

Cedar Hill Independent School District
Waterford Oaks Elementary School
2018-2019 Campus Improvement Plan



Mission Statement

The mission of Waterford Oaks Elementary School is to provide a meaningful foundation for students that promotes a love of learning by engaging students in rigorous and relevant academic opportunities.

Vision

The vision of Waterford Oaks Elementary is to be a school of excellence with high expectations and success for all.

Value Statement

Our values are based upon the Six Pillars of Character. Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship shape who we are, what we do and how we educate our students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

District make-up 2017-208						
	Students (Fall Peims)	Staff (2017 TAPR)	Community (US Census)			
Total	570	49	48710			
Male	57.00%	15%				
Female	43.00%	85%				
Hispanic	18.00%	7%	21.80%			
American Indian	0.18	0%	0.1			
Asian	0.88	0%	2.50%			
African American	76.00%	58%	53.80%			
Pacific Islander		0%	0.00%			
White	1.59%	32%	19.40%			
2 or More	3.89%	3%	3.60%			
At-Risk	39					
Economic Dis	71.00%		*11.0%			
Title 1	100.00%		NA			
Gifted	2.30%		NA			
Special Ed	12.39%		NA			
CTE			NA			
LEP	5.49%		20.80%			
Trends						
	2015-2016	2017-2016	2017-2018			
Attendance	96%		96.00%			
Graduation (4year)						

Dropout Rate						
Teacher Years of Experience			Turnover Rate			
Begining		12%	2014-2015	2015-2016	2016-2017	2017-2018
1-5 Years		27%				
6-10 Years		17%				
11-20 Years		29%				
Over 20		15%				

Demographics Strengths

The majority of our teachers are experienced with 60% of them having more than five years of experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: New teachers who start after the beginning of the school year need additional support to avoid burn out. **Root Cause:** We need a system in place to ensure that teachers who start after the beginning of the year receive appropriate and timely professional development and support.

Problem Statement 2: Teachers are not ESL certified at every grade level. **Root Cause:** Professional development needs to be provided to help teachers feel confident to pass the test.

Problem Statement 3: Classroom disruption is the highest occurrence of discipline infractions. **Root Cause:** Students do not feel engaged in class so they engage in off task behavior.

Problem Statement 4: Our attendance rate was only 96% for the 2017-2018 school year. **Root Cause:** Parents do not completely understand how attendance matters in their scholar's academic achievement.

Student Academic Achievement

Student Academic Achievement Summary

Domain 1 Data 2017- 2018															
	All Students	African American	Hispanic	American Indian	Asian	Pacific Islander	White	2 or More	Eco Dis	EL (Current)	EL (Current and Monitored)	Sped (Current)	Sped (Former)	Continuous Enrolled	Non Contin Enrolled
% Approaches	69%	68%	76%						67%	61%	61%	56%		69%	68%
% Meets	32%	30%	44%						31%	35%	35%	41%		34%	31%
% Masters	12%	10%	17%						11%	14%	14%	10%		12%	11%
Domain 3 Data															
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met
Academic Achievement Status															
ELA/Reading Target	44%	32%	37%	60%	43	74%	45	56%	33%	29%	19%	36%	46%	42%	
Target Met	N	Y	Y						Y		Y		N	N	
Mathematics Target	46%	31%	40%	59%	45	82%	50	54%	36%	40%	23%	44%	47%	45%	
Target Met	N	N	Y						N		Y		N	N	
Total Indicators															6
Growth Status															
ELA/Reading Target	66%	62%	65%	69%	67	77%	67	68%	64%	64%	59%	65%	66%	67%	
Target Met	Y	Y	Y						Y				Y	Y	
Mathematics Target	71%	67%	69%	74%	71	86%	74	73%	68%	68%	61%	70%	71%	70%	

