

Alief Independent School District

Chancellor Elementary

2016-2017 Goals/Performance Objectives/Strategies

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science



Mission Statement

Chancellor Elementary will foster a safe and positive environment built on strong relationships, high levels of cooperative learning and success for all.

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Goals

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

Performance Objective 1: 25% of 3rd, 4th, and 5th grade students will achieve Level III standards in reading and math as measured by STAAR Math and Reading tests in May 2017.

Evaluation Data Source(s) 1: ILT/Admin rubric, ILT/Admin walkthrough, DCA data, CCA data

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Teachers will refine first line instruction through differentiated small group instruction and flexible grouping for all students including those receiving GT, ESL, SE, and 504 accommodations. (Research: ELA #4, 5, 7, 9, 10, 15 and GTAP #4, 5)	3	ILT, classroom teachers, administrators	CWT, lesson plans				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 2: Reading SMART Goal: 70% of all Pre-K - 2nd grade students will demonstrate one or more than one year's growth in reading by the end of May 2017 according to Alief's reading standards.

Evaluation Data Source(s) 2: ISIP and running records

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Teachers will refine first line instruction through differentiated small group instruction and flexible grouping for all students including those receiving ESL, SE, and 504 accommodations. (Research: ELA #4, 5, 7, 9, 10, 15 and GTAP #4, 5)	3	ILT, All Language Arts Teachers, Special Education Teachers, REID Teacher, and ESL Team	Lesson plans, Campus Walk Throughs (CWT)				
	Funding Sources: Local - \$3,000.00						
2) All teachers will participate in planning sessions for reading, with team members and specialists to prepare for the next grading period. (Research: ELA #12, 20 and PD #1)	4, 8	Language Arts Specialist and All Language Arts Teachers	Monthly ISIP and DCA results				
	Funding Sources: Local - \$2,000.00						
3) Teachers will collaborate with ILT to analyze data through planning, PLC, Child Watch, STAT, ARD, and staffing meetings in order to differentiate first line instruction based upon identified needs. (Research: ELA #1, 4, 11, 12, 20, and GTAP #4, 5)	8, 9	ILT, All Language Arts Teachers, Special Education Teachers, and REID Teacher	Monthly ISIP and DCA results				
	Funding Sources: State Comp Ed - \$0.00						
4) Teachers will participate in professional development sessions to develop instruction with strategies designed to maximize the learning of all students. (Research: PD #1-3)	4, 10	Language Arts Specialist and All Language Arts Teachers	Participant sign-in sheet, Teacher lesson plans, registration forms and/or certificates of participation, CWTs				
	Funding Sources: Title I - \$3,000.00						
5) Teachers will utilize quality resources and materials to strengthen first line instruction, flexible small group instruction, and intervention groups to help meet the needs of all students. (Research: ELA #1, 4, 20)	3, 9	Language Arts Specialist and All Language Arts Teachers	Lesson plans, Campus Walk Throughs				
	= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 3: Reading SMART Goal: 3rd, 4th and 5th grade will increase their passing standard on reading STAAR by 5 percent from their previous year.

Evaluation Data Source(s) 3: CCA, DCA, STAAR results

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Teachers will refine first line instruction through differentiated small group instruction and flexible grouping for all students including those receiving ESL, SE, and 504 accommodations. (Research: ELA #4, 5, 7, 9, 10, 15 and GTAP #4, 5)	3	ILT, All Language Arts Teachers, Special Education Teachers, REID Teacher, and ESL Team	Lesson Plans and CWTs				
Funding Sources: Local - \$3,000.00							
2) Teachers will collaborate with ILT to analyze data through planning, PLC, STAT, ARD, and staffing meetings in order to differentiate first line instruction based upon identified needs. (Research: ELA #1, 4, 11, 12, 20, and GTAP #4, 5)	8, 9	ILT, All Language Arts Teachers, Special Education Teachers, and REID Teacher	Monthly ISIP, MIF Chapter tests, CCA and DCA results				
Funding Sources: State Comp Ed - \$0.00							
3) Teachers will participate in professional development sessions to develop instruction with strategies designed to maximize the learning of all students (Research: PD #1-3)	3, 4, 10	Administrators, ILT, All Language Arts Teachers	Participant sign-in sheet, Teacher lesson plans, registration forms and/or certificates of participation, CWTs				
Funding Sources: Title I - \$3,000.00							
4) Teachers will utilize quality resources and materials to strengthen first line instruction, flexible small group instruction, and intervention groups to help meet the needs of all students. (Research: ELA #1, 4, 20)	3, 9	Language Arts Specialist and All Language Arts Teachers	Lesson Plans, Campus Walk Throughs				
5) 4th Grade students will attend a TUTS performance at the Hobby Center to have a better understanding of the structural elements of drama (Research: ELA 1, 4, 20)		4th Grade Language Arts Teachers	Lesson plans, CWTs Field trip will happen in December				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 4: Writing SMART Goal: The percentage of 4th grade students scoring at basic level or above on STAAR expository composition writing will increase by 10%.

