

Eagle Mountain-Saginaw Independent School District

Northbrook Elementary

2022-2023 Campus Improvement Plan



Northbrook
ELEMENTARY

Home of the Blazers

Mission Statement

Nurture children, engage minds, ensure learning.

Vision

A school of excellence dedicated to the academic, social, and emotional success of all students

Value Statement

We believe every person, regardless of background, opportunities, or challenges, deserves to be accepted and cared for, so we will show compassion to our students, families, and each other.

We believe everyone has value, so we will model respect for students, families and each other.

We believe that we have a responsibility to ensure that all students learn at high levels, so we will strive for excellence in everything that we do.

We believe that each of us must build strong relationships and develop a servant's heart, so we will serve our students, families, and each other willingly.

We believe that only through teamwork and collaboration can we optimize success for all students, so we will work as a team to achieve our mission, vision, and goals.

Table of Contents

- Comprehensive Needs Assessment 4
- Needs Assessment Overview 4
- Demographics 7
- Student Learning 12
- School Processes & Programs 15
- Perceptions 17
- Priority Problem Statements 18
- Comprehensive Needs Assessment Data Documentation 19
- Goals 20
- Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3) 21
- Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6) 31
- Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8) 36
- RDA Strategies 39
- Targeted Support Strategies 40
- Additional Targeted Support Strategies 41
- Campus Planning Advisory Committee 42
- 2022-2023 Campus Site-Based Committee 43
- Campus Funding Summary 44
- Addendums 45

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Demographics:

Northbrook Elementary Facts:

- Title 1 campus
- 546 students currently enrolled
- 27 languages are represented

Mobility Rate

19-20	20-21	21-22
28%	27.03%	23.21%

Free or Reduced Lunch

19-20	20-21	21-22
68.2%	78.6%	77%
	424/539	422/548

New to NES: 1st - 5th Grade

19-20	20-21	21-22
21%	12%	19%
98/466	54/448	88/465

Mobility Rate

19-20	20-21	21-22
28%	27.03%	23.21%

Student Enrollment by Race

	17-18	18-19	19-20	20-21	21-22
Hispanic	41%	31%		31%	34%
African American	21%	30%		34%	38%
White	25%	24%		18%	16%
Asian	8%	9%		9%	8%
Two or More Races	6%	7%		7%	4%

	17-18	18-19	19-20	20-21	21-22
Pacific Islander	0.2%	0.2%		0	0

Staff at Northbrook consists of approximately 66 members including:

- 1 Principal
- 1 Assistant Principal
- 1 Counselor
- 1 Social Worker
- 1 Long term Librarian
- 26 General Education Teachers
- 2 Special Education Teachers
- 2 Special Education Paraprofessionals
- 1 ACES Teacher
- 2 ACES Paraprofessionals
- 1 Structured Teacher
- 2 Structured Paraprofessionals
- 1 Student Success Academy Teacher
- 1 Student Success Academy Paraprofessional
- 1 Fine Arts Teacher (Music/Art)
- 1 Physical Education Teacher
- 1 Physical Education Paraprofessional
- 1 Computer Lab Aide
- 1 Math Interventionist
- 1 Reading Interventionist
- 1 Math Instructional Coach
- 1 Reading Instructional Coach
- 1 Registered Nurse
- 1 Dyslexia Therapist
- 1 Speech Pathologist
- 1 Cafeteria Manager
- 3 Child Nutritionist
- 2 Custodians
- 3 Cafeteria Monitors
- 2 Office Paraprofessionals

- 1 Principal Secretary

Demographics Strengths

We consider the diversity of our campus to be a strength. Students have opportunities to learn to value each other's differences and unique contributions to the campus.

We are proud to have many Dads that volunteer to be our Watch Dogs. It is wonderful to see how the students interact with the Dads, they are great role models.

Our PTA Continues to work diligently to provide resources for our students and staff.

Teachers communicate with our families via, remind 101, twitter, email, phone calls, in person and TEAMS.

For the second year in a row, we have the Girls on the Run program. This program promotes girl empowerment by teaching life skills through lessons and running. This program is run by our first grade team lead Khara Payblas.

Student council is run by our 3rd grade teacher Katina Walker.

Demographics

Demographics Summary

Northbrook Elementary Facts:

Demographics:

Northbrook Elementary Facts:

- Title 1 campus
- 567 students currently enrolled
- 26 languages are represented

Mobility Rate

19-20	20-21	21-22	22-23
28%	27.03%	23.21%	28%

-

Free or Reduced Lunch

19-20	20-21	21-22	22-23
68.2%	78.6%	77%	
	424/539	422/548	

New to NES: 1st - 5th Grade

19-20	20-21	21-22
21%	12%	19%
98/466	54/448	88/465

Student Enrollment by Race

	17-18	18-19	19-20	20-21	21-22
Hispanic	41%	31%		31%	34%
African American	21%	30%		34%	38%
White	25%	24%		18%	16%
Asian	8%	9%		9%	8%
Two or More Races	6%	7%		7%	4%
Pacific Islander	0.2%	0.2%		0	0

Staff at Northbrook consists of approximately 66 members including:

- 1 Principal
- 1 Assistant Principal
- 1 Intern
- 1 Counselor
- 1 Social Worker
- 1 Librarian
- 29 General Education Teachers
- 2 Special Education Teachers
- 2 Special Education Paraprofessionals

- 1 ACES Teacher
- 2 ACES Paraprofessionals
- 2 Structured Teacher
- 3 Structured Paraprofessionals
- 1 Student Success Academy Teacher
- 1 Student Success Academy Paraprofessional
- 1 Fine Arts Teacher (Music/Art)
- 1 Physical Education Teacher
- 1 Physical Education Paraprofessional
- 1 Computer Lab Aide
- 1 Math Interventionist
- 1 Reading Interventionist
- 1 Math Instructional Coach
- 1 Reading Instructional Coach
- 1 Registered Nurse
- 1 Dyslexia Therapist
- 1 Speech Pathologist
- 1 Cafeteria Manager
- 3 Child Nutritionist
- 2 Custodians
- 3 Cafeteria Monitors
- 2 Office Paraprofessionals
- 1 Principal Secretary

Demographics Strengths

Demographics Strengths

We consider the diversity of our campus to be a strength. Students have opportunities to learn to value each other's differences and unique contributions to the campus.

We are proud to have many Dads that volunteer to be our Watch Dogs. It is wonderful to see how the students interact with the Dads, they are great role models.

Our PTA continues to work diligently to provide resources for our students and staff.

Teachers communicate with our families via Remind 101, Twitter, ClassDojo, email, Smore, phone calls, in-person and TEAMS.

For the second year in a row, we have the Girls on the Run program. This program promotes girl empowerment by teaching life skills through lessons and running.

Student council is comprised of a selection of 3-5 grade students. They help exemplify CREST values and student stewardship.

Counselor and Social Worker meet with students identified through the xSEL assessment and/or parent/teacher requests.

Our SSA coach and para work with staff to identify Tier II and III behavior students for intervention and class support.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our data shows that our low socioeconomic students have traditionally performed significantly below grade level on state assessments. **Root Cause:** Students come to school with a wide range of experiences and differing background knowledge. We are working to get our Tier I instruction and interventions aligned to meet the needs of all students.

Student Learning

Student Learning Summary

Northbrook BAS

EOY 20-21	Total # of students tested	# of Students Below	% of Students Below Level	# of Students On level	% of S on level	# of Students above level	% of S above level	BOY 21-22	Total # of students tested	# of Students Below Level	% of Students Below Level	# of Students On-Level	% of Students On-Level	# of Students Above Level	% of Students Above Level
Kinder	82	46	56%	16	19%	20	24%	Kinder							
First	93	53	56%	10	10%	30	32%	First	80	43	53%	17	36%	20	43%
Second	87	53	60%	5	5%	29	33%	Second	76	45	59%	6	7%	25	32%
Third	53	27	50%	7	13%	18	41%	Third	54	34	62%	3	5%	7	12%
Fourth	96	50	52%	26	27%	20	20%	Fourth	57	25	43%	9	15%	23	40%
Fifth	45	44	97%	1	2%	0		Fifth	39	31	79%	6	15%	2	5%

EOY 21-22	Total # of students tested	# of Students Below Level	% of Students Below Level	# of Students On-Level	% of Students On-Level	# of Students Above Level	% of Students Above Level
Kinder	77	49	63.64	13	16.88	15	19.48
First	80	35	44	3	3.75	42	52.50
Second	91	50	55	13	14.29	28	31
Third	79	60	63	11	13.92	18	22.78
Fourth	64	21	32.81	23	35.94	20	31.25
Fifth	39	21	53.85	18	46.15	0	0

Northbrook STAAR Data

Percentage of Students Approaching Grade Level or Higher

	District Target	16-17	17-18	18-19	19-20 No STARR Data	20-21	21-22	Point off 20-21	Points off District Target
Reading	88%	64%	72%	69%	N/A	50%	72%	+22	-16
Math	85%	64%	78%	71%	N/A	47%	62%	+15	-23
Writing	85%	45%	60%	52%	N/A	38%	N/A	N/A	NA
Science	92%	63%	65%	60%	N/A	36%	53%	+17	-39

21-22 STAAR Data for Northbrook Elementary

3rd Grade

	Approaches	Meets	Masters
Reading	73%	47%	22%
Math	70%	39%	13%

4th Grade

	Approaches	Meets	Masters
Reading	64%	30%	12%
Math	51%	21%	9%
Writing	38%	16%	2%

5th Grade

	Approaches	Meets	Masters
Reading	77%	52%	24%
Math	62%	32%	12%
Science	53%	14%	11%

Student Learning Strengths

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Though increasing, STAAR scores still are not as high as they need to be to ensure that all students are mastering essential grade level standards. **Root Cause:** Students come to school with a wide range of experiences and differing background knowledge. We are still working to get our Tier I instruction and interventions to a sufficient level to meet the needs of all students.

Problem Statement 2 (Prioritized): Large percentages of kindergarten through second grade students, though making growth, are not reading on grade level at the end of the year. **Root Cause:** Our students come to school with a wide range of experiences, including some students with little exposure to literacy in any form, requiring stronger Tier I instruction and more focused intervention.

Problem Statement 3 (Prioritized): Mathematics problem solving continues to be a weakness across grade levels and student groups. **Root Cause:** Current problem solving model is not being used consistently. More vertical alignment is needed.

