

**Harlandale Independent School District**  
**H W Schulze Elementary School**  
**2016-2017 Campus Improvement Plan**



# Mission Statement

A community of mentors, awakening and inspiring scholarly brilliance through an architecture of sustained academic distinction.

## Vision

Instill an intrinsic level of wonder, motivation, and confidence that drives students towards the realization of personal triumphs - not only in academics, but in all aspects of their personal development.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Using data derived from the most recent Texas Education Agency (TEA) School Report Card, a comparative analysis was completed to assess variability of campus demographics for the last 3 years. Current comparative PEIMS data demonstrates consistency among the campus student population and various student groups.

	Campus	District
<b>Attendance Rate</b>	95.8%	95.0%
<b>Enrollment by Race/Ethnicity</b>		
African-American	0.1%	0.3%
Hispanic	95.3%	97.7%
White	4.3%	1.8%
American Indian	0.0%	0.0%
Asian	0.3%	0.1%
Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.1%
<b>Enrollment by Student Group</b>		
Economically Disadvantaged	85.0%	86.3%
English Language Learners	10.5%	16.8%
Special Education	7.8%	8.9%
At-Risk	54.1%	73.0%
<b>Mobility Rate</b>	19.3%	21.1%
<b>Average Class Size</b>	20.5	19.8

Further review of student demographics suggests that those students who are considered to be at an Economic Disadvantage perform slightly lower by approximately 3% in the areas of Reading and Mathematics. However, these students demonstrate more of a lateral performance in the areas of Writing and

Science. This data suggests that the content areas of Writing and Science are (a) equally challenging for all student populations; (b) all students have less exposure to these content areas and the simultaneous introduction to the content (for mastery - as opposed to systematically) may prove overwhelming; or (c) instruction/exposure (or lack of) to academic vocabulary is more consistent across student populations in these content areas.

A synopsis of the Federal Report Card for Texas Public Schools Systems Safeguards Performance Data has been included to summarize demographics related the population of Economically Disadvantaged, Special Education, and English Language Learner students attending Schulze.

	<b>All Students</b>	<b>Economic Disadvantage</b>	<b>Special Education</b>	<b>English Language Learners</b>
<b>Reading</b>	74%	71%	44%	86%
<b>Math</b>	77%	75%	44%	86%
<b>Writing</b>	70%	68%	*	73%
<b>Science</b>	67%	65%	47%	80%

\* Masked for Confidentiality

**Demographics Needs**

Attainment in the area of Special Education remains well below the general population of the campus.

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

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

The TEA No Child Left Behind (NCLB) Highly Qualified Teachers Report for Schulze demonstrates that 100% of our teachers meet the requirements for Highly Qualified. Schulze does not have any core academic teachers who are on emergency or temporary permit certification, enrolled in an alternative certification program, or on a probationary certificate.