Evaluation Data Source(s) 4: Unit Grammar Assessment, CCA, DCA, STAAR results

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Fourth grade teachers will participate in weekly collaborative planning sessions designed to refine instructional techniques and strategies for teaching writing using the Writing Academy Curriculum. (Research: ELA #12, 20 and PD #1-3)	3, 4, 8, 9	Language Arts Specialists, ALL 4th Grade Language Arts teachers, REID teacher, ESL interventionist, Reading Interventionist	Lesson plans, CWTs,				
2) Teachers will use data from grammar unit assessments, pre and post writing essays, and student work to determine students in need of intervention and/or small group instruction for writing. (Research: ELA #1, 4, 11, 12, 20)	8, 9	Language Arts Specialists, 4th Grade Language Arts Teachers, Interventionists	Unit Assessments, tutorial attendance sheet, lesson plans, CWTs				
3) Teachers will participate in professional development sessions to develop instruction with strategies designed to maximize the learning of all students (Research: PD #1-3)	3, 4	Administrators, ILT, All Language Arts Teachers	Participant sign-in sheet, Teacher lesson plans, registration forms and/or certificates of participation, CWTs				
Funding Sources: Title I - \$4,000.00							
4) Teachers will utilize quality resources and materials to strengthen first line instruction, flexible small group instruction, and intervention groups to help meet the needs of all students. (Research: ELA #1, 16, 17, and 20)	3, 9	Language Arts Specialist and All Language Arts Teachers	Lesson Plans, Campus Walk Throughs				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 5: Math SMART Goal: 70% of kindergarten students will meet passing standards on DCA #1 in May 2017.

1st-2nd grade students passing percentage will grow by 10% from DCA #1 to DCA #2

Evaluation Data Source(s) 5: DCA & Unit Tests

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Teachers will build math vocabulary by using student created word banks. (Research: EM #1-3)	3	Math Specialists & All Math Teachers	DCA, Math In Focus Chapter Test, student work samples and projects, and Computerized instruction results.				
2) Teacher will increase the rigor of comprehension and problem-solving questions by implementing the problem solving plan and bar modeling. (Research: EM #1-3)	3	Math Specialists & All Math Teachers	DCA, Math In Focus Chapter Test, student work samples and projects, and Computerized instruction results.				
3) Teachers will analyze data to differentiate instruction, reteach, and form targeted small groups for all at-risk students including those receiving ESL, SE, and 504 accommodations. (Research: EM #1-3)	8, 9	Math Specialists & All Math Teachers	DCA, Math In Focus Chapter Test, student work samples and projects, and Computerized instruction results.				
4) Teachers will participate in professional development sessions to develop instruction with strategies designed to maximize the learning of all students. (Research: PD #1-3)	3, 4	Math Specialist and All Math Teachers	Participant sign-in sheet, Teacher lesson plans, registration forms and/or certificates of participation, CWTs				
Funding Sources: Title I - \$4,000.00							
5) Teachers will utilize quality resources and materials to strengthen first line instruction, flexible small group instruction, and intervention groups to help meet the needs of all students. (Research: EM #1-3)	3, 9	Math Specialist and All Math Teachers	Lesson Plans, Campus Walk Throughs				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 6: Writing SMART Goal: 75% of 1st-5th grade students will score at satisfactory level on narrative and expository writing using the district's scoring rubric.

Evaluation Data Source(s) 6: Unit Writing Assessment results

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Teachers will participate in weekly collaborative planning sessions designed to address instructional strategies and student progress in writing. (Research: ELA #12, 20 and PD #1)	3, 4, 8, 9	Language Arts Specialists, Administrators, ALL Language Arts Teachers.	Teacher lesson plans, CWT				
2) Teachers will participate in professional development sessions to develop instruction with strategies designed to maximize the learning of all students (Research: PD #1-3)	3, 4	Language Arts Specialists, Administrators, ALL Language Arts Teachers	Participant sign-in sheet, Teacher lesson plans, registration forms and/or certificates of participation, CWTs				
Funding Sources: Title I - \$4,000.00							
3) Teachers will refine first line instruction using research-based instructional resources. (Research: ELA #4, 5, 7, 9, 10, 15 and GTAP #4, 5)	3, 4	Language Arts Specialists, Administrators, ALL Language Arts Teachers	Teacher lesson plans, CWT,				
4) Teachers will collaborate with ILT to analyze data through planning, PLC, STAT, ARD, and staffing meetings in order to differentiate first line instruction based upon identified needs. (Research: ELA #1, 4, 11, 12, 20, and GTAP #4, 5)	8, 9	ILT, All Language Arts Teachers, Special Education Teachers, and REID Teacher	Unit Assessments, Teacher lesson plans, CWT				
Funding Sources: State Comp Ed - \$0.00							
5) Teachers will utilize quality resources and materials to strengthen first line instruction, flexible small group instruction, and intervention groups to help meet the needs of all students. (Research: ELA #1, 16, 17, and 20)	3	Language Arts Specialist and All Language Arts Teachers	Lesson Plans, Campus Walk Throughs				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 7: Math SMART Goal: 80% of 3rd grade students will meet passing standards on Math STAAR in May 2017.