School Processes & Programs

School Processes & Programs Summary

Daily targeted academic intervention/WIN

Strategic walkthroughs

Leadership meetings

Team Lead meetings

Content specific CLCs

Part-time tutors to support intervention

Response to Intervention processes

Grade level Professional Learning Communities

Targeted professional development

SSA

LiiNK/Positive Action

School Processes & Programs Strengths

- Professional Learning Communities' processes resulted in a much deeper understanding of individual student needs, as well as class, grade level, and campus needs.
- Intervention structure and the hiring of part-time tutors provided for focused, flexible intervention groups.
- Identification of grade level and content area-specific essential standards provided even more focus for intervention.
- Strengthened CARE team process of student identification and goal setting.
- SSA has been instrumental in identifying and providing interventions for Tier 2 and tier 3 students. SSA has also provided solid classroom management supports.
- Social worker provides community support by providing targeted resources to families.
- Counselor provides monthly guidance lessons utilizing the Zones of Regulation curriculum and presents professional development on the TBRI framework.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We will continue our development of the Professional Learning Communities process to foster student growth and alignment of content across grade levels. **Root Cause:** PLCs are moving from learning to application.

Perceptions

Perceptions Summary

The staff and students share our CREST values of compassion, respect, excellence, service and teamwork. These values are integrated into all aspects of our school life. The staff is passionate about serving our students and is open to new ideas and strategies to reach increase student achievement.

We have a small but dedicated PTA, and our campus has been adopted by several local churches. We partner with local high schools who provide mentors for our students, and with the Fort Worth Police Department that provides a volunteer-based reading intervention program for struggling first grade readers.

87% of our 24 community survey respondents rate the overall quality of their child's education at Northbrook as good, very good, or excellent. 13% (three respondents) rate the overall quality as fair or poor.

Perceptions Strengths

96% of our 24 community survey respondents agree that teachers set high learning standards for their children and 96% believe teachers give timely and helpful feedback on their child's schoolwork.

96% of our 24 community survey respondents agree or strongly agree that they feel welcome in our school.

96% of our 24 community survey respondents agree or strongly agree that the school is clean and well-maintained.

Staff survey results in all areas were considerably higher than last year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We do not have a clear understanding of community perceptions of the school. **Root Cause:** Less than five percent of families responded to community survey.

Problem Statement 2 (Prioritized): Only 71% of community respondents believe that school staff members are aware of safety and security procedures. **Root Cause:** Procedures have not been communicated to families.

Problem Statement 3 (Prioritized): Only 65% of staff responding to survey reported being recognized for accomplishments, and only 72% feel appreciated for their work. **Root Cause:** Administration is not recognizing all staff members in a way that makes them feel appreciated.

Priority Problem Statements

Problem Statement 1: We will continue our development of the Professional Learning Communities process to foster student growth and alignment of content across grade levels.

Root Cause 1: PLCs are moving from learning to application.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 4: We do not have a clear understanding of community perceptions of the school.

Root Cause 4: Less than five percent of families responded to community survey.

Problem Statement 4 Areas: Perceptions

Problem Statement 2: Large percentages of kindergarten through second grade students, though making growth, are not reading on grade level at the end of the year.

Root Cause 2: Our students come to school with a wide range of experiences, including some students with little exposure to literacy in any form, requiring stronger Tier I instruction and more focused intervention.

Problem Statement 2 Areas: Student Learning

Problem Statement 5: Only 71% of community respondents believe that school staff members are aware of safety and security procedures.

Root Cause 5: Procedures have not been communicated to families.

Problem Statement 5 Areas: Perceptions

Problem Statement 3: Mathematics problem solving continues to be a weakness across grade levels and student groups.

Root Cause 3: Current problem solving model is not being used consistently. More vertical alignment is needed.

Problem Statement 3 Areas: Student Learning

Problem Statement 6: Only 65% of staff responding to survey reported being recognized for accomplishments, and only 72% feel appreciated for their work.

Root Cause 6: Administration is not recognizing all staff members in a way that makes them feel appreciated.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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)
- Local diagnostic reading assessment data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices





Goals

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 1: All students in kindergarten, first grade and second grade will make one year's growth as measured by BAS.

Evaluation Data Sources: BOY, MOY, and EOY BAS and SLO progress monitoring.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will discuss and implement targeted reading interventions to address specific skill deficits.</p> <p>Strategy's Expected Result/Impact: Students will gain at least one year's growth as measured by BAS and monitored using assessments aligned to specific goals.</p> <p>Staff Responsible for Monitoring: Classroom Teacher Reading Teacher Literacy Interventionist and Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Tutor - 211 - Title 1, Part A - \$5,000</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Reading tutors will enable us to provide more focused small-group intervention.</p> <p>Strategy's Expected Result/Impact: Data-driven intervention groups that will allow campus to close learning gaps.</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>Title I: 2.4, 2.5 Funding Sources: Tutor - 211 - Title 1, Part A - \$9,000</p>	Formative		
	Dec	Mar	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize PLCs and the PDSA cycle to conduct grade level and vertical planning throughout the school year with reading teachers to align and improve reading instruction. Monitor data using student assessments and student data folders.</p> <p>Strategy's Expected Result/Impact: Greater understanding of TEKS, curriculum, best practices and improved alignment of instruction. Therefore, increased instructional effectiveness and student growth.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Interventionist</p> <p>Title I: 2.4</p> <p>Funding Sources: Subs - 211 - Title 1, Part A - \$540</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Grade's K, 1 and 2 will meet with content facilitators once a nine weeks to discuss best practices and ensure aligned, continuous improvement.</p> <p>Strategy's Expected Result/Impact: Greater understanding of reading curriculum/resources and utilization leading to increased student achievement.</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>Title I: 2.6</p> <p>Funding Sources: Subs - 211 - Title 1, Part A - \$270</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 2: By the end of 2022-2023, 80% of the 3rd, 4th and 5th grade students will meet or exceed the expectation of a 70% passing rate on each nine week district common assessment in reading and math.

Evaluation Data Sources: Nine week district common assessment





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement targeted reading and math intervention to address specific skill deficits. Strategy's Expected Result/Impact: Close gaps to increase reading and math levels by end of year. Staff Responsible for Monitoring: Administration, Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6 Funding Sources: Tutor - 211 - Title 1, Part A - \$9,000</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize PLCs and the PDSA cycle to conduct grade level and vertical planning throughout the school year to align and improve reading and math instruction. Monitor data using student assessments and student data folders. Strategy's Expected Result/Impact: Greater understanding of TEKS, curriculum, best practices and improved alignment of instruction. Therefore, increased instructional effectiveness and student growth. Staff Responsible for Monitoring: Administration, Instructional Coach</p> <p>Funding Sources: Subs - 211 - Title 1, Part A - \$720</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Grades 3-5 will meet with content facilitators once a nine weeks to discuss best practices and ensure aligned, continuous improvement and return to campus to present at CLCs. Strategy's Expected Result/Impact: Greater understanding of reading & math curriculum and utilization leading to increased student achievement. Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4 Funding Sources: Subs - 211 - Title 1, Part A - \$270</p>	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: In order to prepare for each common assessment, teachers will use the below strategies:</p> <ul style="list-style-type: none"> -PLC data digs -Lead4Ward resources -High-yield instructional strategies -Backward design lesson planning -ELPS strategies <p>Strategy's Expected Result/Impact: Increase in student achievement on each of the 9 weeks common assessments.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Title Specialists Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: MTSS/CareTeam meetings will be held with campus administrators, instructional specialists/coaches and classroom teachers to review Tier 2 and 3 student data/behavior. Goals will be reviewed, instructional strategies discussed and new goals proposed.</p> <p>Strategy's Expected Result/Impact: Identified students will receive targeted instruction based on their needs and learning styles to close their achievement gaps. Students with behavior needs will receive individualized behavior goals and interventions to help them focus on learning.</p> <p>Staff Responsible for Monitoring: Campus administrators, classroom teachers, instructional coaches, behavior coach, speech language pathologist and reading/math interventionists.</p> <p>As needed, counselor and/or social worker.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 3: By the end of the 2022-2023 school year, 70% of students in grades 4 and 5 served through special education will show at least one year of growth in reading and math as measured by the STAAR reading/math assessment.





Evaluation Data Sources: STAAR results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Special Education teachers will participate in PLCs to support math and reading. Strategy's Expected Result/Impact: Continued academic growth for students served through special education Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Special education teachers will collaborate with general education teachers for instructional practices and content knowledge in math and reading. Strategy's Expected Result/Impact: Continued academic growth for students served through special education. Staff Responsible for Monitoring: Administration and instructional coaches.</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 4: SCIENCE: By the end of the 2022-2023 school year, 70% of students in fifth grade will at least approach/meet grade level standards in science as measured by the STAAR science assessment.

Evaluation Data Sources: STAAR results





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 3-5 science content facilitators will meet once a nine weeks to discuss best practices and ensure aligned, continuous improvement.</p> <p>Strategy's Expected Result/Impact: Greater understanding of science TEKS, curriculum/resources, improved alignment and best practices leading to increased student achievement.</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>Title I: 2.4</p> <p>Funding Sources: Subs - 211 - Title 1, Part A - \$540</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers utilize strategies and best practices based on district recommendations from the science curriculum.</p> <p>Strategy's Expected Result/Impact: Increased awareness of individual performance through use of data folders and individual student goal tracking. An increase in student achievement through assessment scores.</p> <p>Staff Responsible for Monitoring: Science CLCs Teachers Administrators</p> <p>Title I: 2.4</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 5: Math and Reading: By the end of the 2022-2023 school year, 70% of students in third through fifth grade will score "approaches" or better on grade level standards in math /reading as measured by the STAAR assessment.

Evaluation Data Sources: STAAR assessment data, interim assessment data, DCAs, formal and informal assessment data





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Instructional supports will be provided daily, in all grade levels, to address the needs of students for intervention and extension in reading and math.</p> <p>Strategy's Expected Result/Impact: Students will make growth to close academic gaps.</p> <p>Staff Responsible for Monitoring: Administration Classroom Teachers Instructional Coaches Interventionists Tutors</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will monitor progress towards meeting their individualized academic goals using data folders.</p> <p>Strategy's Expected Result/Impact: Students will gain proficiency with setting, monitoring and adjusting their own goals. Increased awareness of individual performance will increase overall student performance and growth.</p> <p>Staff Responsible for Monitoring: Teachers Instructional coaches Interventionists Administration</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Reading and math teachers will utilize the workshop model across all grade levels.</p> <p>Strategy's Expected Result/Impact: Students will have regular opportunities to participate in differentiated, content-rich activities/projects leading to increased learner engagement.</p> <p>Staff Responsible for Monitoring: Teachers Administration Instructional Coaches</p> <p>Title I: 2.4, 2.5</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize Lead4ward resources during PLCs and the PDSA cycle to conduct grade level and vertical planning throughout the school year to align and improve instruction.</p> <p>Strategy's Expected Result/Impact: Increased student understanding and learner engagement, increased student growth on assessments, targeted lessons and instruction</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Administration</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 6: By the end of the 2022-2023 school year, 85% of ELL students will improve their TELPAS reading, writing, listening and speaking scores by one level.