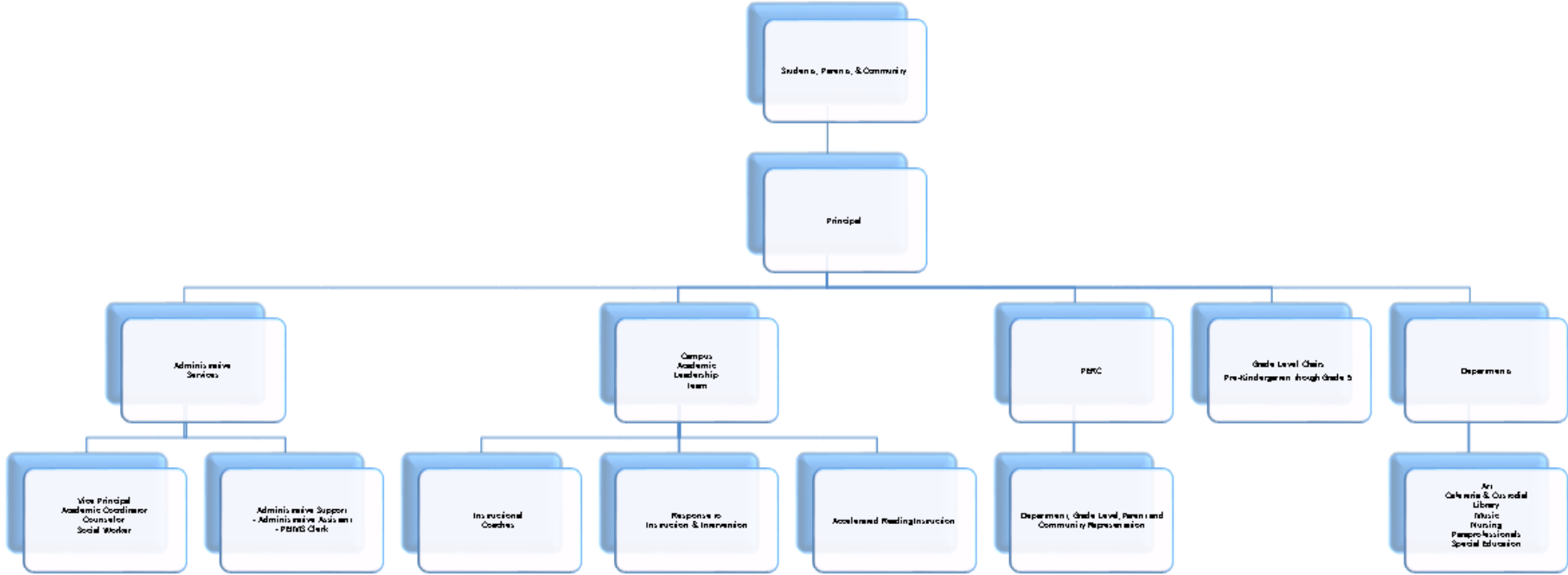
### **Staff Quality, Recruitment, and Retention Strengths**

In the 2014-2015 school year, our campus demonstrated 100% retention. However, at the close of the year the campus will be losing two teachers due to retirement. The quality of our teaching staff has remained consistent and of a high quality. Our teachers regularly participate in Professional Learning Communities, Professional Development, and have opportunities to exchange ideas and participate in campus development.