Target Met	Y	Y	Y										Y	N	11
Total Indicators															
Graduation Rate Status															
Graduation Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	NA	NA	NA
Target Met															
Total Indicators															
English Language Proficiency Status															
ELP Target											42%				
Target Met															
Total Indicators															
Student Success Status															
STAAR Component Target	47.00%	36.00%	41.00%	58.00%	46.00%	73.00%	48.00%	55.00%	38.00%	37.00%	23.00%	43.00%	48.00%	45.00%	
Target Met	N	Y	Y					N	N	Y	Y		N	N	
Total Indicators															4
School Quality Status															
CCMR Target	47%	31%	41%	58%	42	76	39	53	39%	30	27	43	50%	31%	
Target Met															
Total Indicators															
Total															

Student Academic Achievement Strengths

Scholars in grades 3-5 are responsible for tracking their own data. Teachers are increasingly having data talks with their scholars.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Only 28% of our scholars met grade level or higher expectations. on the 4th Grade Writing STAAR Assessment. **Root Cause:** Teachers need continued professional development on writing across the curriculum.

Problem Statement 2: Only 29% of our scholars met grade level or higher expectations on the STAAR Reading Assessment. **Root Cause:** Teachers need professional development at all grade levels on how to teach reading.

Problem Statement 3: Only 26% of our scholars met grade level or higher expectations on the 5th Grade Science Assessment. **Root Cause:** A systematic approach needs to established to ensure that science is being taught with fidelity at all grade levels to ensure scholars are better prepared when they reach 4th grade.

Problem Statement 4: Only 28% of our scholars met grade level or higher expectations in math on the state assessment. **Root Cause:** Teachers need professional development at all grade levels to ensure math standards are being taught appropriately to the specificity of the TEKS.

School Processes & Programs

School Processes & Programs Summary

Teachers meet once per week for PLCs. This includes two data PLCs and two planning PLCs per month. Data PLCs focus on analyzing data including, Istation, MobyMax, Unit Assessments, Common Assessment or Benchmark data. Teachers goal set based upon the data. Scholars in grades 3-5 also have their own data binders and goal set after the completion of each major assessment. Unit Assessments were developed by the Instructional Coaches. Common and Benchmark Assessments are developed at the district level.

Lesson plans are generally conducted individually and shared among team members. This school year, there has been a focus on ensuring that lesson plans align to the TEKS. This is monitored by the campus administrative team and discussed in the planning PLCs. Teacher made assessments are reviewed and utilized resources are reviewed to ensure alignment.

Overall, there has been improvement in teachers being reflective in their practice and using data to determine how to address student needs.

PLCs are organized by grade level. There are also times throughout the school year that we are able to organized by content for math to allow for vertical alignment.

This year our teachers completed Day 1 and Day 2 of Kagan training. In August 2018, we will complete days 3 and 4.

The Context and Organization of Waterford Oaks Elementary is outlined by our Mission, Vision and Value Statements which declares that we will provide the necessary and relevant foundation that promotes a love of learning in order to gain academic excellence through high expectations and core values stemmed from the six pillars of character: (Trustworthiness, Respect, responsibility, fairness, caring and citizenship), along with the district's PBIS initiative. For operable effectivity, this is a shared, and anticipated responsibility extended to all staff, students and stakeholders.

Waterford Oaks is committed to equipping all students with the skills necessary to succeed in the 21st Century. Technology is used to complement, enhance, and enrich the classroom. Teachers are expected to incorporate technology into daily lessons to maximize student performance and develop students' technological awareness and skills. Teachers have received training on Code to the Future, a computer immersion program, and implemented coding lessons into the curriculum. All teachers are encouraged to use technology to teach and assess students with programs such as: Flocabulary, Kahoot, SeeSaw, and other apps/software that are grade level appropriate. The campus technology liaison provides ongoing training for all students.

In an effort to improve student achievement and increase teacher effectiveness of analyzing data, teachers utilize AWARE to input and disaggregate student data.

Each classroom has a teacher computer and one student computer.