Evaluation Data Sources: TELPAS assessment data, classroom observations and assignments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide staff development to ensure consistent implementation of instructional strategies (ELPS, TELPAS training, etc.)</p> <p>Strategy's Expected Result/Impact: Increase in TELPAS results and teacher knowledge of instructional/ELPS strategies</p> <p>Staff Responsible for Monitoring: Administration District ESL Instructional Coordinator</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 7: All students will have the opportunity to engage in SEL groups with the counselor and/or social worker as identified by teachers, students and parents.

Evaluation Data Sources: xSEL data, teacher and/or parent requests, BCBA evaluations, SSA/Social Worker recommendations

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A SEL and Counseling Advisory Committee has been assembled to collaborate about goal setting, plans of action and implementation toward creating a safe and nurturing environment for all students.</p> <p>Strategy's Expected Result/Impact: Student knowledge and skills on social problem solving and social perspective taking will increase according to the xSEL data.</p> <p>Staff Responsible for Monitoring: Counselor Social Worker Administration Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Through the implementation of the zones of regulation in guidance lessons, SEL groups, classroom support, and/or morning announcements, students will increase their awareness and management of their own feelings and emotions.</p> <p>Strategy's Expected Result/Impact: Increased self-regulation of feelings and emotions in students</p>	Formative		
	Dec	Mar	June

Staff Responsible for Monitoring: Administration

Counselor
Social Worker
SSA Coach


Title I:


2.6

- ESF Levers:

Lever 3: Positive School Culture

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 1: 100% of campus-based professional development will be aligned to the Comprehensive Needs Assessment and district initiatives.

Evaluation Data Sources: Handouts, Notes, and PPTs from PD, Sign-In Sheets from PD

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff will be trained in Hattie and Marzano high-yield strategies throughout the year during Monday staff meetings.</p> <p>Strategy's Expected Result/Impact: Teachers will apply strategies to increase student performance.</p> <p>Staff Responsible for Monitoring: Administration Interventionist Instructional coach</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Staff will continue to be trained to better use the tools available through Lead4Ward.</p> <p>Strategy's Expected Result/Impact: Teachers will have a greater understanding of the Lead4ward resources to drive planning and instruction.</p> <p>Staff Responsible for Monitoring: Administration Teachers Instructional Coaches/Interventionists</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Staff will be provided with ongoing training to utilize available technology (Promethean boards, ipads, laptop) through monthly technology team visits.</p> <p>Strategy's Expected Result/Impact: Increase in quality of technology integration into lessons leading to higher student achievement</p> <p>Staff Responsible for Monitoring: Campus technology specialist District technology team</p>	Formative		
	Dec	Mar	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Staff will be trained in TBRI practices and strategies in accordance to the Aspire 2025 plan.</p> <p>Strategy's Expected Result/Impact: Staff will increase their understanding on connecting, empowering and correcting principles.</p> <p>Staff Responsible for Monitoring: Administration Counselor Social Worker SSA Coach</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 2: The yearly average attendance rate for the 2022-2023 school year will increase from 95.7% to 96.0%.

High Priority





Evaluation Data Sources: PEIMS Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Intervention counselor will contact families of students with 10 or more absences to determine and address root causes of truancy.</p> <p>Strategy's Expected Result/Impact: Increased student attendance</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 2.6</p> <p>Funding Sources: Social Worker - 211 - Title 1, Part A - \$23,000</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Regularly provide families with students that have attendance concerns with research and tools regarding the importance of regular attendance.</p> <p>Strategy's Expected Result/Impact: Increased student attendance</p> <p>Staff Responsible for Monitoring: Intervention Counselor Administration</p> <p>Title I: 2.6</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide Tier 3 attendance students with the opportunity to participate in an attendance incentive program.</p> <p>Strategy's Expected Result/Impact: Decreased unexcused absences for identified students.</p> <p>Staff Responsible for Monitoring: Counselor Administration</p> <p>Title I: 2.6</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 3: The percentage of community members participating in annual parent survey will increase from less than 5% to 15%.





Evaluation Data Sources: 2022 District and Climate Survey for Parents

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Offer incentives to parents and students for parent participation in survey (treats for class with highest percentage, gift card drawing for participating families)</p> <p>Strategy's Expected Result/Impact: A higher number of respondents</p> <p>Staff Responsible for Monitoring: Administration Classroom Teachers</p> <p>Funding Sources: prizes - 199 - General Fund - \$100</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 4: The percentage of survey respondents rating the overall quality of parent/guardian and community involvement with the campus as excellent or good will increase from 42% to 75%.





Evaluation Data Sources: 2021 Parent and Community Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Involve parents in the review of Title I Parent Involvement policy, form and meet with Parent Advisory Committee at least twice during the 2021-2022 school year, and notify parents in numerous way of school wide Title I status.</p> <p>Strategy's Expected Result/Impact: Title I compliance, increased parent involvement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)

Performance Objective 1: 100% of staff and students will receive training in, and follow, the Standard Response Protocol from the I love You Guys Foundation.

Evaluation Data Sources: Handouts and Sign-in Sheet from Safety Training Drill Logs, Drill Debrief Notes.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The entire NES staff will be trained in the Standard Response Protocol, Reunification Protocol, Avoid/Deny/Defend, and Crisis Go.</p> <p>Strategy's Expected Result/Impact: Every staff member will understand how to respond appropriately in the event of a crisis situation on the campus.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The entire NES student body will be trained in the Standard Response Protocol. Students will practice the Standard Response Protocol actions during drills throughout the school year.</p> <p>Strategy's Expected Result/Impact: Every student will understand how to respond appropriately in the event of a crisis situation on the campus.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)

Performance Objective 2: 100% of staff and students will participate in creating and fostering a culture of SEL and mental health at Northbrook Elementary.

Evaluation Data Sources: Bullying Investigation, Suicide Protocol, Threat Assessment Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus CREST store will continue to provide positive behavioral supports for students exhibiting campus CREST values. Strategy's Expected Result/Impact: Fewer classroom disruptions and office referrals Staff Responsible for Monitoring: Special Area Teachers</p> <p>Title I: 2.5</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Bullying will be addressed through counselor guidance lessons delivered to students in every grade level and classroom. Information about the bullying curriculum will be sent home to parents. Strategy's Expected Result/Impact: A greater understanding on the part of students and parents of the definition of bullying; fewer bullying or other antagonistic behaviors Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.5</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Positive Action lessons will be taught daily in all classrooms. Strategy's Expected Result/Impact: Increase in positive student interactions and social emotional skills Staff Responsible for Monitoring: Administration Counselor</p> <p>Title I: 2.5</p>	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Counselor, Intervention Counselor and SSA Teacher will teach social emotional learning to students one-on-one or in groups.</p> <p>Strategy's Expected Result/Impact: Students will learn to manage emotions, set positive goals, show empathy towards others, engage in positive relationships, feel more accepted, be willing to take risks, solve problems effectively, and just love learning.</p> <p>Staff Responsible for Monitoring: Counselor Social Worker SSA Teacher</p> <p>Title I: 2.5</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Kindergarten through fourth grade will implement the LiiNK program.</p> <p>Strategy's Expected Result/Impact: Increased social/emotional wellness, focus, and academic achievement</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: The school counselor will provide mental health staff support and well-being strategies in the newsletter or during designated staff meetings.</p> <p>Strategy's Expected Result/Impact: Increase awareness and implementation of well-being strategies.</p> <p>Staff Responsible for Monitoring: Principal Counselor Intervention Counselor</p>	Formative		
	Dec	Mar	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: School Counselor and Social Worker will provide tips and strategies for parents to help them solve and cope with problems in their everyday lives via the NES parent newsletter, Facebook, TEAMS, email and/or phone calls.</p> <p>Strategy's Expected Result/Impact: Families stress will be alleviated so that the parents are able to help their student function more effectively in school.</p> <p>Staff Responsible for Monitoring: intervention counselor Counselor</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

RDA Strategies

Goal	Objective	Strategy	Description
1	7	1	A SEL and Counseling Advisory Committee has been assembled to collaborate about goal setting, plans of action and implementation toward creating a safe and nurturing environment for all students.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	6	1	Provide staff development to ensure consistent implementation of instructional strategies (ELPS, TELPAS training, etc.)

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	7	1	A SEL and Counseling Advisory Committee has been assembled to collaborate about goal setting, plans of action and implementation toward creating a safe and nurturing environment for all students.

Campus Planning Advisory Committee

Committee Role	Name	Position
Student Success Academy	Christina Bosko	Student Success Academy Coach
Administrator	Magdalena Highlen	Principal
Business Representative	Nikki Suniga	PTA President
District-level Professional	Jennifer Peacock	Instructional Coach
Classroom Teacher	Jillian Golden	SPED Teacher
Classroom Teacher	Kristen Fleming	Pre-K Teacher
Classroom Teacher	Annika Sherwood	Fifth Grade Teacher
Classroom Teacher	Hailee Hogan	Second Grade Teacher
Classroom Teacher	Melissa Locey	Kindergarten Teacher
Classroom Teacher	Katina Walker	Fourth Grade Teacher
Classroom Teacher	Kimberlee Rodgers	Third Grade Teacher
District-level Professional	Jennifer LeGuen	Title I Reading Specialist
Parent	Amber Kemp	Parent
Parent	Travis Wilson	Parent

2022-2023 Campus Site-Based Committee

Committee Role	Name	Position
Non-classroom Professional	Renee Gray	NES Nurse
Paraprofessional	Rochelle Carstens	Special Education Paraprofessional
Non-classroom Professional	Autumn Gililand	Cafeteria Manager
Classroom Teacher	Khara Payblas	NES Teacher
Classroom Teacher	Katina Walker	NES Teacher
Classroom Teacher	Christina Bosko	NES Teacher
Classroom Teacher	Amy Cunningham	NES Teacher
Classroom Teacher	Kimberlee Rodgers	NES Teacher
Community Representative	Bill Ballard	Grandparent
Business Representative	Richard Salazar	Fajita Freak Owner
Parent	Erin Wilson	Parent
Business Representative	Tami Buck	The Creek Curch
Business Representative	Marc Buck	The Creek Curch
Parent	Stephen Jeffrey	Military Parent
Business Representative	David Gomez	Pastor at Calvary Church
Business Representative	Nicholas Hatley	The Calvary Church
Parent	Salvador Martinez	Parent
Parent	Tina Knudson	NES Parent
Principals Secretary	Teresa Nava-Salazar	Principals Secretary

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1	prizes		\$100.00
Sub-Total					\$100.00
211 - Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutor		\$5,000.00
1	1	2	Tutor		\$9,000.00
1	1	3	Subs		\$540.00
1	1	4	Subs		\$270.00
1	2	1	Tutor		\$9,000.00
1	2	2	Subs		\$720.00
1	2	3	Subs		\$270.00
1	4	1	Subs		\$540.00
2	2	1	Social Worker		\$23,000.00
Sub-Total					\$48,340.00

Addendums

Campus Improvement Plan Addendum

Compensatory Ed. Funds Distribution

Northbrook Elementary School

The State Compensatory Education (SCE) funds allocated to our campus for the 2018-19 school year will be utilized to provide supplemental success strategies for at-risk students (TEC defined criteria). These strategies are explained in the previous pages of this plan and the funds identified below will support their implementation.