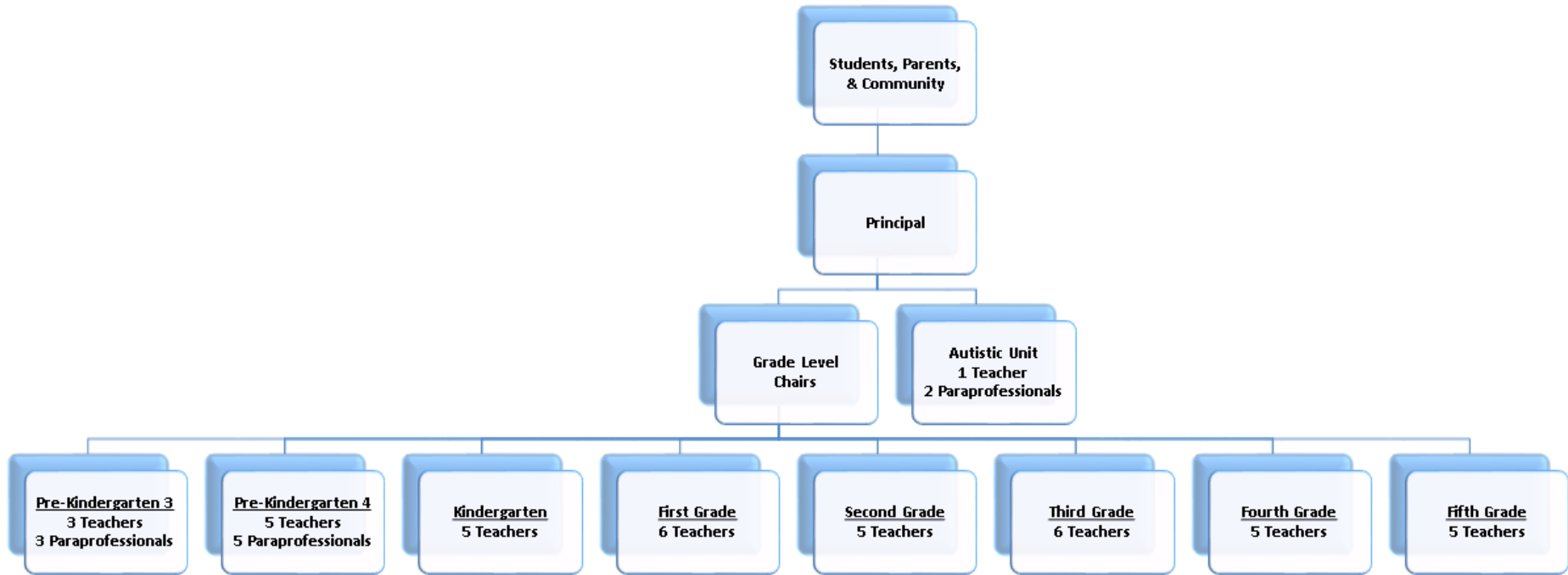
# School Context and Organization

## School Context and Organization Summary

### H.W. Schulze Elementary Structural Campus Overview



# H.W. Schulze Elementary Structural Campus Overview (Extension)





\*Please note that Schulze now houses 4 Pre-Kindergarten classroom and 6 second grade classrooms, including one Dual Language unit.

### **School Context and Organization Strengths**

The goals for the campus and district are outlined in the Campus and District Improvement Plans. These goals and performance objectives are communicated through regular meetings between district and campus administrators, and the information is disseminated to campus personnel at scheduled staff meetings, the Monday Morning Memo, electronic mail, and written memorandums. Campus staff also has opportunities to contribute to and assist in the molding of campus goals and initiatives through participation in organized committees, PERC representation, and DPERC representation. Goals are frequently reviewed during vertical and horizontal PLCs; and are reviewed on an on-going basis.

### **School Context and Organization Needs**

Maximize the dynamics of the student data collection process to continue to target and fine-tune campus goals.

# **Technology**

## **Technology Summary**

Schulze demonstrates consistency with the overall state technology performance and usage rates as reported in Texas Campus STaR Chart statistics.

In the domain of using technology in Teaching and Learning we are currently developing. The instruction is primarily teacher-directed and students regularly use technology on an individual basis to access electronic information. Students also use software applications to access electronic information, practice skills, and participate in on-line district assessments (i.e, Reasoning Minds).

In terms of Educator Preparation, technology is available for administrative tasks and classroom management. It is used to access online resources. There is a movement towards increased integration of technology into teaching and learning.

Administration and Technical Support is planned and allocated. Administrators have a vision for for technology usage and support the implementation throughout the campus for student and educator mastery.

## **Technology Strengths**

Teachers are becoming more familiar with the technology that is available for integration in classroom instruction. There is a greater awareness of the impact that technology has on student learning and retention of information learned. Student engagement has increased as additional technological resources have been introduced into the classroom setting.

Administration has allocated funding to purchase new equipment such as student iPads, portable technology carts, document cameras, mimeo boards, etc. Outdated technology is up-graded and/or replaced as funding permits. The district technology department is reliable and responsive to campus needs and works proactively to find solutions to technology issues.

## **Technology Needs**

Teachers need to complete the migration to the role of facilitator, mentor, or co-learner in the learning process. Usage of technology should transition to a student-centered model including, but not limited to, the utilization of technology in completing formative learning (i.e, the student selects the modality, format, appropriate software, etc.) to complete prescribed content objectives.

All teachers, administrators, and student support personnel should be well-versed in technological applications and meet SBEC standards in order to serve

the needs of the student population.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

## **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

## **Parent/Community Data**

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

## **Support Systems and Other Data**

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices


# Goals

**Goal 1: Provide staff development programs on a triannual basis that prepare our employees to provide an exemplary teaching and learning environment as evidenced by an annual increase of STAAR proficiency and growth in assessable populations.**

**Performance Objective 1:** Participate in scheduled (local, district, or other) professional development that advances instructional knowledge of formal and informal methods for measuring student progress; design clear, well-organized, sequential lessons that reflect best practice, align with standards, encourage higher-order thinking, persistence, and achievement for diverse learners.