Evaluation Data Source(s) 7: CCA, DCA, STAAR results

Summative Evaluation 7:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Teachers and specialists will gather and analyze data after each Math unit assessment to help guide instruction. (Research: EM #1-3)	8, 9	Math specialists, math interventionist, math teachers, administration	Student performance at/and or above district passing rate.				
Funding Sources: State Comp Ed - \$0.00							
2) Teachers will use the Math Planning Protocol during math planning sessions to help guide instruction. (Research: EM #1-3)	3, 9	Math specialist, math interventionist, math teachers, administration	Lesson plans, student performance on assessments, walkthroughs				
Funding Sources: State Comp Ed - \$0.00							
3) Teachers will follow the balanced math program during the 90 minute math block. (Research: EM #1-3)	3	Math specialists, math interventionist, math teachers, administration	Lesson plans, student performance on assessments, walkthroughs, Daily Math Reviews, Every Day Counts, whole group, small group, reteach				
Funding Sources: State Comp Ed - \$0.00							
4) Teachers will participate in professional development sessions to develop instruction with strategies designed to maximize the learning of all students. (Research: PD #1-3)	3, 4	Math Specialists and All Math Teachers	Participant sign-in sheet, Teacher lesson plans, registration forms and/or certificates of participation, CWTs				
Funding Sources: Title I - \$4,000.00							
5) Teachers will utilize quality resources and materials to strengthen first line instruction, flexible small group instruction, and intervention groups to help meet the needs of all students. (Research: EM #1-3)	3, 9	Math Specialist and All Math Teachers	Lesson Plans, Campus Walk Throughs				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 8: Math SMART Goal: 75% of 4th grade students will meet passing standards on Math STAAR in May 2017.

Evaluation Data Source(s) 8: CCA, DCA and STAAR results

Summative Evaluation 8:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) 1) Teachers and specialists will gather and analyze data after each Math unit assessment to help guide instruction. (Research: EM #1-3)	8, 9	Math Specialists, math interventionist, math teachers, administration	Student performance at/and or above district passing rate.				
2) 2) Teachers will use the Math Planning Protocol during math planning sessions to help guide instruction. (Research: EM #1-3)	3, 9	Math specialist, math interventionist, math teachers, administration	Lesson plans, student performance on assessments, walkthroughs				
3) 3) Teachers will follow the balanced math program during the 90 minute math block. (Research: EM #1-3)	3	Math specialist, math interventionist, math teachers, administration	Lesson plans, student performance on assessments, walkthroughs, Daily Math Reviews, Every Day Counts, whole group, small group, reteach				
4) 4) Teachers will participate in professional development sessions to develop instruction with strategies designed to maximize the learning of all students. (Research: PD #1-3)	3, 4	Math Specialists and All Math Teachers	Participant sign-in sheet, Teacher lesson plans, registration forms and/or certificates of participation, CWTs				
Funding Sources: Title I - \$4,000.00							
5) 5) Teachers will utilize quality resources and materials to strengthen first line instruction, flexible small group instruction, and intervention groups to help meet the needs of all students. (Research: EM #1-3)	3, 9	Math Specialists and All Math Teachers	Lesson Plans, Campus Walk Throughs				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 9: Math SMART Goal: 85% or more of 5th grade students will meet passing standards on Math STAAR in May 2017.

Evaluation Data Source(s) 9: CCA, DCA and STAAR results

Summative Evaluation 9:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) 1) Teachers and specialists will gather and analyze data after each Math unit assessment to help guide instruction. (Research: EM #1-3)	8, 9	Math Specialists, math interventionist, math teachers, administration	Student performance at/and or above district passing rate.				
2) 2) Teachers will use the Math Planning Protocol during math planning sessions to help guide instruction. (Research: EM #1-3)	3, 9	Math specialist, math interventionist, math teachers, administration	Lesson plans, student performance on assessments, walkthroughs				
3) 3) Teachers will follow the balanced math program during the 90 minute math block. (Research: EM #1-3)	3	Math specialist, math interventionist, math teachers, administration	Lesson plans, student performance on assessments, walkthroughs, Daily Math Reviews, Every Day Counts, whole group, small group, reteach				
4) 4) Teachers will participate in professional development sessions to develop instruction with strategies designed to maximize the learning of all students. (Research: PD #1-3)	3, 4	Math Specialists and All Math Teachers	Participant sign-in sheet, Teacher lesson plans, registration forms and/or certificates of participation, CWTs				
Funding Sources: Title I - \$4,000.00							
5) 5) Teachers will utilize quality resources and materials to strengthen first line instruction, flexible small group instruction, and intervention groups to help meet the needs of all students. (Research: EM #1-3)	3, 9	Math Specialists and All Math Teachers	Lesson Plans, Campus Walk Throughs				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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




Performance Objective 10: Science SMART Goal: Students in kindergarten through 5th grade will increase passing rate by 10% on Fall and Spring DCAs/CCAs compared to scores from 2015-2016.