School Processes & Programs Strengths

As part of our vertical alignment approach, the master schedule allotted specified blocked time for teaching skills in writing, literacy and language as well as built-in coding time for our signature program, Code-To-The-Future. In addition, lesson plans identify the targeted SLO statements to help measure classroom goals and STOIC strategies to support efforts with PBIS.

The entire building has access to the wireless internet connection. 100% percent of classes have SMART boards and access to student computers. All classes have access to 2 computer labs and each grade level has access to a document camera. Each grade level is assigned a computer cart equipped with a set of chromebooks. The 2018 BrightByte Survey shows Proficient or above in Environment, Skills, and Access.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers need to increase opportunities for scholars to computer code daily. **Root Cause:** Teachers need professional development to ensure they are prepared to support students with computer coding.

Problem Statement 2: Computers are not appropriately maintained. **Root Cause:** We need need a consistent system of accountability for teachers and scholars to care for the equipment.

Problem Statement 3: Lesson plans are not consistently given the detail needed to effectively guide instruction. **Root Cause:** Teachers need more time to collaborate with one another and plan.

Perceptions

Perceptions Summary

At Waterford Oaks Elementary, we strive to create an atmosphere that is warm and welcoming for all of our stakeholders. We have continued our partnership with UNT Dallas, our PTA and with APD's, along with that we were able to branch out with our new signature program, Code-To-The-Future. CTF has afforded us an even greater platform and opportunity to invite our parents, community as well as other businesses and ISD's to regularly tour our campus. The outcome of our tours and showcases for our coding program has been phenomenal, followed by overwhelming positive feedback.

We began our school year with the goal of listening, reflecting, adapting and improving. Our home visits prior to the start of the new year allowed us to become one with the community we serve, as we welcomed our students and parents (both returning and new) to our campus.

We plan to continue our partnership with UNT, PTA, APD's as well as, Mathnasium of Cedar Hill, and adding more partnerships along the way.

The culture and climate for Waterford Oaks foster a strong sense of community. Overall, students and staff feel that Waterford Oaks is a safe, caring and an inviting place to work and learn. Monthly safety drills are implemented on the campus to promote a safe environment. A campus discipline management plan exists and incorporates an incentive and recognition system for students. Disciplinary policies are proactive with the implementation of a campus disciplinary management plan, Positive Behavior Initiative Support (PBIS), a discipline matrix, and discipline training for teachers. Teachers have received training for Code to the Future, a computer immersion program which incorporates lessons into the curriculum. For the 2018-2019 school, the Ron Clark 10 Essentials will be implemented as a district initiative to support classroom management and reduce the number of referrals for disruptive classroom.

A recognition system has been implemented for teachers and parents in the Longhorn of the Month, Muffins for Moms, and Parent Teacher Association. Students are actively involved in Club Friday activities held during the day, one Friday - three times this school year. Extra-curricular programs such as Robotics, Dynamic Drummers, Choir, and basketball are available to students. All activities are voluntarily led by staff.

Discipline Overview				
	2016-2017	2017-2018		
Discipline Referrals	117	151		
Out of School Suspensions		61		
In School Suspensions		95		
DAEP Placements		6		
Classroom Removals by Ethnicity				
% of total Placements	White	African American	Hispanic	Other

In-School Suspension				
Out-of-School Suspension		95		
DAEP Placements				
SPED Discipline Indicator #5: SPED Total Disciplinary Removals Rate (Ages 3-21)				
	14-15	15-16	16-17	17-18
Number of students ages 3-21 served in special education and reported with action codes 01, 02, 03, 04, 05, 06, 07, 25, 26, 50, 51, 52, 53, 54, or 60				
Number of students served in special education in attendance				
Percentage				
Trends				
	2015-2016	2017-2016	2017-2018	
Attendance				

Perceptions Strengths

All Pro Dads and PTA are active organizations on our campus. Their events are well attended.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: When reviewing discipline data, classroom disruption is the most frequent occurrence. **Root Cause:** Teachers need more professional development on how to identify triggers and ways to intervene before it becomes a problem.