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

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Attend two non-required district professional developments within the school year (e.g. Region 20, Conferences, etc.).	2, 4	Administration	Certificate				
				Funding Sources: 211 - Title I, 199 - SCE, 199 - General Fund			
2) Present material learned through the form of a mini-professional development during a faculty meeting or PLC.	2, 4	Administration	Meeting agenda with presentation noted				
				Funding Sources: 199 - General Fund, 199 - SCE, 211 - Title I			
							




**Goal 1:** Provide staff development programs on a triannual basis that prepare our employees to provide an exemplary teaching and learning environment as evidenced by an annual increase of STAAR proficiency and growth in assessable populations.

**Performance Objective 2:** Attend professional development that emphasizes content and pedagogical expertise to design and execute lessons aligned with state standards. Participate in triannual learning that fosters cooperation with parents and colleagues to set challenging, data-informed individual and group learning goals, that will be measured on a six-week basis, and culminate in the clear and accurate communication that is needed for persistent, deeper learning, and effective effort.

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

**Summative Evaluation 2:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement collaborative planning sessions at a minimum of six-week intervals in which participants demonstrate an awareness of post professional development strategies; resulting in the creation of a summary document that is reflective of an in-depth, need-based analysis where targeted skills are indicated by the citation of the learning goal in the form TEKS, HUTS, etc.	1, 2, 10	Administration	Certificates				
	Funding Sources: 199 - General Fund, 199 - SCE, 211 - Title I						
2) Design plans for targeted instruction that incorporate a diverse array of learning strategies to meet the needs of both individuals and groups (hetero-/homogeneous).	2, 9, 10	Administration	Evaluate the relationship between lesson plan content and assessment data.				
	Funding Sources: 199 - General Fund, 199 - SCE, 211 - Title I						
3) Provide a snapshot of learning for parents and the community on a six-week basis that communicates learning goals, student need (individual basis), relevant academic events, and significant campus initiatives.	2, 6	Administration	Parent Conferences Content/Grade Level Newsletters E-mail Webpage Postings				
	Funding Sources: 199 - General Fund, 211 - Title I						
							

**Goal 1:** Provide staff development programs on a triannual basis that prepare our employees to provide an exemplary teaching and learning environment as evidenced by an annual increase of STAAR proficiency and growth in assessable populations.

**Performance Objective 3:** All teachers enhance the professional community through the reflection (biannual minimum) upon his/her professional practices, understand and meets district expectations in attendance, personal appearance, decorum, procedural, ethical, legal and statutory responsibilities.

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

**Summative Evaluation 3:**

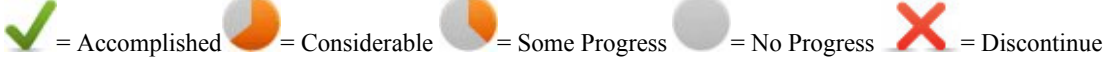
Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The teacher is expected to internalize and model the goals established in the PLC; integrating stated objectives in the classroom, among peers, and throughout the campus.	2, 3, 4	Administration RTI Instruction Coaches	Lesson Plans Classroom Observations				
Funding Sources: 199 - SCE, 211 - Title I							
2) Utilize the Teacher Goal Setting and Professional Development portion of the Texas Teacher Evaluation and Support Systems (T-TESS) as a tool to: - reflect upon current professional practices; - identify professional growth goals; - build professional development plans; - reflect on how individual professional practices and growth goals impact the overall professional learning community.	2, 4, 5	Administration Grade Level Team PLC Team	T-TESS				
Funding Sources: 199 - SCE, 199 - General Fund							
							

**Goal 2: Foster an evidence based culture of learning that prepares students for higher education and work force readiness as demonstrated through a mastery measured at a minimum of 15% above 2016-2017 STAAR attainment.**

**Performance Objective 1:** Cultivate instructional opportunities that emphasize the mastery of content knowledge as a means of developing foundational skills, emphasizing analytical abilities through the implementation of content that stimulates students to engage in deeper levels of thinking thus preparing students for success in a secondary atmosphere.