85% of 5th grade students will meet passing standards on the Science STAAR in May 2017.

Evaluation Data Source(s) 10: CCA, DCA, and STAAR

Summative Evaluation 10:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Kindergarten to 5th grade science teachers will demonstrate evidence of 45 minutes of daily science instruction including 5 minutes of science daily review with questions selected based on data. (Research: ES #15, 23)	3	Science specialist, science teachers, administrators	Content specialist walkthroughs, administrator walkthroughs, lesson plans				
	Funding Sources: State Comp Ed - \$0.00						
2) Kindergarten to 5th grade science teachers will plan science lessons with embedded academic vocabulary based on the 5E teaching model and incorporate literacy strategies such as CER and SIOP model with science content. (Research: ES #15, 23)	3, 9	Science specialist, science teachers, administrators	Content specialist walkthroughs, administrator walkthroughs, lesson plans, PLC agendas and notes, CCAs, DCAs, interactive science notebooks, vocabulary wall, language objectives				
	Funding Sources: State Comp Ed - \$0.00						
3) Science specialist and interventionist will provide additional instruction at least once a week to 5th grade science intervention groups formed by data and teacher input in the spring semester. (Research: ES #15, 23-24)	8, 9	Science specialist, science teachers	CCAs, DCAs, ongoing formative assessments, STAAR				
	Funding Sources: State Comp Ed - \$0.00						
4) STEM and other science enrichment activities or student clubs will be offered at least once per semester. (Research: ES #7. 9-10)	6	Science specialist	Event photos, student participation of activities				
	Funding Sources: State Comp Ed - \$0.00						
5) Kindergarten to 5th grade science teachers will participate in content or enrichment professional development per academic year. (Research: ES #3. 15)	4	Science teachers, science specialist, administrators	professional development record, sign-in sheets, lesson plans, registration forms, certificates of participation				
	Funding Sources: Local - \$2,000.00						
6) Teachers will utilize quality resources and materials to strengthen first line instruction, flexible small group instruction, and intervention groups to help meet the needs of all students. (Research: EM #1-3)	3, 9	Science Specialists and All Science Teachers	Lesson Plans, Campus Walk Throughs				
	Funding Sources: State Comp Ed - \$0.00						

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






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

Performance Objective 11: ESL SMART Goal: Our campus will increase from 54% of students progressing at least one proficiency level on TELPAS to 60% by May 2017.

Evaluation Data Source(s) 11: 2017 TELPAS

Summative Evaluation 11:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Teachers will increase the use of allowable accommodations in first-line instruction (Research: ELA #10, SLE #3)	9	All Teachers, ILT, and ESL Team Members	Language objectives aligned with grade level TEKS and content objectives; Sentence stems; Vocabulary walls with visuals; ESL binder				
				Funding Sources: Local - \$1,000.00			
2) All classroom teachers will be trained on the TELPAS-ELPS connection and will learn how to use the TELPAS PLDs throughout the school year to guide instruction and monitor student progress. (Research: ELA #10, PD #1, PD #2, SLE #2, SLE #3)	4	All Teachers, ILT, and ESL Team Members	ESL PLCs; SIOP Cohorts #1-3; Grade Level Curriculum Plannings; ESL binder				
				Funding Sources: Local - \$2,500.00			
3) Teachers will analyze student data to determine interventions, student placement, and to identify students in need of summer school (Research: RTI #1, RTI #9, SUM #1-4)	9	ILT, All Teachers, and ESL Team Members	ESL/Intervention PLCs; STAT; Data Sheets; Students placed in appropriate intervention groups; class list and ESL binder				
				Funding Sources: State Comp Ed - \$0.00			
4) Campus ESL Team will ensure the continuation of effective collaboration between district SLE department, campus LPAC and SE department to address needs of LEP and SE students. (Research: SLE #1-3)	9	SE and ESL team members	LPAC and ARD committee discussions to complete ARD/LPAC collaboration forms				
5) ESL Lead Teacher will ensure collaboration between campus registrar and campus ESL team to maintain all ESL compliance indicators relating to the proper identification and monitoring of LEP students (Research: SLE #1-3)	9	ESL Lead Teacher & Campus Registrar	Open lines of communication with campus registrar; organization of ESL binder; organization and compliance of students' ESL green folder; ESL student action forms				

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

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

Performance Objective 12: Social Studies SMART Goal: 75% of Kindergarten-5th grade students will earn a grade of 70% or higher in Social Studies each grading period.