SCE AMOUNT: \$5,049.96

% of Campus At-Risk 33.7 %

% of EM-S At-Risk 2.5 %

Total EM-S At-Risk 38%

Eagle Mountain-Saginaw Independent School District

Northbrook Elementary

2017-2018 Goals/Performance Objectives/Strategies

Accountability Rating: Met Standard



Mission Statement

Nurture children, engage minds, ensure learning.

Vision

A school of excellence dedicated to the academic, social, and emotional success of all students

Value Statement

As a staff, we will show compassion to our students, families, and each other.

We will model respect for students, families and each other.

We will strive for excellence in everything that we do.

We will serve our students, families, and each other willingly.

We will work as a team to achieve our mission, vision, and goals.

Table of Contents

Goals	4
Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)	4
Goal 2: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Mathematics. (Aspire Strategies 1, 3, 5, 6)	15
Goal 3: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Science. (Aspire Strategies 1, 3, 5, 6)	19
Goal 4: We will commit to a focus on vocabulary instruction for the purpose of increasing reading comprehension and writing skills, particularly in English Language Learners and students living in poverty. (Aspire Strategy 1)	20
Goal 5: We will create a culture that promotes each student's inner drive, focusing on positive student behavior, high attendance rates, and increased parental involvement, providing the opportunity for each student to reach full potential. (Aspire Strategy 4)	21
Goal 6: We will provide each teacher with the resources and opportunities to collaboratively plan the innovative implementation and delivery of the instructional program, focusing on the development of strong Professional Learning Communities. (Aspire Strategies 1, 6)	25
System Safeguard Strategies	27

Goals

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)















Performance Objective 1: LANGUAGE ARTS: By the end of the 2017-2018 school year, 75% of students in kindergarten will read on grade level as measured by DRA assessments.

Evaluation Data Source(s) 1: DRA

Summative Evaluation 1: No progress made toward meeting Performance Objective

Next Year's Recommendation 1: 49% of students reading on grade level (66% at level 4); new goal 70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Provide daily high quality guided reading for all at-risk students, three times weekly guided reading for all on level students, and twice weekly guided reading for all above level students.	1.0, 9.0	Teachers, administrators	Continual improvement in reading levels of all students			
2) Kindergarten team will meet weekly as a professional learning community, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Teachers, Title specialists, administration	Increased teacher understanding of TEKS and district curriculum; more students reading on grade level by the end of the year			
3) Implement targeted reading intervention four days a week to address specific skill deficits	1.0, 2.0, 9.0, 10.0	Teachers, Title teachers, administration, Tutors	Continual improvement in reading levels of all students			
Funding Sources: 199 - State Compensatory Ed - 4788.00						
4) Progress monitor students regularly according to progress monitoring calendar.	1.0, 9.0, 10.0	Teachers, reading specialists	Targeted instruction and intervention			
Funding Sources: 211 - Title 1, Part A - 850.00						
5) Meet monthly to analyze progress monitoring data and adjust intervention groups	1.0, 9.0	Administration, reading specialists	More targeted intervention leading to continual increase in student reading levels			
6) Utilize Fountas and Pinnell phonics instruction program in kindergarten and first grade	1.0, 2.0	Administration, interventionists, teachers	Increased phonics skills leading to increased fluency skills			

7) Kindergarten team will plan reading lessons each nine weeks with district literacy specialist as we continue implementation (year 2) of Lucy Calkins reading curriculum in kindergarten.	1.0, 3.0, 4.0	Administration, district literacy specialist	Increased understanding of curriculum and increased student performance as measured by reading levels			
8) Host a Kindergarten Kick-off to welcome incoming kindergarten students to Northbrook and give parents ways to help their children be more prepared for kindergarten.	7.0, 10.0	Kindergarten teachers, administration	Incoming kindergarten students more prepared for the structure of kindergarten and for beginning of year kindergarten curriculum			
Funding Sources: 211 - Title 1, Part A - 300.00						
9) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 4.0, 10.0	Administrators, campus specialists, teachers	Increased understanding of curriculum and increased student performance			
Funding Sources: 211 - Title 1, Part A - 860.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 2: LANGUAGE ARTS: By the end of the 2017-2018 school year, 61% of students in first grade will read on grade level as measured by DRA assessments.

Evaluation Data Source(s) 2: DRA

Summative Evaluation 2: No progress made toward meeting Performance Objective

Next Year's Recommendation 2: 50% of students reading on grade level; (61% on level 16); new goal 70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Implement targeted reading intervention four days a week to address specific skill deficits	1.0, 2.0, 9.0, 10.0	Teachers, Title teachers, administration	Continual improvement in reading levels of all students			
Funding Sources: 211 - Title 1, Part A - 4788.00						
2) Provide daily high quality guided reading for all at-risk students, three times weekly guided reading for all on level students, and twice weekly guided reading for all above level students.	1.0, 9.0	teachers, administrators	Continual improvement in reading levels of all students			
3) Progress monitor students regularly according to progress monitoring calendar.	1.0, 9.0, 10.0	Teachers, reading specialists	Targeted instruction and intervention			
Funding Sources: 199 - State Compensatory Ed - 1250.00						
4) Meet monthly to analyze progress monitoring data and adjust intervention groups	1.0, 8.0, 9.0	Administration, reading specialists	More targeted intervention leading to continual increase in student reading levels			
5) Utilize Fountas and Pinnell phonics instruction program in kindergarten and first grade	1.0	Administration, interventionists, teachers	Increased phonics skills leading to increased fluency skills			
6) First grade team will plan reading lessons each nine weeks with district literacy specialist as we implement Lucy Calkins reading curriculum in first grade.	3.0, 4.0	Administration, district literacy specialist	Increased understanding of curriculum and increased student performance as measured by reading levels			
7) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 4.0, 10.0	Administration, teachers, campus specialists	Increased understanding of curriculum and increased student achievement			
Funding Sources: 211 - Title 1, Part A - 860.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 3: LANGUAGE ARTS: By the end of the 2017-2018 school year, 75% of students in second grade will read on grade level as measured by DRA assessments.

Evaluation Data Source(s) 3: DRA

Summative Evaluation 3: No progress made toward meeting Performance Objective

Next Year's Recommendation 3: 66% of students reading on grade level; new goal 75%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Implement targeted reading intervention four days a week to address specific skill deficits	1.0, 9.0, 10.0	Teachers, Title teachers, administration	Continual improvement in reading levels of all students			
Funding Sources: 211 - Title 1, Part A - 4088.00, 199 - State Compensatory Ed - 700.00						
2) Provide daily high quality guided reading for all at-risk students, three times weekly guided reading for all on level students, and twice weekly guided reading for all above level students.	1.0, 9.0	teachers, administrators	Continual improvement in reading levels of all students			
3) Second grade team will meet weekly as a professional learning community, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Teachers, Title specialists, administrators	Increased teacher understanding of TEKS and district curriculum; more students reading on grade level by the end of the year.			
4) Progress monitor students regularly according to progress monitoring calendar.	1.0, 9.0, 10.0	Teachers, reading specialists	Targeted instruction and intervention			
Funding Sources: 211 - Title 1, Part A - 1250.00						
5) Meet monthly to analyze progress monitoring data and adjust intervention groups	1.0, 8.0, 9.0	Administration, reading specialists	More targeted intervention leading to continual increase in student reading levels			
6) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 3.0, 4.0	Administration, teachers, campus specialists	Increased understanding of curriculum and increased student achievement			
Funding Sources: 211 - Title 1, Part A - 860.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)









Performance Objective 4: LANGUAGE ARTS: By the end of the 2017-2018 school year, 69% of students in third grade, 61% in fourth grade, and 80% of students in fifth grade will at least approach grade level standards in reading as measured by the STAAR reading assessment.

Evaluation Data Source(s) 4: STAAR

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: 3rd-65%; 4th-67%, 5th-78%; new goals 3rd-70%, 4th-75%, 5th-80%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<p>System Safeguard Strategy</p> <p>1) Implement targeted reading intervention four days a week to address specific skill deficits</p>	1.0, 9.0, 10.0	Teachers, Title reading specialists, administration	Closing of skill gaps for students reading below grade level			
Funding Sources: 211 - Title 1, Part A - 14364.00						
2) Grade level teacher teams will meet weekly as professional learning communities, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Teachers, Title specialists, administrators	Increased teacher understanding of TEKS and district curriculum; increased student achievement; increased yearly growth on STAAR			
<p>System Safeguard Strategy</p> <p>3) Administration, teachers, and reading specialists will meet after each district assessment to analyze data and adjust instruction and intervention groups. Specifically, African American, Hispanic, White, Economically Disadvantaged, Special Education, and ELL groups will be monitored.</p>	1.0, 8.0, 9.0	Administration, reading specialists	More targeted intervention leading to continual increase in student reading levels			
<p>System Safeguard Strategy</p> <p>4) Progress monitor Tier 2 and Tier 3 students regularly according to progress monitoring calendar</p>	1.0, 9.0, 10.0	Teachers, Title specialists	More targeted intervention leading to continual increase in student reading levels			
Funding Sources: 211 - Title 1, Part A - 2950.00						
5) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 3.0, 4.0, 10.0	Administration, teachers, campus specialists	Increased teacher understanding of curriculum and increased student achievement			
Funding Sources: 211 - Title 1, Part A - 1150.00						
6) Representatives from each grade level team will participate in a reading vertical team which meets once a month to support campus reading goals and strengthen campus vertical alignment.	1.0, 3.0, 4.0, 8.0	Administration, campus reading specialists	Aligned instruction, increased student achievement in the area of reading across the campus			

7) Reading Council composed of vertical reading team will meet with campus reading specialists each six weeks for a half day to build capacity and strengthen vertical alignment.	1.0, 3.0, 4.0, 10.0	Administration, campus reading specialists	Aligned instruction, increased student achievement in the area of reading across the campus			
	Funding Sources: 211 - Title 1, Part A - 800.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)












Performance Objective 5: LANGUAGE ARTS: By the end of the 2017-2018 school year, 70% of students in fourth grade will at least approach grade level standards in writing as measured by the STAAR writing assessment.