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

**Summative Evaluation 1:**






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Design instruction that fosters the development of the formative steps of the Key Cognitive Skills and Cross Disciplinary Standards as outlined in the Texas College and Career Readiness Standards including the components of (a) intellectual curiosity, (b) reasoning, (c) problem solving, (d) academic behaviors, (e) work habits, and (f) academic integrity	1, 2	Administrators Teachers Parents Community	Evaluation of lesson plans; Student led research and presentation; Change in school climate: Completion of ROPES program in Grade 4				
2) Require student centered, content based assignments that are evaluated via rubric to assess for the Foundational Skills of reading, writing, and researching across the curriculum, while using data and technology.	2, 4	Administrators for Teachers and Students; Teachers for Students; Community for All	Evaluation and development of rubric(s) Cross-Discipline and Grade Level participation; Students exhibit mastery through presentation.				
3) Teachers will actively participate in developing long-term strategies for success through peer interaction and collaborative work in bi-weekly PLCs, six-week collaborative, grade-level planning, six-week vertical team planning, PERC, faculty meetings, as well as any additional teacher-initiated academic discussion groups.	1, 2, 4	Administration Teachers	Sign-in Sheets Agendas from planning sessions				
							

**Goal 3: Enhance campus instructional facilities, within the designated funding parameters, rejuvenating existing technologies and resources to engage students and pique their evolving needs.**

**Performance Objective 1:** Provide instruction for students which develops and encourages the use of creative thinking and innovative processes to construct meaningful products through the use of technology.

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

**Summative Evaluation 1:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide opportunities for staff development	1, 2	Principal Academic Coordinator	certificates				
Funding Sources: 211 - Title I, 199 - SCE, 199 - General Fund							
2) Purchase software for Math , Science, Reading and Social Studies	1	Principal and Academic Coordinator	Blended learning identified in the lesson plans				
Funding Sources: 199 - General Fund, 199 - SCE, 211 - Title I							
3) Maintain electronic cutout maker to support teachers in creating print rich environments.	1	Principal and Academic coordinator	Print rich environment: Phonics charts and lists, word walls, word parts and anchor charts.				
Funding Sources: 199 - General Fund, 211 - Title I, 199 - SCE							
4) Maintain the poster maker and laminator to support teachers in creating print rich environments: communicate lessons, directions and activities in both Spanish and English to support the Dual Language and ELLs. Create reusable charts to model how to read charts, graphic organizers and diagrams with posters	1	Principal, Academic Coordinator, administrative assistant	Purchase orders. Print rich environments: charts, graphic organizers, diagrams and re-usable charts posted and utilized in the classrooms.				
Funding Sources: 199 - General Fund, 199 - SCE, 211 - Title I							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 3:** Enhance campus instructional facilities, within the designated funding parameters, rejuvenating existing technologies and resources to engage students and pique their evolving needs.

**Performance Objective 2:** Utilize technology to refine research practices and establish an intrinsic awareness of the responsibilities associated with the participation in a global, technological community.

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

**Summative Evaluation 2:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Purchase technology devices such as I pads , laptops , computers and mimios for student use in blended learning.	1	Principal CPERC	Check out system in the library and Student products Classroom projects				
Funding Sources: 199 - General Fund, 199 - SCE, 211 - Title I							
2) Support the Response to Intervention (RTI) program by purchasing software and hardware. Such as Mimios, laptops and printers.	1, 2	Principal, CPERC, Academic Coordinator	Purchase orders, Student made products, lesson plan with blended learning objectives				
Funding Sources: 199 - General Fund, 199 - SCE, 211 - Title I							
							

**Goal 4: Embrace the Harlandale ISD and neighboring community through initiatives designed to increase community involvement, promote the Schulze Family, and support the Go Public movement.**

**Performance Objective 1:** Foster an environment that encourages and welcomes the community through the development and implementation of programs targeting literacy, fine arts, volunteer opportunities, cultural events, counseling, and social awareness.