Evaluation Data Source(s) 12: Unit Assessments, report grades, DCA results

Summative Evaluation 12:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Teachers will integrate social studies concepts and language arts skills through read aloud, book clubs, research, and/or text talks. (Research: SS #6-7, 9)	3	ELA/SS Specialist, ALL Social Studies Teachers, Librarian	Lesson plans, CWTs, unit assessments				
2) Teachers will participate in professional development sessions to develop instruction with strategies designed to maximize the learning of all students (Research: SS #4, 5)	3, 4	ELA/SS Specialist, ALL Social Studies Teachers, District Social Studies Coordinator	Participant sign-in sheet, Teacher lesson plans, registration forms and/or certificates of participation, CWTs				
Funding Sources: Title I - \$4,000.00							
3) Teachers will utilize quality resources and materials to strengthen first line instruction, flexible small group instruction, and intervention groups to help meet the needs of all students. (Research: SS #6, 9, and 10)	3, 9	ELA/SS Specialist, All Social Studies Teachers	Lesson Plans, Campus Walk Throughs				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 13: Technology SMART Goal: During 2016-2017, Chancellor will be ranked as recognized or higher on Digital Learning Environment scorecard indicators.

Evaluation Data Source(s) 13: Digital Learning Environment scorecard

Summative Evaluation 13:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) 70% or higher of teachers will take at least 3 hours of technology professional development sessions to gain and increase knowledge on technology tools and integration with students in all content areas. (Research: TEC #1, 3, 7)	4	Technology Specialist, Librarian Information Specialist and All Teachers	Professional Development Records, Session Completion Certificates and Sign In Sheets				
2) Teachers will integrate and strategize the usage of iPads, laptops, computers, campus labs and other technology resources to support student learning and reach 21st century technology goals and prepare them for their future careers and higher education in the classroom learning environment as well as mastering 70% or higher on grade level student technology competencies checklist. (Research: TEC #5-7)	3	Technology Specialist, Librarian Information Specialist and All Teachers	(1) Implementation will be measured by documentation in the technology specialist's notes and teacher lesson plans. (2) Impact will be measured by the increase in the score of the student technology competencies as compared to the previous year.				
Funding Sources: Local - \$34,000.00, Title I - \$1,200.00							
3) Teachers will work to grow in their district technology proficiency levels - 100% of teachers at Level 1. (Research: TEC #6, 8)	3, 4	Technology Specialist and All Teachers	Teacher Competency/Proficiency Level Documentation				
4) Teachers will provide an active and current digital classroom environment such as Schoology class pages and Twitter for students and parents to access during school and for home usage (70% or higher of classrooms). (Research: TEC #5-7)	3, 6	Technology Specialist, Librarian Information Specialist and All Teachers	Active Teacher Digital Classrooms				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 14: Special Education SMART Goal: At least 30% of special education students will meet level II standards as measured by the 2017 STAAR (paper and online versions)

Evaluation Data Source(s) 14: ISIP, easyCBM results, computerized instruction results, CCA, DCA, and FIE

Summative Evaluation 14:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Teachers will increase the use of allowable accommodations in first-line instruction (Research: SPED #1)	3	Special Education Team, ESL Team, and All Classroom Teachers	Lesson plans and CWTs				
2) Increase the use of district technological resources such as Read 180 and Read & Write (Research: SPED #1 and TEC #1)		Special Education Team, ESL Team, and All Classroom Teachers	CWTs				
3) General Ed. and Special Ed. teachers will collaborate to target the use of intervention programs and resources (Research: SPED #1 and TEC #1)	9	Special Education Team, ESL Team, and All Classroom Teachers	Lesson plans and CWTs				
Funding Sources: Local - \$500.00							
4) Students will participate in accelerated instruction in areas of STAAR failure (Research: SPED #1 and TEC #1)	9	Special Education Team	Accelerated instruction attendance sheet				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 15: Intervention SMART Goal: 75% of our intervention students will show progress of a year or more by the end of the year, through on-going assessments, modification of instruction, and collaboration with the classroom teacher.

Evaluation Data Source(s) 15: ISIP, easyCBM results and computerized instruction results.

Summative Evaluation 15:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Reading and Math interventions, Bridge, Title 1, in class intervention, iStation, Math in Focus Reteach, and Next Step in Guided Reading focus on specific student needs and provide accelerated and differentiated instruction to students performing significantly below grade level including those receiving ESL, SE, and 504 accommodations (Research: ELA #1-4, ELA #9-10, ELA #15, EM #1, RTI #2, RTI #8-9, RTI #12-13)	2, 9, 10	Content Specialists, Interventionists, REID Teacher, All Classroom Teachers, Technology Aide, ESL Team, and SE Teachers	iStation monthly assessments, Think Through Math assessments, iStation Math in Focus unit tests, running records, DCA's, STAAR results				
Funding Sources: Title I - \$45,000.00, State Comp Ed - \$0.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 16: Early Childhood Transition SMART Goal #1: At least 80% of current and potential students, parents, and community members will participate in transition activities.