Evaluation Data Source(s) 5: STAAR

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 5: 55% approaching standard, up from 44% last year; new goal-70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Grade level teacher teams will meet weekly as professional learning communities, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Teachers, Title specialists, administrators	Increased teacher understanding of TEKS and district curriculum; increased student achievement; increased yearly growth on STAAR			
2) Fourth grade teachers will meet with district language arts coordinator each nine weeks to analyze upcoming TEKS and curriculum and plan together.	1.0, 3.0, 4.0	Administrators, district Language Arts coordinator	Deeper understanding of TEKS and district curriculum, increased writing scores			
Funding Sources: 211 - Title 1, Part A - 1200.00						
3) Teachers will incorporate district Language and Conventions supplemental lessons into the daily curriculum (K-5th).	1.0		Improved writing quality and an increase in editing and revision scores on STAAR			
4) Administrators, Title I coaches, and counselor will meet with students individually in the couple of weeks prior to the writing test to allow students to share their writing portfolios and talk about what they do best as a writer.		Administrators	Students will be more motivated to give their best effort on the STAAR assessment.			
5) Use of Grammar Keeper resource to supplement district curriculum		teachers, Title specialists	Increased editing and revision scores on fourth grade STAAR writing			
Funding Sources: 211 - Title 1, Part A - 350.00						
6) Fourth grade teachers will meet with district language arts coordinator after each pre- and post- writing assessment to score compositions together.	1.0, 3.0, 8.0	Administrator, district language arts coordinator	A better understanding of the STAAR writing rubric and state expectations for each score and a closer scoring alignment between teachers			
7) Teachers, administrators, and campus literacy specialists will meet after each district assessment to analyze data and adjust instruction and intervention groups	1.0, 8.0	Administrators, campus literacy specialists, district specialists when available	More targeted instruction and intervention leading to increased writing scores			

8) Representatives from each grade level team will participate in a Writing vertical team which meets once a month to support campus writing goals and strengthen campus vertical alignment.	1.0, 3.0, 4.0, 8.0	Administrators, PLC leader, campus literacy specialists	Aligned instruction, increased student achievement in the area of writing across the campus			
9) Writing Council composed of vertical writing team will meet with district Language Arts coordinator each six weeks for a half day to build capacity and strengthen vertical alignment.	1.0, 3.0, 4.0	Administrators, PLC leaders, campus literacy specialists	Aligned instruction, increased student achievement in the area of writing across the campus			
Funding Sources: 211 - Title 1, Part A - 1120.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						









Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 6: LANGUAGE ARTS: By the end of the 2017-2018 school year, 90% of students in grades 4 and 5 served through special education will show at least one year of growth in reading.

Evaluation Data Source(s) 6: STAAR

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 6: 4th-33%, from 17% last year 5th-62%, from 43% in 16-17; new goal 4th-50%, 5th-70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
System Safeguard Strategy 1) One resource teacher will be a member of reading vertical team and will attend selected CLCs for reading	1.0, 3.0, 4.0	Administrators	Better alignment of curriculum between resource classroom and general education classrooms			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 7: LANGUAGE ARTS: By the end of the 2017-2018 school year, 90% of ELL students in grades 3, 4, and 5 will show at least one year of growth in reading.

Evaluation Data Source(s) 7: STAAR

Summative Evaluation 7:

Next Year's Recommendation 7: 4th-64%, last year 18%, 5th-81% (46% more than a year), last year 67%; new goal 4th-70%, 5th-90%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
System Safeguard Strategy 1) All aspects of Campus Instructional Focus of building Tier 2 and Tier 3 vocabulary target ELL students	1.0	Administration	Increased vocabulary acquisition, resulting in increased reading comprehension			
System Safeguard Strategy 2) Teachers will engage in two after school PD sessions in October reviewing ELL instructional strategies; presented by district bilingual specialist.	1.0, 3.0, 9.0	Administration	Increased ability of teachers to use best practices in ELL instruction			
System Safeguard Strategy 3) ELL student group will be monitored specifically at each data analysis meeting.	1.0, 9.0	Administration, reading specialists, teachers	All students' needs will be identified and addressed.			
System Safeguard Strategy 4) Provide Spanish Weekly Readers for students in third grade bilingual classes as they transition into more English.		Administrator	Increased reading comprehension			
Funding Sources: 211 - Title 1, Part A - 115.00						
System Safeguard Strategy 5) Purchase additional Spanish trade books for use as mentor texts for reading and writing instruction in grades K-2.		Administrators, teachers	Improved instruction and higher reading levels for students			
Funding Sources: 211 - Title 1, Part A - 775.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 8: LANGUAGE ARTS: By the end of the 2017-2018 school year, the percentage of ELL students progressing at least one proficiency level on TELPAS will increase from 61% to 70%.

Evaluation Data Source(s) 8: TELPAS

Summative Evaluation 8:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
System Safeguard Strategy 1) All aspects of Campus Instructional Focus of building Tier 2 and Tier 3 vocabulary target ELL students	1.0	Administration	Increased vocabulary acquisition, resulting in increased reading comprehension			
System Safeguard Strategy 2) Teachers will engage in two after school PD sessions in October reviewing ELL instructional strategies; presented by district bilingual specialist.	1.0, 4.0	Administration	Increased ability of teachers to use best practices in ELL instruction			
System Safeguard Strategy 3) ELL student group will be monitored specifically at each data analysis meeting.	1.0, 8.0, 9.0	Administration, reading specialists, teachers	All students' needs will be identified and addressed.			
System Safeguard Strategy 4) Gomez and Gomez strategies for bilingual education will be implemented in each K-4 classroom.	1.0, 2.0	Administrators, bilingual teachers	Increased English language acquisition and improved Spanish language usage			
System Safeguard Strategy 5) Bilingual teachers will serve as a vertical goal team that meets monthly to study best practices in the Gomez and Gomez model and align instruction across the campus.	1.0, 4.0	Administrators, bilingual teachers	Greater student achievement levels as a result of aligned best practices			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Mathematics. (Aspire Strategies 1, 3, 5, 6)






Performance Objective 1: MATHEMATICS: By the end of the 2017-2018 school year, 75% of students in third grade, 62% of students in fourth grade, and 81% of students in fifth grade will at least approach mastery of grade level standards in mathematics as measured by the STAAR math assessment.

Evaluation Data Source(s) 1: STAAR

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: 3rd-68%, 4th-67%, 5th-88%; new goal 3rd-75%, 4th-75%, 5th-90%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Grade level teacher teams will meet weekly as professional learning communities, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Teachers, Title specialists, administrators	Increasing scores on assessments			
System Safeguard Strategy 2) We will implement targeted math intervention four days a week to address specific skill deficits	1.0, 9.0, 10.0	Teachers, campus math specialists, administrators	Closing of skill gaps for students working below grade level			
Funding Sources: 211 - Title 1, Part A - 14364.00						
System Safeguard Strategy 3) Part-time tutors will provide small group intervention and support small group instruction in targeted math classrooms.	1.0, 9.0	Administration, Title staff	Increased scores on assessments.			
System Safeguard Strategy 4) Administration, teachers, and campus math specialists will meet after each district assessment to analyze data and adjust instruction and intervention groups. Specifically, African American, Hispanic, White, Economically Disadvantaged, Special Education and ELL groups will be monitored.	1.0, 8.0, 9.0	Administration, teachers, math specialists	More targeted intervention leading to continual increase in student reading levels			
5) Math vertical team will address fact fluency campus wide.	10.0	Math vertical team	Increased fact fluency leading to more accurate computation at all grade levels			
Funding Sources: 211 - Title 1, Part A - 2220.00						
6) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 3.0, 4.0, 10.0	Administrators, teachers, campus specialists	Increased teacher understanding of curriculum and increased student achievement			
Funding Sources: 211 - Title 1, Part A - 1150.00						

<p>System Safeguard Strategy</p> <p>7) Parent University nights will be offered to parents of third grade students to help parents better understand how to help their students at home with math as they transition into intermediate math classes.</p>	6.0	Campus math specialists	Greater parent participation and support with third grade math and above	✓	✓	✓
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						









Goal 2: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Mathematics. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 2: MATHEMATICS: By the end of the 2017-2018 school year, 90% of students in grades 4 and 5 served through special education will show at least one year of growth in mathematics.

Evaluation Data Source(s) 2: STAAR

Summative Evaluation 2:

Next Year's Recommendation 2: 4th-67%, from 8% last year; 5th-92%, from 100% last year; new goal 4th-70%, 5th 100%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) One resource teacher will be a member of mathematics vertical team and will attend selected CLCs for mathematics.	1.0, 3.0, 4.0	Administrators	Better alignment of instruction between resource and general education classrooms.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Mathematics. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 3: MATHEMATICS: By the end of the 2017-2018 school year, 90% of ELL students in grades 3, 4, and 5 will show at least one year of growth in mathematics.

Evaluation Data Source(s) 3: STAAR

Summative Evaluation 3:

Next Year's Recommendation 3: 4th-57%, from 40% last year; 5th-63%, no data from last year; new goal 4th-65%, 5th-70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) All aspects of Campus Instructional Focus of building Tier 2 and Tier 3 vocabulary target ELL students	1.0	Administration, teachers	Increased vocabulary acquisition, resulting in increased comprehension of mathematics concepts			
2) Teachers will engage in two after school PD sessions in October reviewing ELL instructional strategies; presented by district bilingual specialist.	1.0, 4.0	Administration, teachers	Increased ability of teachers to use best practices in ELL instruction			
3) ELL student group will be monitored specifically at each data analysis meeting.	1.0, 8.0, 9.0	Administration, Title specialists, teachers	All students' needs will be identified and addressed.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Science. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 1: SCIENCE: By the end of the 2017-2018 school year, 71% of students in fifth grade will show mastery of grade level standards in science as measured by the STAAR science assessment.