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

**Summative Evaluation 1:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Host a minimum of six campus events targeting each of the areas outlined in the performance objective as stated above. Proposed events may include, but are not limited to, grade level orientations, parent meetings, STEM Nexus, literary nights, mathematical strategies, and parent engagement groups.	1, 6, 7, 9, 10	Administration Teachers	Sign in sheets Advertisements permission slips Stakeholders surveys				
				Funding Sources: 199 - SCE, 199 - SCE			
							

**Goal 5: Analyze student data to identify horizontal and vertical content strands for development that will result in a minimum increase of 20% as measured by a comparison of STAAR data in 2015-2016.**

**Performance Objective 1:** Provide instruction to improve the student's ability to display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

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

**Summative Evaluation 1:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Be cognizant of the need to provide learning opportunities that encourage sharing more than one way of displaying a solution; Implement classroom safeguards that demonstrate an appreciation of novel expression.	2	Teachers Administration	Assessment with differentiated questioning strategies Formative Assessment				
				Funding Sources: 211 - Title I, 199 - General Fund			
2) Support the use of mathematical vocabulary in solution statements through the integration of key action statements.	1	Teachers Administration	Assessment with differentiated questioning strategies Formative Assessment Purchase orders				
				Funding Sources: 211 - Title I, 199 - SCE			
							

**Goal 5:** Analyze student data to identify horizontal and vertical content strands for development that will result in a minimum increase of 20% as measured by a comparison of STAAR data in 2015-2016.

**Performance Objective 2:** Provide instruction that monitors and adjusts comprehension (e.g., using background knowledge, creating sensory images, reading a portion aloud, generating questions), including the implementation of questioning strategies that requires students to probe the literal, interpretive, and evaluative meaning of the text.

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

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Administer DRA reading assessments three times per year for all students to assess comprehension development overtime. The DRA may also be administered more frequently by individual teachers to monitor those students who are deemed at risk.	8, 9	Administration Teachers ARI RTI	Assessment Comparison from BOY, MOY, and EOY				
			Monitor comprehension through CBAs				
Funding Sources: 199 - SCE, 211 - Title I							
							




**Goal 5:** Analyze student data to identify horizontal and vertical content strands for development that will result in a minimum increase of 20% as measured by a comparison of STAAR data in 2015-2016.

**Performance Objective 3:** Provide instruction which develops the student's ability to summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order and make inferences about text, and identify evidence to support understanding.

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

**Summative Evaluation 3:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize paired texts from a variety of literary genres to provide a framework of support.	2	Administration Classroom Teacher	CBAs, Benchmarks, STAAR Data				
2) Integrate developmentally appropriate examples of current events that evoke academic and socio-emotional responsiveness among students to create an intrinsic awareness of inference, character motivation, and foster inductive and deductive reasoning.	1, 8	Administration Classroom Teacher	CBAs, Benchmarks, STAAR Data				
3) Monitor the skills as indicated through classroom literacy journals, CBAs, DBMs, and formative assessment.	8	Administration Classroom Teacher	CBAs, Benchmarks, STAAR Data Formative assessments				
							

**Goal 5:** Analyze student data to identify horizontal and vertical content strands for development that will result in a minimum increase of 20% as measured by a comparison of STAAR data in 2015-2016.

**Performance Objective 4:** Increase the intensity of graphophonemic instruction to develop an understanding of sound-symbol relationships, spelling, and common syllabication patterns to improve spelling fluency and word decoding.

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

**Summative Evaluation 4:**

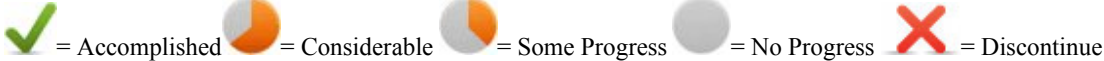
Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement structured ELA routines and practices that are based upon the TEKS. These routines emphasize the five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) as outlined by the National Reading Panel Report (NRPR, 2008).	3, 4, 8	Teachers Administration	Lesson Plans Purchase Orders PLC Agendas				
				Funding Sources: 199 - SCE, 211 - Title I			
2) Implement phoneme-graphing and word building activities to specifically target decoding and spelling deficits as evidence by current and historical TPRI data across grade levels. Relevance for this strategy is supported by findings in the NPR (2008, p. 2-6), "Phonemic Awareness (PA) instruction produced positive effects on both word reading and pseudoword reading, indicating that it helps children decode novel words as well as remember how to read familiar words...PA was found to help children learn to spell, and its effect lasted well beyond the end of training."	3, 4	Teachers Administration	TPRI GK Section: BOY, MOY, EOY				
				Funding Sources: 199 - SCE, 199 - General Fund, 211 - Title I			
							

**Goal 6: Align instructional goals to bridge developmental and language acquisition gaps among diverse sub-populations (i.e., special education, LEP, etc.) for an increased annual achievement of 10% to 15% in the 2016-2017 academic year.**

**Performance Objective 1:** Encourage Special Population Teachers (i.e, Special Education Inclusion) to participate in grade level planning in order to facilitate the integration of differentiated instruction in the general education classroom.