Problem Statement 2: Although we made great gains in year 1 of computer coding, a number of teachers don't feel comfortable that they have the necessary skills to push our scholars to the next level of coding. **Root Cause:** Teachers need professional development on how to code and how to develop integration lessons.

Problem Statement 3: There is no active parental involvement on SBDM committee. **Root Cause:** We need to actively recruit parents to participate on SBDM committee.

Problem Statement 4: Although parental involvement is high in supporting campus events, we need to increase their level of involvement in the learning process. **Root Cause:** We need to establish incentives to draw parents to academic events.

Problem Statement 5: Student consequences for disruptive behaviors do not consistently match the infraction. **Root Cause:** Teachers need to consistently

reteach, model and enforce expectations. Campus needs to provide times to revisit the plan and role play scenarios.

Problem Statement 6: Teachers feel burned out. **Root Cause:** Morale is low.

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Increase the campus overall score from 76 to 80 and earn at least one additional distinction designation based on the 2018-2019 Texas Accountability System.

Performance Objective 1: Improve Tier 1 Instruction to align to Meets and Masters level of performance

Evaluation Data Source(s) 1: Walkthroughs, Assessment Data, PLC Agendas, Lesson Plans

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Walk throughs that monitor and provide feedback on evidence of Tier 1 instructional instructional strategies. PD will be provided on these strategies.</p>	2.4	Principal	Tier 1 instruction will be evident resulting in an increased percentage of scholars meeting grade or high level performance.				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4 Funding Sources: 211- ESEA: Title I, Part A - 38000.00, 199- General Fund - 10000.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Weekly PLCs with emphasis on data analysis and planning. Teachers in tested grades and subjects will also be allowed time for purposeful planning during the school day.</p>	2.4	Principal	Teachers will use data to inform the development of lesson plans to address areas of need.				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 3 Funding Sources: 199- General Fund - 5000.00</p>							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Student data tracking will be conducted to measure and monitor student performance.</p>	2.4	Principal	Teachers will have a structured way to monitor student performance and utilize that data to inform instruction.				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4</p>							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: Only 28% of our scholars met grade level or higher expectations. on the 4th Grade Writing STAAR Assessment. **Root Cause 1:** Teachers need continued professional development on writing across the curriculum.

Problem Statement 2: Only 29% of our scholars met grade level or higher expectations on the STAAR Reading Assessment. **Root Cause 2:** Teachers need professional development at all grade levels on how to teach reading.

Problem Statement 3: Only 26% of our scholars met grade level or higher expectations on the 5th Grade Science Assessment. **Root Cause 3:** A systematic approach needs to be established to ensure that science is being taught with fidelity at all grade levels to ensure scholars are better prepared when they reach 4th grade.

Problem Statement 4: Only 28% of our scholars met grade level or higher expectations in math on the state assessment. **Root Cause 4:** Teachers need professional development at all grade levels to ensure math standards are being taught appropriately to the specificity of the TEKS.

School Processes & Programs

Problem Statement 3: Lesson plans are not consistently given the detail needed to effectively guide instruction. **Root Cause 3:** Teachers need more time to collaborate with one another and plan.

Goal 1: Increase the campus overall score from 76 to 80 and earn at least one additional distinction designation based on the 2018-2019 Texas Accountability System.

Performance Objective 2: Utilize a rigorous RTI process to identify gaps.