Evaluation Data Source(s) 1: STAAR

Summative Evaluation 1: No progress made toward meeting Performance Objective

Next Year's Recommendation 1: 64%; new goal 70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Fifth grade science teachers will meet weekly as a professional learning community, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Administrators, teachers	Increasing scores on assessments			
2) Administration and fourth and fifth grade science teachers will meet after each district assessment to analyze data and adjust instruction.	1.0, 8.0, 9.0	Administrators, teachers	Increased scores on assessments			
3) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 4.0	Administrators, teachers	Increased student achievement scores			
Funding Sources: 211 - Title 1, Part A - 290.00						
4) A vertical team composed of one teacher from first through fifth grades will meet monthly to align instruction across grade levels and target specific areas for improvement.	1.0, 3.0, 4.0	Administrators, science vertical team	Increased teacher understanding of science curriculum and increased student achievement scores			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: We will commit to a focus on vocabulary instruction for the purpose of increasing reading comprehension and writing skills, particularly in English Language Learners and students living in poverty. (Aspire Strategy 1)

Performance Objective 1: By the end of the first semester, all classroom teachers will fully implement the campus plan for building Tier 2 and Tier 3 vocabulary.

Evaluation Data Source(s) 1: Classroom observations of word walls and content area journals

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
System Safeguard Strategy 1) All teachers will be trained in August to implement the campus instructional focus strategies for building vocabulary.	1.0, 4.0	Administration	Teachers will successfully implement plan			
System Safeguard Strategy 2) By the end of the first nine weeks, all teachers will have interactive word walls posted and will incorporate interactive word wall activities into daily lessons.	1.0, 2.0	Administration	Increased student vocabulary			
System Safeguard Strategy 3) By the end of the first six weeks, all classroom teachers will post and keep current content area word walls.	1.0, 2.0	Administration, teachers	Increased understanding of new vocabulary			
System Safeguard Strategy 4) All students will engage in reflective writing at least three times a week in each academic classroom using content area word walls and interactive word walls as vocabulary resources	1.0, 2.0	Administration, teachers	Increased understanding of new vocabulary			
System Safeguard Strategy 5) Purchase trade books to build each classroom library in an effort to increase opportunities for students to self-select high interest books.	1.0	Administration	Increased engagement for wide reading and expanded vocabulary			
System Safeguard Strategy 6) By the end of the first semester, all teachers will incorporate Flocabulary songs and games into lessons on at least a weekly basis.	1.0	Teachers	Increased student vocabulary			
Funding Sources: 211 - Title 1, Part A - 2000.00						
System Safeguard Strategy 7) Teachers will engage in two after school PD sessions to review Marzano vocabulary strategies in the spring.	1.0, 4.0	Administrators	Increase in the number of instructional strategies used to teach vocabulary			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						


















Goal 5: We will create a culture that promotes each student's inner drive, focusing on positive student behavior, high attendance rates, and increased parental involvement, providing the opportunity for each student to reach full potential. (Aspire Strategy 4)

Performance Objective 1: By the end of the 2017-2018 school year, campus office referrals will be reduced by 15% as compared to last year's total. (From 232 referrals to 197 for the school year)

Evaluation Data Source(s) 1: Discipline Reports

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: 39 referrals, but standard for entering referrals was changed

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Lions Quest program for increased social and emotional awareness will continue to be implemented school wide.		teachers, administrators	Reduction in office referrals			
2) We will continue an emphasis on CREST values (compassion, respect, excellence, service, and teamwork) through daily announcements, our daily Blazer pledge, and conversations with individual students.		Administrators, teachers	Students exhibiting the values.			
3) Student incentives will be offered at Blazer store for demonstrating CREST values.		teachers, PBIS committee	Reduction in office referrals			
4) Counselor will work one-on-one and in groups with students who have recurring referrals for fighting or aggressive behavior		Counselor	Reduction in number of office referrals for aggressive behaviors			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: We will create a culture that promotes each student's inner drive, focusing on positive student behavior, high attendance rates, and increased parental involvement, providing the opportunity for each student to reach full potential. (Aspire Strategy 4)

Performance Objective 2: The yearly average attendance rate for the 2017-2018 school year will be 96.5% or higher.

Evaluation Data Source(s) 2: Attendance Reports

Summative Evaluation 2: No progress made toward meeting Performance Objective

Next Year's Recommendation 2: 95.4%; next year's goal 97%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Students with at least 97% attendance for the grading period will receive ribbons and be recognized at pep rallies.	1.0	administration, counselor	Increased attendance			
2) Grade levels and classrooms with highest attendance average will be recognized at pep rally and will receive ice cream at lunch.	1.0	administration, counselor	Increased attendance			
3) Students with patterns of absences will be identified and parents contacted by counselor. Students will participate in a motivational group with counselor. Parents will be contacted regularly.	1.0, 6.0	counselor	Increased attendance of selected students			
4) PTA will provide "spirit sticks" for students who have 97% or better attendance each nine weeks.	1.0	Administrators, PTA	Increased attendance			
5) Attendance goal team will meet monthly to review data and coordinate efforts to increase attendance rate.	1.0	Counselor	Increased attendance			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						















Goal 5: We will create a culture that promotes each student's inner drive, focusing on positive student behavior, high attendance rates, and increased parental involvement, providing the opportunity for each student to reach full potential. (Aspire Strategy 4)

Performance Objective 3: The percentage of parents who report they are satisfied with the opportunities they have to be involved in their child's school will increase from 81% to 85%.

Evaluation Data Source(s) 3: Parent Survey

Summative Evaluation 3: Exceeded Performance Objective

Next Year's Recommendation 3: 96% reported satisfaction; will establish new goal

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Continue to provide support for Watch Dogs group to provide opportunities for fathers to be involved at their child's school.	1.0, 6.0	Counselor	Increased numbers of fathers participating			
2) Host family events such as Meet the Teacher, Curriculum Nights, Math Night, Reading Night, Thanksgiving Feast, PTA programs, and Open House. Add new events: Grandparents' Day Luncheon, Halloween Bash, Breakfast with Santa	1.0, 6.0	Administrators, All Staff, PTA	Increased attendance at each event			
3) Increase visibility of school newsletters by posting on Facebook and website in addition to sending through School Messenger.	1.0, 6.0	Principal	More families will be aware of opportunities to be involved at school			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: We will create a culture that promotes each student's inner drive, focusing on positive student behavior, high attendance rates, and increased parental involvement, providing the opportunity for each student to reach full potential. (Aspire Strategy 4)

Performance Objective 4: 70% of students in grades 3-5 will meet the passing standard on the Fitnessgram.

Evaluation Data Source(s) 4: Fitnessgram

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Next Year's Recommendation 4: 63% of students in HFZ (Healthy Fitness Zone) for aerobic capacity, will set new goal












Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) In addition to regular PE classes, all students will have two 15 minute recess periods.		Administration, teachers	Improved results on Fitnessgram due to increased stamina	✓	✓	✓

Goal 6: We will provide each teacher with the resources and opportunities to collaboratively plan the innovative implementation and delivery of the instructional program, focusing on the development of strong Professional Learning Communities. (Aspire Strategies 1, 6)

Performance Objective 1: Leadership Team members will increase ability to effectively lead Professional Learning Communities and grade level teams.

Evaluation Data Source(s) 1: Leadership team members' self-assessments

Summative Evaluation 1: Met Performance Objective















Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Hold monthly Leadership Team meetings focused on building leadership skills	1.0, 4.0	Administrators	Stronger teams and PLCs			
2) Leadership team will attend PLC conference in San Antonio.	1.0, 4.0, 5.0	Administrator	More effective PLCs			
Funding Sources: 211 - Title 1, Part A - 15000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: We will provide each teacher with the resources and opportunities to collaboratively plan the innovative implementation and delivery of the instructional program, focusing on the development of strong Professional Learning Communities. (Aspire Strategies 1, 6)

Performance Objective 2: All teachers will continue to grow in their understanding and implementation of Continuous Improvement tools and processes

Evaluation Data Source(s) 2: Evidence of classroom strategic goals, data folders, and PDSA usage

Summative Evaluation 2: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) All classroom teachers will post strategic learning goals and charts for monitoring progress towards goals.		Administration, teachers	Students will understand the high expectations their teacher has for them.			
2) All classroom teachers will utilize goal setting and data folders with their students.		Administration, teachers	Students will take more responsibility for their learning.			
3) Teachers in at least two grade levels will begin to use the PDSA process with their students.		Administration, teachers	Students will be more engaged in and take more responsibility for their own learning.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	4	1	Implement targeted reading intervention four days a week to address specific skill deficits
1	4	3	Administration, teachers, and reading specialists will meet after each district assessment to analyze data and adjust instruction and intervention groups. Specifically, African American, Hispanic, White, Economically Disadvantaged, Special Education, and ELL groups will be monitored.
1	4	4	Progress monitor Tier 2 and Tier 3 students regularly according to progress monitoring calendar
1	6	1	One resource teacher will be a member of reading vertical team and will attend selected CLCs for reading
1	7	1	All aspects of Campus Instructional Focus of building Tier 2 and Tier 3 vocabulary target ELL students
1	7	2	Teachers will engage in two after school PD sessions in October reviewing ELL instructional strategies; presented by district bilingual specialist.
1	7	3	ELL student group will be monitored specifically at each data analysis meeting.
1	7	4	Provide Spanish Weekly Readers for students in third grade bilingual classes as they transition into more English.
1	7	5	Purchase additional Spanish trade books for use as mentor texts for reading and writing instruction in grades K-2.
1	8	1	All aspects of Campus Instructional Focus of building Tier 2 and Tier 3 vocabulary target ELL students
1	8	2	Teachers will engage in two after school PD sessions in October reviewing ELL instructional strategies; presented by district bilingual specialist.
1	8	3	ELL student group will be monitored specifically at each data analysis meeting.
1	8	4	Gomez and Gomez strategies for bilingual education will be implemented in each K-4 classroom.
1	8	5	Bilingual teachers will serve as a vertical goal team that meets monthly to study best practices in the Gomez and Gomez model and align instruction across the campus.
2	1	2	We will implement targeted math intervention four days a week to address specific skill deficits
2	1	3	Part-time tutors will provide small group intervention and support small group instruction in targeted math classrooms.
2	1	4	Administration, teachers, and campus math specialists will meet after each district assessment to analyze data and adjust instruction and intervention groups. Specifically, African American, Hispanic, White, Economically Disadvantaged, Special Education and ELL groups will be monitored.
2	1	7	Parent University nights will be offered to parents of third grade students to help parents better understand how to help their students at home with math as they transition into intermediate math classes.
4	1	1	All teachers will be trained in August to implement the campus instructional focus strategies for building vocabulary.