Evaluation Data Source(s) 16: Attendance logs and sign in sheets acknowledging parent participation; Parent Feedback to Teachers and Administrators

Summative Evaluation 16:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) PK-4th grade teachers will lead students on a tour of their upcoming grade level classrooms (Research: PASS #3 and #13)	7	PK-4th Grade Teachers and PK/K Aides	walk-throughs				
	Funding Sources: Local - \$250.00, State Comp Ed - \$0.00						
2) Alief Middle representatives will visit Chancellor's 5th grade students to discuss middle school routines, expectations, and course selection. (Research: PASS #3 and #13))	7	5th Grade teachers and AMS Representatives	Sign in sheets				
	Funding Sources: Local - \$250.00, State Comp Ed - \$0.00						
3) Chancellor will invite surrounding early childhood programs to school sponsored functions (Chancellor Under the Sea, Fall Festival, Community Health Fair, and PK Night) (Research: A #3 and FAME #2, #3)	6, 7, 10	All Staff members	Attendance logs and sign in sheets				
	Funding Sources: Title I - \$1,000.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 17: Early Childhood Transition SMART Goal #2: Reduce anxiety and increase excitement by establishing a support network to help families navigate the process of entering a new school setting prior to the first day of school and throughout the kindergarten year.

Evaluation Data Source(s) 17: sign in sheets,

Summative Evaluation 17:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Share campus and grade level expectations during the Kinder Round up. (Research: PASS #3, 12 and FAME #5)		Transition team, Kinder teachers, Admin.	sign in sheets				
Funding Sources: Local - \$500.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 18: Early Childhood Transition SMART Goal #3: Assist families in learning about what they can do at home to help children be ready for school.

Evaluation Data Source(s) 18: sign in sheets & surveys

Summative Evaluation 18:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Families participate in the campus Jump Start Program (Research: FAME #6, 13, 15)	7	FAME director, Transition team, Admin	sign in sheets				
2) Families participate in various Family engagement nights such as : Chancellor Under the Sea, Curriculum Night, Science/Tech Night etc. (Research: FAME #1, 5, 13)	6	Admin, Fame director, ILT, Kinder and Pre-K teachers, Transition Team	sign in sheets, surveys				
Funding Sources: Tech Plan - \$1,000.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 19: Early Childhood Transition SMART Goal # 4: Establish relationship and communication between all stakeholders to ensure that all students have equitable opportunities to experience academic excellence.

Evaluation Data Source(s) 19: flyers, call out system, campus websites, social media, neighborhood visits, Chancellor Newsletters, phone calls and/or flyers

Summative Evaluation 19:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Conduct neighborhood tours/home visits. (Research: FAME #13)	7	teachers, admin, ILT, Counselors	Summary of conference forms				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 1: PK-5th grade students will participate in grade appropriate activities/events that focus on the awareness of college and career readiness.

Evaluation Data Source(s) 1: Visual of staff and student participation, Sign-in sheets

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Chancellor staff and students are encouraged to wear apparel promoting the college of their choice on Wednesdays and on District College Day in October (Research: AVID #4 and #5)		All Staff members and students	visual of staff and student participation				
2) In the spring, professionals from various career paths will share information about their occupation with 4th and 5th graders. (Research: AVID #4, #5 and FAME #2)	6	Counselors and 4th-5th grade teachers	Sign in sheets				
3) The GT Coordinator will continue to evaluate the effectiveness of the GT and AIMS programs and use data to make decisions about refinement (Research: GTAP #1 and #11)	3, 8	Campus GT Specialist, Content Specialists, AIMS teacher, and teachers with GT students	CWTs				
4) Beginning in January, a separate career will be highlighted each week during morning announcements and at our career corner.		Counselors	Copies of announcements and pictures of the career corner				
5) 4th and 5th grade students will tour a local university to be motivated toward a post high school education.		Counselors and 4th-5th grade teachers	Sign in sheets				
Funding Sources: Title I - \$1,000.00							
6) In May, 5th grade students will learn the steps, language, and responsibilities of the next levels of education from middle to post high school opportunities.		Counselors	Lesson plan and sign in sheets				
7) In May, 5th grade students will take a career interest survey, then investigate and report about one occupation.		Counselors	Social studies grades from career reports				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 1: Attendance levels will be 97% or above.

Evaluation Data Source(s) 1: Campus and District Attendance Reports

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Utilize STAT for attendance issues (Research: AA #1, #2)	9	Campus Administrators, Registrar, REID teacher, and STAT	campus and district attendance reports				
Funding Sources: Local - \$500.00, State Comp Ed - \$0.00							
Critical Success Factors CSF 4 CSF 6 2) Rewards and certificates donated by local businesses to recognize perfect attendance every grading period (Research: AA #1)		Campus Administrators, Registrar	campus attendance reports				
Critical Success Factors CSF 4 CSF 6 3) Daily monitoring with phone calls and following district guidelines that require letters to be sent to parents acknowledging student absences and tardies (Research: AA #1, #2)		Campus Administrators, Registrar	campus attendance reports and phone logs				
Funding Sources: Local - \$500.00							
Critical Success Factors CSF 4 CSF 6 4) District procedures are followed to ensure that all homeless students are immediately enrolled and provided appropriate services (Research: AA #1 and H #3, #8)		Campus Administrators, Registrar, and Counselor	campus and district attendance reports				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							










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

Performance Objective 2: Reduce office referrals by 20% through activities that promote a safe, healthy, and drug-free learning environment.