Evaluation Data Source(s) 2: RTI Meeting Agenda, Results from the universal screener, Assessment data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 1) Use universal screener in reading and math three times per year.	2.4	Instructional Coach	Provide baseline data and a way to measure progress at the middle of the year and end of the year.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4						
Comprehensive Support Strategy Critical Success Factors CSF 1 2) Utilize RTI Committee to provide resources and strategies to use in the classroom.	2.4	Assistant Principal	Teachers will collaborate and learn proven instructional strategies to assist scholars in the classroom.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4						
Comprehensive Support Strategy 3) Utilize Instructional Coaches and Academic Interventionist to work with teachers and scholars on identified areas of need.	2.4	Principal	Level of instruction will improve and individual needs of scholars will be addressed				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: Only 28% of our scholars met grade level or higher expectations. on the 4th Grade Writing STAAR Assessment. Root Cause 1: Teachers need continued professional development on writing across the curriculum.
Problem Statement 2: Only 29% of our scholars met grade level or higher expectations on the STAAR Reading Assessment. Root Cause 2: Teachers need professional development at all grade levels on how to teach reading.

Problem Statement 3: Only 26% of our scholars met grade level or higher expectations on the 5th Grade Science Assessment. **Root Cause 3:** A systematic approach needs to be established to ensure that science is being taught with fidelity at all grade levels to ensure scholars are better prepared when they reach 4th grade.

Problem Statement 4: Only 28% of our scholars met grade level or higher expectations in math on the state assessment. **Root Cause 4:** Teachers need professional development at all grade levels to ensure math standards are being taught appropriately to the specificity of the TEKS.

Goal 1: Increase the campus overall score from 76 to 80 and earn at least one additional distinction designation based on the 2018-2019 Texas Accountability System.

Performance Objective 3: Improve coding program to help develop scholars ability for critical thinking and problem solving skills.

Evaluation Data Source(s) 3: Documentation of completion of coding projects

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1 integrated coding lesson per six weeks in at least two core curriculum areas in grades 1-5.	2.4	Principal	Scholars will have opportunities to create coding scripts that enhance the curriculum.				
Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 1							
Critical Success Factors CSF 1 CSF 2	2.4	Principal	Scholars will have the opportunity to demonstrate learning through their coding presentations that build upon their critical thinking and problem solving skills				
2) Scholars will have at least three opportunities to showcase their coding talents to staff, scholars, parents, district personnel and other stakeholders.	Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 1						
3) Teachers will be provided coaching support from Code to the Future Coach a minimum of two times per month.	2.4	Principal	Teachers will increase their knowledge coding so they are able to better serve the scholars.				
Problem Statements: School Processes & Programs 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: Only 28% of our scholars met grade level or higher expectations. on the 4th Grade Writing STAAR Assessment. Root Cause 1: Teachers need continued professional development on writing across the curriculum.
Problem Statement 2: Only 29% of our scholars met grade level or higher expectations on the STAAR Reading Assessment. Root Cause 2: Teachers need professional development at all grade levels on how to teach reading.
Problem Statement 3: Only 26% of our scholars met grade level or higher expectations on the 5th Grade Science Assessment. Root Cause 3: A systematic approach needs to established to ensure that science is being taught with fidelity at all grade levels to ensure scholars are better prepared when they reach 4th grade.

Problem Statement 4: Only 28% of our scholars met grade level or higher expectations in math on the state assessment. **Root Cause 4:** Teachers need professional development at all grade levels to ensure math standards are being taught appropriately to the specificity of the TEKS.

School Processes & Programs

Problem Statement 1: Teachers need to increase opportunities for scholars to computer code daily. **Root Cause 1:** Teachers need professional development to ensure they are prepared to support students with computer coding.

Goal 2: Increase the percentage of respondents to climate survey rating the campus positively by 10% by the End-of-Year Climate survey for 2018-2019.

Performance Objective 1: Decrease percentage of submitted discipline referrals by 10%.