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

**Summative Evaluation 1:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Enlist the support of ELL and Dual Language teachers to monitor and make suggestions for the inclusion of ELPs and SIOP models in lesson plans.	9	Dual Language Teachers ESL Teachers Administration	Training Sign In Sheets Purchase Orders Certificates Lesson Plans				
				Funding Sources: 212 - Migrant, 211 - Title I, 199 - SCE			
2) Purchase materials such as guided reading books, center activities, and teacher materials in Spanish to support ELL students and teachers the development, implementation, and participation of differentiated instructional opportunities within the Dual Language setting.							
							

**Goal 6:** Align instructional goals to bridge developmental and language acquisition gaps among diverse sub-populations (i.e., special education, LEP, etc.) for an increased annual achievement of 10% to 15% in the 2016-2017 academic year.

**Performance Objective 2:** Utilize historical data derived from long term ELL and Special Education assessments (i.e., TELPAS) to identify significant areas of need or previous areas of success to guide instruction for long-term growth and measurable increased progress.

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

**Summative Evaluation 2:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Explore the creation of Student Monitoring Groups in Eduphoria as a tool to trace areas of need and success.	8, 9	Administration Teachers RTI ARI AMI	Data Boards Data Notebooks Eduphoria				
Funding Sources: 199 - SCE, 224 - IDEA B, Sp Ed, 211 - Title I							
							

**Goal 7: Establish and implement a structured and monitored campus-wide academic safeguard program, to be referred to as Target Time, which ensures that all students has access to an addition 40 minutes of concentrated reading, math, and writing instruction in a novel pedagogical atmosphere regardless of their ability and/or inability to obtain additional instructional support through traditional instructional programs such as Gifted and Talented, Special Education, Section 504, RTI Tier 3, tutoring, etc.**

**Performance Objective 1:** 100% of students receive Core Instruction; 100% of students participate in Target Time; 95-97% of students receive Differentiated Instruction within Core One Instruction\*; 30% of students participate in Tutoring (need substantially reduced by quality of Target Time instruction); 3-5% of students receive RTI support\*.

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

**Summative Evaluation 1:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Using data collected from universal screenings, progress monitoring, CBAs, DBMs, Lead4ward documents, specific skills are identified for instructional development.	8, 9	Administration Teachers	Evaluation of data sources on Eduphoria in combination with formative assessment and PLC discussion.				
Funding Sources: 211 - Title I, 211 - Title I							
							

**Goal 7:** Establish and implement a structured and monitored campus-wide academic safeguard program, to be referred to as Target Time, which ensures that all students has access to an addition 40 minutes of concentrated reading, math, and writing instruction in a novel pedagogical atmosphere regardless of their ability and/or inability to obtain additional instructional support through traditional instructional programs such as Gifted and Talented, Special Education, Section 504, RTI Tier 3, tutoring, etc.

**Performance Objective 2:** Target Time groups are fluid. Student and teacher performance and progress is monitored and adjusted for maximum success every six weeks.