Evaluation Data Source(s) 2: Campus and District Discipline Reports

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) SHINE/ABC Awards, Principal's Honor Roll Breakfast, and Perfect Attendance Recognition Awards (Research: PASS #3, #11, and #13)</p>		Administrators and All Staff members	Campus and district discipline reports				
Funding Sources: Local - \$1,000.00							
<p>Critical Success Factors CSF 6</p> <p>2) Continued implementation of Chancellor's Guidelines for Success (Research: PASS #13)</p>		Above and Beyond committee, all Staff members, and Administrators	Incident reports				
Funding Sources: Local - \$1,000.00							
<p>Critical Success Factors CSF 6</p> <p>3) Each teacher has a behavior resource folder with leveled infractions and consequences to provide schoolwide consistency (Research: PASS #13)</p>		Above and Beyond committee, all Staff members, and Administrators					
Funding Sources: Local - \$1,000.00							
<p>4) Behavior Interventionist will be proactive by visiting classrooms with students who have a history of discipline problems (Research: PASS #3, #11, and #13)</p>	9	Above and Beyond committee, all Staff members, Behavior interventionist, and Administrators	Incident reports				
Funding Sources: State Comp Ed - \$0.00							
<p>5) Students with severe behaviors will be brought to STAT (Research: PASS #3, #14, and #16)</p>	9	Classroom teachers, STAT members, and REID teacher	STAT agenda				
Funding Sources: State Comp Ed - \$0.00							








<p>Critical Success Factors CSF 6</p> <p>6) Students will participate in structured activities through PE and music classes for a minimum of 135 minutes per week. Movement will be done 10 minutes in the morning and 10 minutes after lunch (Research: HPW #6 and #8)</p>		<p>PE staff, Music staff, and Classroom teachers"</p>					
<p>Critical Success Factors CSF 6</p> <p>7) Fitness tests will be given to all students in grades 3-5 and data will be used to evaluate fitness levels of those students (Research: HPW #5))</p>		<p>PE staff</p>	<p>Results of fitness tests</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 3: 100% of students will be trained in AUP/RUP, Internet Safety, and Cyberbullying.

Evaluation Data Source(s) 3: Lesson plans and CWTs, direct observation, Signed AUP/RUP forms

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) The Technology Teacher will instruct students on internet safety and cyberbullying (Research: PASS #5 and #8)</p>		Technology teacher	<p>(1) Implementation will be measured by documentation in the technology specialist's notes and teacher lesson plans.</p> <p>(2) Impact will be measured by the maintenance of a low level of incident reports.</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							








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

Performance Objective 4: Discipline offenses in BULY/HARA/FTNG/PATS will decrease by 2% compared to 2015-2016

Evaluation Data Source(s) 4: 2016-2017 Offense Data

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Conflict resolution strategies taught to students in KN - 5th grades (Research: PASS #3 and #13)</p>		Counselors	Incident reports and anecdotal notes	✓	✓	✓	
<p>Critical Success Factors CSF 6</p> <p>2) Services and programs offered by counselors: (1) Let's Get Along classes for PK/K (2) Leadership classes and groups (3) Comprehensive character education program for all grades (4)"Proud to be Polite" program (5) Kindness month (6) Staff training in anti-bullying (Research: PASS #3, #7, #8, #13)</p>		Counselors, Classroom teachers, and Parents	Incident reports and anecdotal notes	🟡	🟡		
<p>Critical Success Factors CSF 6</p> <p>3) "Oskar the Bully II" Presentation for Kindergarten - 5th grade students (Research: PASS #7, #8, and #15)</p>		Counselors	Incident reports, anecdotal notes, and student evaluations	✓	✓	✓	
		Funding Sources: Title I - \$865.00					
<p>Critical Success Factors CSF 6</p> <p>4) "Empowered to Defend" Presentation for 5th grade students (Research: PASS #3, #8, #10, and #15)</p>		Counselors and PASS Specialist	Incident reports, anecdotal notes, and student evaluations	✓	✓	✓	

<p>Critical Success Factors CSF 6</p> <p>5) Mentor relationships between staff and students and Student Assistance Program (Research: SAP #2, #3, #4, and #8)</p>	<p>9</p>	<p>Counselors, ILT, and classroom teachers</p>	<p>Incident reports</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 5: Number of discipline offenses in Tobacco/Alcohol/Drugs will be less than 2 incidents compared to 2015-2016

Evaluation Data Source(s) 5: 2016-2017 Offensive Data

Summative Evaluation 5:









Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 6 1) Drug/Alcohol/Tobacco presentations for Kindergarten - 5th grade students. (Research: PASS #1 and #14)		Counselors	Incident reports	✓	✓	✓	
2) Healthy lifestyles will be promoted using activities and themes during Red Ribbon Week		Counselors, teachers and administrators	Copies of Red Ribbon Week activities, posters and visual recognition of students participating	✓	✓	✓	

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

Performance Objective 6: All students will be trained in personal safety.