Evaluation Data Source(s) 1: Discipline referral report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Teachers will implement team builders three times per week at minimum.	2.4	Principal	Scholars build relationships with one another and develop of sense of community.				
	Problem Statements: Perceptions 1						
2) Develop male leadership group		Music Teacher Principal	Scholars will have opportunities for development of character and leadership roles.				
	Problem Statements: Perceptions 1						
3) Implement a house system to develop leadership, promote high academic performance and encourage appropriate behavior through positive interactions with scholars.	2.5	Principal	Scholars, staff and faculty and other stakeholders will develop a sense of community, ownership and responsibility for the campus as a whole.				
	Funding Sources: 199- General Fund - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: When reviewing discipline data, classroom disruption is the most frequent occurrence. Root Cause 1: Teachers need more professional development on how to identify triggers and ways to intervene before it becomes a problem.

Goal 2: Increase the percentage of respondents to climate survey rating the campus positively by 10% by the End-of-Year Climate survey for 2018-2019.

Performance Objective 2: Decrease percentage of out of school suspensions by 10%

Evaluation Data Source(s) 2: Discipline Report

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Train teachers on the use of restorative practices.	2.5	Assistant Principal	Teachers will learn to foster positive healthy school climates that help scholars learn constructive conflict resolution.				
	Problem Statements: Perceptions 1						
Critical Success Factors CSF 4 2) Establish a PBIS committee	2.5	Assistant Principal	PBIS Committee will monitor evaluate positive behavior systems we have on campus and ways to improve it thereby decreasing negative behaviors .				
	Problem Statements: Perceptions 1, 5						
Critical Success Factors CSF 6 3) Consistently implement the district discipline matrix to ensure consequences match the behavior.	2.5	Assistant Principal	There will be a decline in negative behaviors that result in scholars being removed from class.				
	Problem Statements: Perceptions 1, 5						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: When reviewing discipline data, classroom disruption is the most frequent occurrence. Root Cause 1: Teachers need more professional development on how to identify triggers and ways to intervene before it becomes a problem.
Problem Statement 5: Student consequences for disruptive behaviors do not consistently match the infraction. Root Cause 5: Teachers need to consistently reteach, model and enforce expectations. Campus needs to provide times to revisit the plan and role play scenarios.

Goal 2: Increase the percentage of respondents to climate survey rating the campus positively by 10% by the End-of-Year Climate survey for 2018-2019.

Performance Objective 3: Ensure that parents will feel welcome and valued.

Evaluation Data Source(s) 3: Climate survey

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Fall membership drive for PTA and APD.	2.5	Title I Liasion	Once we have number of members that are committed to these organizations they will participate in events including academic events.				
	Problem Statements: Perceptions 4 Funding Sources: 211- ESEA: Title I, Part A - 500.00						
2) Provide an opportunity for parents to participate in a campus events, at minimum, once per month. Each event will have an academic focus.	2.5	Title 1 Liasion	Parents will become more informed about how they can help their scholars.				
	Problem Statements: Perceptions 4						
Critical Success Factors CSF 6 3) Disseminate monthly information to parents on how to help their scholars in various areas of school.		Title 1 Liasion	Parents will become more informed on how they can help to academically support their scholars.				
	Problem Statements: Perceptions 4						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 4: Although parental involvement is high in supporting campus events, we need to increase their level of involvement in the learning process. Root Cause 4: We need to establish incentives to draw parents to academic events.

Goal 3: The campus turnover rate for faculty will decrease from 21% to 15% by June 30, 2019.

Performance Objective 1: Improve percentage of teachers who are proficient or above on T-TESS Summative Rating

Evaluation Data Source(s) 1: TTESS

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 1) Administrative team will be trained on Get Better Faster.	2.4	Principal	The administrative team will develop in being able to guide teachers to success.				
Problem Statements: Student Academic Achievement 1, 2, 3, 4 Funding Sources: 199- General Fund - 1000.00							
Critical Success Factors CSF 4 2) Develop campus wide protocol for PLCs.	2.5	Principal	Formal process will be established where teachers can collaborate with one another to plan and assess data.				
Problem Statements: Student Academic Achievement 1, 2, 3, 4							
Critical Success Factors CSF 6 CSF 7 3) Develop mentoring system for new teachers.	2.5	Principal	New teachers will get the support needed to have a successful school year.				
Problem Statements: Demographics 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: New teachers who start after the beginning of the school year need additional support to avoid burn out. Root Cause 1: We need a system in place to ensure that teachers who start after the beginning of the year receive appropriate and timely professional development and support.
Student Academic Achievement
Problem Statement 1: Only 28% of our scholars met grade level or higher expectations. on the 4th Grade Writing STAAR Assessment. Root Cause 1: Teachers need continued professional development on writing across the curriculum.