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

**Summative Evaluation 2:**






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers are evaluated through the T-TESS process and Target Time assignments may be adjusted based upon Administrative evaluation of performance and progress.	3	Administration	Walk troughs Evaluations Conferences Student growth				
Funding Sources: 199 - SCE							
2) Student progress is monitored through regular assessment data (TPRI, mClass, CBA, etc.) Groups are adjusted and restructured according to this data at 3 and 6 week intervals.	2, 8	Teachers Administration	Student Growth /Progress monitoring Master schedule Target Group lists				
3) Group size and location are adjusted and monitored based upon instructional data, instructor feedback, and administrative observations.	3, 8, 9	Teachers Administration	Student Growth /Progress monitoring Master schedule Target Group lists				
Funding Sources: 199 - SCE, 199 - General Fund							
							

**Goal 7:** Establish and implement a structured and monitored campus-wide academic safeguard program, to be referred to as Target Time, which ensures that all students has access to an addition 40 minutes of concentrated reading, math, and writing instruction in a novel pedagogical atmosphere regardless of their ability and/or inability to obtain additional instructional support through traditional instructional programs such as Gifted and Talented, Special Education, Section 504, RTI Tier 3, tutoring, etc.

**Performance Objective 3:** Commitment to the Target Time initiative may be cited in the allocation of resources including but not limited to scheduling, personnel, supplemental materials and manipulatives, space, technology, guest speakers, etc. To be evaluated on a six weeks cycle for determination of regrouping based on data

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

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide supplies, materials, and staff necessary to enhance student work performance in the areas of ELA and reading, Math, Science and Social Studies	2, 9	Administration Teachers	Increased student performance on BOY, MOY and EOY assessments, CBA.s Benchmarks and STARR Data				
Funding Sources: 211 - Title I, 199 - SCE							
2) Complete regular walk through observations to ensure high academic standards are emphasized	3	Administration	Walk through documentation in eduphoria T-Tess Evaluations				
3) Provide supplies and materials for the RTI program with technology to integrate blended learning, create reports and assess student progress	8, 9	Administration RTI Teacher	Purchase orders Student Data Increased student performance on BOY, MOY and EOY assessments				
Funding Sources: 211 - Title I, 199 - SCE							
4) Conduct Formative Assessments	3, 8	Teachers RTI Special Education teachers Dual Language teachers	Assessment logs				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 8: Adopt campus vision for the advancement of professional development required to prepare all teachers to provide relevant academic, social, and behavioral support to increase awareness of individual student needs.**

**Performance Objective 1:** 100% of teachers will be trained to implement Restorative Practices in addressing students' individual behavioral goals.

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

**Summative Evaluation 1:**

**Goal 8:** Adopt campus vision for the advancement of professional development required to prepare all teachers to provide relevant academic, social, and behavioral support to increase awareness of individual student needs.

**Performance Objective 2:** Teachers will be allocated with the sufficient time and resources to obtain and/or maintain certification in order to provide Gifted and Talented Instruction within the general education setting; thereby affording all students with the opportunity to participate in higher order and diverse learning opportunities.

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

**Summative Evaluation 2:**

**Goal 8:** Adopt campus vision for the advancement of professional development required to prepare all teachers to provide relevant academic, social, and behavioral support to increase awareness of individual student needs.

**Performance Objective 3:** Teachers will be given the opportunity to attend Professional Development to enhance communication skills when disseminating student data, progress, behavioral concerns, etc. to parents and care providers.

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

**Summative Evaluation 3:**



# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	3	2			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
5	1	1			\$0.00
5	4	2			\$0.00
7	2	3			\$0.00
<b>Sub-Total</b>					\$0.00
199 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00

1	2	2			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
4	1	1			\$0.00
4	1	1			\$0.00
5	1	2			\$0.00
5	2	1			\$0.00
5	3	2			\$0.00
5	3	3			\$0.00
5	4	1			\$0.00
5	4	2			\$0.00
6	1	1			\$0.00
6	2	1			\$0.00
7	2	1			\$0.00
7	2	3			\$0.00
7	3	1			\$0.00
7	3	3			\$0.00
<b>Sub-Total</b>					\$0.00
<b>211 - Title I</b>					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	3	1			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	2	1			\$0.00
5	3	2			\$0.00
5	3	3			\$0.00
5	4	1			\$0.00
5	4	2			\$0.00
6	1	1			\$0.00
6	2	1			\$0.00
7	1	1			\$0.00
7	1	1			\$0.00
7	3	1			\$0.00

7	3	3			\$0.00
<b>Sub-Total</b>					\$0.00
<b>212 - Migrant</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
6	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>224 - IDEA B, Sp Ed</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
6	2	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00