Evaluation Data Source(s) 6: Lesson plans. Student participation.

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Counselors will instruct all students how to be safe in situations involving:</p> <p>(1) Strangers (2) Escape School (3) Home Alone (4) Fire (5) Physical Abuse (6) Sexual Abuse (7) Gangs (8) Guns</p>		Counselors	Lesson plans. Student participation.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 1: 90% of teachers will continue to work at Chancellor.

Evaluation Data Source(s) 1: District Teacher Retention and Teacher Attendance Reports.

Summative Evaluation 1:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) To boost morale and show appreciation, staff members receive SHINE awards, sweet treats, trinkets, jeans passes, and newsletter "Shout Outs". (Research: NCLB)	5	Administrators	District teacher retention and teacher attendance reports				
	Funding Sources: Local - \$1,000.00						
2) To increase staff interaction and communication, teachers will participate in various social activities/events; such as, Lunch Bunch, Fat Friday, Holiday Luncheons, Christmas Party, After school Craft Corner, and After school motivational movie (Research: NCLB)	5	Administrators and All Staff	Teacher participation, district teacher retention and teacher attendance reports				
	Funding Sources: Local - \$500.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 2: 100% of teachers will collaborate in order to increase the effectiveness of their teaching.

Evaluation Data Source(s) 2: Classroom implementation of learned practices; Conferences with administrators and observations of practices by administrators; Sign in sheets/certificates acknowledging attendance; Student Progress; District Teacher Retention and Teacher Attendance Reports.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Refine and improve efficiency during staff development, PLC meetings, curriculum planning and other professional meetings (Research: NCLB)	4	Administrators, All Teachers, and Content Specialists	Lesson plans, CWTs, sign in sheets, and student progress				
Funding Sources: Local - \$2,000.00, Title I - \$2,000.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 3: 90-100% of teachers will participate in program enhancement opportunities.

Evaluation Data Source(s) 3: Sign in sheets acknowledging attendance

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Provide professional development and training on effective instructional strategies for special population (Research: PD #1-3)	4	Administrators, District Staff, and Content Specialists	Sign-in sheets				
	Funding Sources: Local - \$2,000.00, Title I - \$2,000.00						
2) Content team models instructional strategies in classrooms (Research: NCLB)	3	Content Specialists	Lesson plans and CWTs				
	Funding Sources: Local - \$4,000.00						
3) Teachers will utilize professional book and article studies for additional staff development opportunities (Research: PD #1-3))	4	Teachers and Content Specialists	Lesson plans and CWTs				
	Funding Sources: Local - \$1,000.00						
4) Teachers will participate in professional development sessions to develop instruction with strategies designed to maximize the learning of all students (Research: PD #1-3)	4, 5	Administrators, ILT, and Classroom Teachers	PD registration confirmation forms, sign-in sheets indicating attendance, lesson plans, and CWTs				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 1: Chancellor will increase parent and community engagement and participation by 15% compared to 2015-2016

Evaluation Data Source(s) 1: Attendance logs and sign in sheets acknowledging parent participation; Parent Feedback to Teachers and Administrators

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) The staff members of Chancellor Elementary will work closely with parents, mentors, and volunteers to provide a positive support system for our students (Research: FAME #2, #8, #11, #15)	6	All Staff Members	Attendance logs, sign-in sheets, and parent feedback				
Funding Sources: Title I - \$4,050.00							
2) The staff members of Chancellor will work closely with local businesses, by communicating with Dee Jones, to increase and recognize student achievement. (Research: FAME #2, 13)	1	Administrators, FAME Rep., Parents, and Staff members	Attendance logs and Parent feedback				
3) The written family engagement policy will be evaluated and revised, if necessary, to design strategies for more effective parent involvement. (Research: FAME #14)	6	Administrators, FAME Rep., Parents, and Staff members	Attendance logs and sign-in sheets acknowledging parent participation				
4) Family engagement opportunities will be provided to parents through Parent/Teacher Conferences; PTO, VIPS, STAAR Parent Night; Open House; Fine Arts Programs-including Orff Ensemble, violin, and choir; Field Day; Texas Public Schools' Week; Meet the Teacher; Book Fair; Marquee Messages; Chancellor's Monday Messages, Chancellor's FAME Center, 411, Remind, and through our Chancellor web page.(Research: FAME #1, #2, #6, #14)	6	Administrators, FAME Rep, Parents, and Staff members	Sign-in sheets				
Funding Sources: Title I - \$4,050.00							
5) The FAME representative will engage parents through the use of technology; such as, interactive white board, light projector, laptops, iPads, computers, and digital literacy resources (Research: FAME #1, #2, #6, and #14)	6	FAME Representative, Technology Specialist, and Librarian Information Specialist	Sign-in sheets and EOY survey				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							