Goal	Objective	Strategy	Description
4	1	2	By the end of the first nine weeks, all teachers will have interactive word walls posted and will incorporate interactive word wall activities into daily lessons.
4	1	3	By the end of the first six weeks, all classroom teachers will post and keep current content area word walls.
4	1	4	All students will engage in reflective writing at least three times a week in each academic classroom using content area word walls and interactive word walls as vocabulary resources
4	1	5	Purchase trade books to build each classroom library in an effort to increase opportunities for students to self-select high interest books.
4	1	6	By the end of the first semester, all teachers will incorporate Flocabulary songs and games into lessons on at least a weekly basis.
4	1	7	Teachers will engage in two after school PD sessions to review Marzano vocabulary strategies in the spring.

Campus Improvement Plan Addendum

Compensatory Ed. Funds Distribution

Northbrook Elementary School

The State Compensatory Education (SCE) funds allocated to our campus for the 2018-19 school year will be utilized to provide supplemental success strategies for at-risk students (TEC defined criteria). These strategies are explained in the previous pages of this plan and the funds identified below will support their implementation.

SCE AMOUNT: \$5,049.96

% of Campus At-Risk 33.7 %

% of EM-S At-Risk 2.5 %

Total EM-S At-Risk 38%

Eagle Mountain-Saginaw Independent School District

Northbrook Elementary

2017-2018 Goals/Performance Objectives/Strategies

Accountability Rating: Met Standard



Northbrook
ELEMENTARY

Home of the Blazers

Mission Statement

Nurture children, engage minds, ensure learning.

Vision

A school of excellence dedicated to the academic, social, and emotional success of all students

Value Statement

As a staff, we will show compassion to our students, families, and each other.

We will model respect for students, families and each other.

We will strive for excellence in everything that we do.

We will serve our students, families, and each other willingly.

We will work as a team to achieve our mission, vision, and goals.

Table of Contents

Goals	4
Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)	4
Goal 2: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Mathematics. (Aspire Strategies 1, 3, 5, 6)	15
Goal 3: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Science. (Aspire Strategies 1, 3, 5, 6)	19
Goal 4: We will commit to a focus on vocabulary instruction for the purpose of increasing reading comprehension and writing skills, particularly in English Language Learners and students living in poverty. (Aspire Strategy 1)	20
Goal 5: We will create a culture that promotes each student's inner drive, focusing on positive student behavior, high attendance rates, and increased parental involvement, providing the opportunity for each student to reach full potential. (Aspire Strategy 4)	21
Goal 6: We will provide each teacher with the resources and opportunities to collaboratively plan the innovative implementation and delivery of the instructional program, focusing on the development of strong Professional Learning Communities. (Aspire Strategies 1, 6)	25
System Safeguard Strategies	27

Goals

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)















Performance Objective 1: LANGUAGE ARTS: By the end of the 2017-2018 school year, 75% of students in kindergarten will read on grade level as measured by DRA assessments.

Evaluation Data Source(s) 1: DRA

Summative Evaluation 1: No progress made toward meeting Performance Objective

Next Year's Recommendation 1: 49% of students reading on grade level (66% at level 4); new goal 70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Provide daily high quality guided reading for all at-risk students, three times weekly guided reading for all on level students, and twice weekly guided reading for all above level students.	1.0, 9.0	Teachers, administrators	Continual improvement in reading levels of all students			
2) Kindergarten team will meet weekly as a professional learning community, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Teachers, Title specialists, administration	Increased teacher understanding of TEKS and district curriculum; more students reading on grade level by the end of the year			
3) Implement targeted reading intervention four days a week to address specific skill deficits	1.0, 2.0, 9.0, 10.0	Teachers, Title teachers, administration, Tutors	Continual improvement in reading levels of all students			
Funding Sources: 199 - State Compensatory Ed - 4788.00						
4) Progress monitor students regularly according to progress monitoring calendar.	1.0, 9.0, 10.0	Teachers, reading specialists	Targeted instruction and intervention			
Funding Sources: 211 - Title 1, Part A - 850.00						
5) Meet monthly to analyze progress monitoring data and adjust intervention groups	1.0, 9.0	Administration, reading specialists	More targeted intervention leading to continual increase in student reading levels			
6) Utilize Fountas and Pinnell phonics instruction program in kindergarten and first grade	1.0, 2.0	Administration, interventionists, teachers	Increased phonics skills leading to increased fluency skills			

7) Kindergarten team will plan reading lessons each nine weeks with district literacy specialist as we continue implementation (year 2) of Lucy Calkins reading curriculum in kindergarten.	1.0, 3.0, 4.0	Administration, district literacy specialist	Increased understanding of curriculum and increased student performance as measured by reading levels			
8) Host a Kindergarten Kick-off to welcome incoming kindergarten students to Northbrook and give parents ways to help their children be more prepared for kindergarten.	7.0, 10.0	Kindergarten teachers, administration	Incoming kindergarten students more prepared for the structure of kindergarten and for beginning of year kindergarten curriculum			
Funding Sources: 211 - Title 1, Part A - 300.00						
9) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 4.0, 10.0	Administrators, campus specialists, teachers	Increased understanding of curriculum and increased student performance			
Funding Sources: 211 - Title 1, Part A - 860.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 2: LANGUAGE ARTS: By the end of the 2017-2018 school year, 61% of students in first grade will read on grade level as measured by DRA assessments.

Evaluation Data Source(s) 2: DRA

Summative Evaluation 2: No progress made toward meeting Performance Objective

Next Year's Recommendation 2: 50% of students reading on grade level; (61% on level 16); new goal 70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Implement targeted reading intervention four days a week to address specific skill deficits	1.0, 2.0, 9.0, 10.0	Teachers, Title teachers, administration	Continual improvement in reading levels of all students			
Funding Sources: 211 - Title 1, Part A - 4788.00						
2) Provide daily high quality guided reading for all at-risk students, three times weekly guided reading for all on level students, and twice weekly guided reading for all above level students.	1.0, 9.0	teachers, administrators	Continual improvement in reading levels of all students			
3) Progress monitor students regularly according to progress monitoring calendar.	1.0, 9.0, 10.0	Teachers, reading specialists	Targeted instruction and intervention			
Funding Sources: 199 - State Compensatory Ed - 1250.00						
4) Meet monthly to analyze progress monitoring data and adjust intervention groups	1.0, 8.0, 9.0	Administration, reading specialists	More targeted intervention leading to continual increase in student reading levels			
5) Utilize Fountas and Pinnell phonics instruction program in kindergarten and first grade	1.0	Administration, interventionists, teachers	Increased phonics skills leading to increased fluency skills			
6) First grade team will plan reading lessons each nine weeks with district literacy specialist as we implement Lucy Calkins reading curriculum in first grade.	3.0, 4.0	Administration, district literacy specialist	Increased understanding of curriculum and increased student performance as measured by reading levels			
7) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 4.0, 10.0	Administration, teachers, campus specialists	Increased understanding of curriculum and increased student achievement			
Funding Sources: 211 - Title 1, Part A - 860.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 3: LANGUAGE ARTS: By the end of the 2017-2018 school year, 75% of students in second grade will read on grade level as measured by DRA assessments.

Evaluation Data Source(s) 3: DRA

Summative Evaluation 3: No progress made toward meeting Performance Objective

Next Year's Recommendation 3: 66% of students reading on grade level; new goal 75%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Implement targeted reading intervention four days a week to address specific skill deficits	1.0, 9.0, 10.0	Teachers, Title teachers, administration	Continual improvement in reading levels of all students			
Funding Sources: 211 - Title 1, Part A - 4088.00, 199 - State Compensatory Ed - 700.00						
2) Provide daily high quality guided reading for all at-risk students, three times weekly guided reading for all on level students, and twice weekly guided reading for all above level students.	1.0, 9.0	teachers, administrators	Continual improvement in reading levels of all students			
3) Second grade team will meet weekly as a professional learning community, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Teachers, Title specialists, administrators	Increased teacher understanding of TEKS and district curriculum; more students reading on grade level by the end of the year.			
4) Progress monitor students regularly according to progress monitoring calendar.	1.0, 9.0, 10.0	Teachers, reading specialists	Targeted instruction and intervention			
Funding Sources: 211 - Title 1, Part A - 1250.00						
5) Meet monthly to analyze progress monitoring data and adjust intervention groups	1.0, 8.0, 9.0	Administration, reading specialists	More targeted intervention leading to continual increase in student reading levels			
6) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 3.0, 4.0	Administration, teachers, campus specialists	Increased understanding of curriculum and increased student achievement			
Funding Sources: 211 - Title 1, Part A - 860.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)









Performance Objective 4: LANGUAGE ARTS: By the end of the 2017-2018 school year, 69% of students in third grade, 61% in fourth grade, and 80% of students in fifth grade will at least approach grade level standards in reading as measured by the STAAR reading assessment.

Evaluation Data Source(s) 4: STAAR

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: 3rd-65%; 4th-67%, 5th-78%; new goals 3rd-70%, 4th-75%, 5th-80%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<p>System Safeguard Strategy</p> <p>1) Implement targeted reading intervention four days a week to address specific skill deficits</p>	1.0, 9.0, 10.0	Teachers, Title reading specialists, administration	Closing of skill gaps for students reading below grade level			
Funding Sources: 211 - Title 1, Part A - 14364.00						
2) Grade level teacher teams will meet weekly as professional learning communities, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Teachers, Title specialists, administrators	Increased teacher understanding of TEKS and district curriculum; increased student achievement; increased yearly growth on STAAR			
<p>System Safeguard Strategy</p> <p>3) Administration, teachers, and reading specialists will meet after each district assessment to analyze data and adjust instruction and intervention groups. Specifically, African American, Hispanic, White, Economically Disadvantaged, Special Education, and ELL groups will be monitored.</p>	1.0, 8.0, 9.0	Administration, reading specialists	More targeted intervention leading to continual increase in student reading levels			
<p>System Safeguard Strategy</p> <p>4) Progress monitor Tier 2 and Tier 3 students regularly according to progress monitoring calendar</p>	1.0, 9.0, 10.0	Teachers, Title specialists	More targeted intervention leading to continual increase in student reading levels			
Funding Sources: 211 - Title 1, Part A - 2950.00						
5) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 3.0, 4.0, 10.0	Administration, teachers, campus specialists	Increased teacher understanding of curriculum and increased student achievement			
Funding Sources: 211 - Title 1, Part A - 1150.00						
6) Representatives from each grade level team will participate in a reading vertical team which meets once a month to support campus reading goals and strengthen campus vertical alignment.	1.0, 3.0, 4.0, 8.0	Administration, campus reading specialists	Aligned instruction, increased student achievement in the area of reading across the campus			

7) Reading Council composed of vertical reading team will meet with campus reading specialists each six weeks for a half day to build capacity and strengthen vertical alignment.	1.0, 3.0, 4.0, 10.0	Administration, campus reading specialists	Aligned instruction, increased student achievement in the area of reading across the campus			
	Funding Sources: 211 - Title 1, Part A - 800.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)












Performance Objective 5: LANGUAGE ARTS: By the end of the 2017-2018 school year, 70% of students in fourth grade will at least approach grade level standards in writing as measured by the STAAR writing assessment.