Problem Statement 2: Only 29% of our scholars met grade level or higher expectations on the STAAR Reading Assessment. **Root Cause 2:** Teachers need professional development at all grade levels on how to teach reading.

Problem Statement 3: Only 26% of our scholars met grade level or higher expectations on the 5th Grade Science Assessment. **Root Cause 3:** A systematic approach needs to be established to ensure that science is being taught with fidelity at all grade levels to ensure scholars are better prepared when they reach 4th grade.

Problem Statement 4: Only 28% of our scholars met grade level or higher expectations in math on the state assessment. **Root Cause 4:** Teachers need professional development at all grade levels to ensure math standards are being taught appropriately to the specificity of the TEKS.

Goal 3: The campus turnover rate for faculty will decrease from 21% to 15% by June 30, 2019.

Performance Objective 2: Develop a plan to build teacher capacity.

Evaluation Data Source(s) 2: Sign in sheets

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) All teachers will contribute to at least one campus committee.		Principal	Teachers will buy in to campus initiatives.				
Problem Statements: Perceptions 6							
Critical Success Factors CSF 6 2) During monthly faculty meetings, teachers will have the opportunity to do a training on designated topics/areas of concern.	2.4	Principal	Teachers will feel empowered and will realize their impact on the progress of the campus.				
Problem Statements: Perceptions 6							
Critical Success Factors CSF 6 3) Implement plan for Administrator for the Day a minimum of 4 times during the school year.	2.4	Principal	Teachers will develop appreciation for different aspects of the school.				
Problem Statements: Perceptions 6							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 6: Teachers feel burned out. Root Cause 6: Morale is low.

Goal 3: The campus turnover rate for faculty will decrease from 21% to 15% by June 30, 2019.

Performance Objective 3: Improve teacher satisfaction.

Evaluation Data Source(s) 3: Climate survey

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Monthly morale builders	2.5	Principal	Teachers will be more positive.				
	Problem Statements: Perceptions 6 Funding Sources: 199- General Fund - 500.00						
2) Weekly staff spotlight	2.4	Principals	Teachers will know that their contributions to our campus are valued.				
	Problem Statements: Perceptions 6						
Critical Success Factors CSF 6 3) Monthly teacher recognitions.	2.4	Principal	Teachers will be motivated to duplicate those behaviors and practices being recognized.				
	Problem Statements: Perceptions 6 Funding Sources: 199- General Fund - 500.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 6: Teachers feel burned out. Root Cause 6: Morale is low.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Use universal screener in reading and math three times per year.
1	2	2	Utilize RTI Committee to provide resources and strategies to use in the classroom.
1	2	3	Utilize Instructional Coaches and Academic Interventionist to work with teachers and scholars on identified areas of need.

Campus Funding Summary

199- General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Workshops and Conferences		\$10,000.00
1	1	2	Purposeful Planning		\$5,000.00
2	1	3	Incentives for celebrations and house parties; promotional products	1000	\$0.00
3	1	1	Workshoop		\$1,000.00
3	3	1	Treats, incentives		\$500.00
3	3	3	Incentives and Rewards		\$500.00
Sub-Total					\$17,000.00
211- ESEA: Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Services		\$30,000.00
1	1	1	Materials and resources		\$8,000.00
2	3	1	Incentives		\$500.00
Sub-Total					\$38,500.00
Grand Total					\$55,500.00