objective 3:** QUARTER 3 GOAL: By February 1, 2018, 53% of 4th grade students will score 50% or higher on the revising and editing portion of the Writing DCA.

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

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







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

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

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

### Summative Evaluation 3:

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

<p>6) By March 31st, 2018, all 2nd, 3rd and 4th grade writing teachers will receive walk-through observations.</p> <p>* Tier 1 in Quarter 1 and 2 = 1 walk-through per quarter</p> <p>* Tier 2 in Quarter 1 or 2 = 1 walk-through per month</p> <p>* Tier 3 in Quarter 1 or 2 = 2 walk-throughs per month</p> <p>After each walk-through, teachers will receive a scored Kennedy Writing walk-through rubric and a conference to debrief with their observer, so that teachers receive constructive and timely feedback in order to adjust and plan their next instructional steps.</p>							
<p>7) By March 31, 2018, the Team will meet to debrief about teacher progress and next steps, so that the coaching remains consistent.</p>							
<p>8) ELA Content Specialists will organize and plan a full day of writing activities and rotations for our 4th grade students that will take place on April 6, 2018. Activities will focus on the objectives needed for review, so that students are motivated and excited to perform well on their upcoming Writing STAAR test (Writing Camp).</p>							
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

**Goal 7:** TAIS Targeted Improvement Plan: Goal 2

ANNUAL GOAL: By the end of the 2017-2018 school year, 60% of the 4th grade students will meet standards (approaches) on the Writing STAAR.

PROBLEM STATEMENT: 55% of 4th grade students did not meet standards on the Writing STAAR

ROOT CAUSE: Because it was our first year to implement the Kennedy Writing Plan

STRATEGY: Vertical alignment and explicit, intensive grammar instruction

What INDEX does this address? 1

EOY REPORT:

Did you meet your annual goal?

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

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

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

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

**Performance Objective 4:** QUARTER 4 GOAL: By May, 92% of teachers in 2nd, 3rd, and 4th grade will score Tier 2 or higher based on the grade level specific writing rubric in all components.

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


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

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

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

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

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) By the end of May, content specialists will meet with 2nd, 3rd, and 4th ELA teachers to develop their Summer professional development plan to continue the growth and improvement of the Kennedy Writing Program.							
2) By the end of May, 3rd grade teachers will have implemented a Step Up to 4th grade plan to offer a preview of 4th grade writing expectations.							
3) By the end of April, 2nd and 3rd grade students will take a writing KCA in order to gather data for the upcoming school year, so that we have a base line to drive instruction for the 2018-2019 school year.							
4) By May 11th, 2018, all 2nd, 3rd and 4th grade writing teachers will receive walk-through observations.  * Tier 1 in Quarter 1, 2, and 3 = 1 walk-through per quarter  * Tier 2 in Quarter 1, 2, or 3 = 1 walk-through per month  * Tier 3 in Quarter 1, 2, or 3= 2 walk-throughs per month  After each walk-through, teachers will receive a scored Kennedy Writing walk-through rubric and a conference to debrief with their observer, so that teachers receive constructive and timely feedback in order to set goals for the 2018-2019 school year.							
							

# State Compensatory

## Personnel for Kennedy Elementary:

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

# Title I

## Schoolwide Program Plan

Kennedy has a school-wide Title I program. Interventions are provided for reading and math. We have a Family Engagement Center to support parents as they learn English, help their students with homework, and provide the foundation for their pre-school children.

## Ten Schoolwide Components

### 1: 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.*

### 2: 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.

### **3: Instruction by highly qualified professional teachers**

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

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

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

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

### **4: 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.

## **5: 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

## **6: 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.

#### **7: 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*

#### **8: 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.

#### **9: 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 TEIRED 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.

**10: 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>
Idalia Garcia	Interventionist		
Leticia Rojas	Intervenitonist		
Maria Diaz-Macha	Interventionist		
Veronica Hunter-Johnson	Interventionist		

## Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Facilitator	Elizabeth Miller	REID
FAME	Elizabeth Gonzalez	FAME Liason
Administrator	Sara Caldwell	Principal
Administrator	Pamela Stewart	AP
Administrator	Marlo Molinaro	AP
Classroom Teacher	Leticia Rojas	PK teacher
Classroom Teacher	Jennifer Sharp	K teacher
Classroom Teacher	Yessenia Villatoro	1st grade teacher
Classroom Teacher	Luis Gomez	2nd grade teacher
Classroom Teacher	Jorge Rodriguez	3rd grade teacher
Classroom Teacher	Deanna Watts	4th grade teacher
Non-classroom Professional	Sara Dreyer	ELA Specialist
Librarian	Sharon Hamilton	Librarian
Parent	Jennifer Williams	Parent
Parent	Alba Flores	
Parent	Maria Medrano	Parent
District-level Professional	Tracy Lau	Web Specialist