Evaluation Data Source(s) 5: STAAR

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 5: 55% approaching standard, up from 44% last year; new goal-70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Grade level teacher teams will meet weekly as professional learning communities, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Teachers, Title specialists, administrators	Increased teacher understanding of TEKS and district curriculum; increased student achievement; increased yearly growth on STAAR			
2) Fourth grade teachers will meet with district language arts coordinator each nine weeks to analyze upcoming TEKS and curriculum and plan together.	1.0, 3.0, 4.0	Administrators, district Language Arts coordinator	Deeper understanding of TEKS and district curriculum, increased writing scores			
Funding Sources: 211 - Title 1, Part A - 1200.00						
3) Teachers will incorporate district Language and Conventions supplemental lessons into the daily curriculum (K-5th).	1.0		Improved writing quality and an increase in editing and revision scores on STAAR			
4) Administrators, Title I coaches, and counselor will meet with students individually in the couple of weeks prior to the writing test to allow students to share their writing portfolios and talk about what they do best as a writer.		Administrators	Students will be more motivated to give their best effort on the STAAR assessment.			
5) Use of Grammar Keeper resource to supplement district curriculum		teachers, Title specialists	Increased editing and revision scores on fourth grade STAAR writing			
Funding Sources: 211 - Title 1, Part A - 350.00						
6) Fourth grade teachers will meet with district language arts coordinator after each pre- and post- writing assessment to score compositions together.	1.0, 3.0, 8.0	Administrator, district language arts coordinator	A better understanding of the STAAR writing rubric and state expectations for each score and a closer scoring alignment between teachers			
7) Teachers, administrators, and campus literacy specialists will meet after each district assessment to analyze data and adjust instruction and intervention groups	1.0, 8.0	Administrators, campus literacy specialists, district specialists when available	More targeted instruction and intervention leading to increased writing scores			

8) Representatives from each grade level team will participate in a Writing vertical team which meets once a month to support campus writing goals and strengthen campus vertical alignment.	1.0, 3.0, 4.0, 8.0	Administrators, PLC leader, campus literacy specialists	Aligned instruction, increased student achievement in the area of writing across the campus			
9) Writing Council composed of vertical writing team will meet with district Language Arts coordinator each six weeks for a half day to build capacity and strengthen vertical alignment.	1.0, 3.0, 4.0	Administrators, PLC leaders, campus literacy specialists	Aligned instruction, increased student achievement in the area of writing across the campus			
Funding Sources: 211 - Title 1, Part A - 1120.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						









Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 6: LANGUAGE ARTS: By the end of the 2017-2018 school year, 90% of students in grades 4 and 5 served through special education will show at least one year of growth in reading.

Evaluation Data Source(s) 6: STAAR

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 6: 4th-33%, from 17% last year 5th-62%, from 43% in 16-17; new goal 4th-50%, 5th-70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
System Safeguard Strategy 1) One resource teacher will be a member of reading vertical team and will attend selected CLCs for reading	1.0, 3.0, 4.0	Administrators	Better alignment of curriculum between resource classroom and general education classrooms			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 7: LANGUAGE ARTS: By the end of the 2017-2018 school year, 90% of ELL students in grades 3, 4, and 5 will show at least one year of growth in reading.

Evaluation Data Source(s) 7: STAAR

Summative Evaluation 7:

Next Year's Recommendation 7: 4th-64%, last year 18%, 5th-81% (46% more than a year), last year 67%; new goal 4th-70%, 5th-90%





















Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
System Safeguard Strategy 1) All aspects of Campus Instructional Focus of building Tier 2 and Tier 3 vocabulary target ELL students	1.0	Administration	Increased vocabulary acquisition, resulting in increased reading comprehension			
System Safeguard Strategy 2) Teachers will engage in two after school PD sessions in October reviewing ELL instructional strategies; presented by district bilingual specialist.	1.0, 3.0, 9.0	Administration	Increased ability of teachers to use best practices in ELL instruction			
System Safeguard Strategy 3) ELL student group will be monitored specifically at each data analysis meeting.	1.0, 9.0	Administration, reading specialists, teachers	All students' needs will be identified and addressed.			
System Safeguard Strategy 4) Provide Spanish Weekly Readers for students in third grade bilingual classes as they transition into more English.		Administrator	Increased reading comprehension			
Funding Sources: 211 - Title 1, Part A - 115.00						
System Safeguard Strategy 5) Purchase additional Spanish trade books for use as mentor texts for reading and writing instruction in grades K-2.		Administrators, teachers	Improved instruction and higher reading levels for students			
Funding Sources: 211 - Title 1, Part A - 775.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 8: LANGUAGE ARTS: By the end of the 2017-2018 school year, the percentage of ELL students progressing at least one proficiency level on TELPAS will increase from 61% to 70%.

Evaluation Data Source(s) 8: TELPAS

Summative Evaluation 8:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
System Safeguard Strategy 1) All aspects of Campus Instructional Focus of building Tier 2 and Tier 3 vocabulary target ELL students	1.0	Administration	Increased vocabulary acquisition, resulting in increased reading comprehension			
System Safeguard Strategy 2) Teachers will engage in two after school PD sessions in October reviewing ELL instructional strategies; presented by district bilingual specialist.	1.0, 4.0	Administration	Increased ability of teachers to use best practices in ELL instruction			
System Safeguard Strategy 3) ELL student group will be monitored specifically at each data analysis meeting.	1.0, 8.0, 9.0	Administration, reading specialists, teachers	All students' needs will be identified and addressed.			
System Safeguard Strategy 4) Gomez and Gomez strategies for bilingual education will be implemented in each K-4 classroom.	1.0, 2.0	Administrators, bilingual teachers	Increased English language acquisition and improved Spanish language usage			
System Safeguard Strategy 5) Bilingual teachers will serve as a vertical goal team that meets monthly to study best practices in the Gomez and Gomez model and align instruction across the campus.	1.0, 4.0	Administrators, bilingual teachers	Greater student achievement levels as a result of aligned best practices			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Mathematics. (Aspire Strategies 1, 3, 5, 6)






Performance Objective 1: MATHEMATICS: By the end of the 2017-2018 school year, 75% of students in third grade, 62% of students in fourth grade, and 81% of students in fifth grade will at least approach mastery of grade level standards in mathematics as measured by the STAAR math assessment.

Evaluation Data Source(s) 1: STAAR

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: 3rd-68%, 4th-67%, 5th-88%; new goal 3rd-75%, 4th-75%, 5th-90%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Grade level teacher teams will meet weekly as professional learning communities, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Teachers, Title specialists, administrators	Increasing scores on assessments			
System Safeguard Strategy 2) We will implement targeted math intervention four days a week to address specific skill deficits	1.0, 9.0, 10.0	Teachers, campus math specialists, administrators	Closing of skill gaps for students working below grade level			
Funding Sources: 211 - Title 1, Part A - 14364.00						
System Safeguard Strategy 3) Part-time tutors will provide small group intervention and support small group instruction in targeted math classrooms.	1.0, 9.0	Administration, Title staff	Increased scores on assessments.			
System Safeguard Strategy 4) Administration, teachers, and campus math specialists will meet after each district assessment to analyze data and adjust instruction and intervention groups. Specifically, African American, Hispanic, White, Economically Disadvantaged, Special Education and ELL groups will be monitored.	1.0, 8.0, 9.0	Administration, teachers, math specialists	More targeted intervention leading to continual increase in student reading levels			
5) Math vertical team will address fact fluency campus wide.	10.0	Math vertical team	Increased fact fluency leading to more accurate computation at all grade levels			
Funding Sources: 211 - Title 1, Part A - 2220.00						
6) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 3.0, 4.0, 10.0	Administrators, teachers, campus specialists	Increased teacher understanding of curriculum and increased student achievement			
Funding Sources: 211 - Title 1, Part A - 1150.00						

<p>System Safeguard Strategy</p> <p>7) Parent University nights will be offered to parents of third grade students to help parents better understand how to help their students at home with math as they transition into intermediate math classes.</p>	6.0	Campus math specialists	Greater parent participation and support with third grade math and above	✓	✓	✓
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						









Goal 2: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Mathematics. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 2: MATHEMATICS: By the end of the 2017-2018 school year, 90% of students in grades 4 and 5 served through special education will show at least one year of growth in mathematics.

Evaluation Data Source(s) 2: STAAR

Summative Evaluation 2:

Next Year's Recommendation 2: 4th-67%, from 8% last year; 5th-92%, from 100% last year; new goal 4th-70%, 5th 100%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) One resource teacher will be a member of mathematics vertical team and will attend selected CLCs for mathematics.	1.0, 3.0, 4.0	Administrators	Better alignment of instruction between resource and general education classrooms.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Mathematics. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 3: MATHEMATICS: By the end of the 2017-2018 school year, 90% of ELL students in grades 3, 4, and 5 will show at least one year of growth in mathematics.

Evaluation Data Source(s) 3: STAAR

Summative Evaluation 3:

Next Year's Recommendation 3: 4th-57%, from 40% last year; 5th-63%, no data from last year; new goal 4th-65%, 5th-70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) All aspects of Campus Instructional Focus of building Tier 2 and Tier 3 vocabulary target ELL students	1.0	Administration, teachers	Increased vocabulary acquisition, resulting in increased comprehension of mathematics concepts			
2) Teachers will engage in two after school PD sessions in October reviewing ELL instructional strategies; presented by district bilingual specialist.	1.0, 4.0	Administration, teachers	Increased ability of teachers to use best practices in ELL instruction			
3) ELL student group will be monitored specifically at each data analysis meeting.	1.0, 8.0, 9.0	Administration, Title specialists, teachers	All students' needs will be identified and addressed.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Science. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 1: SCIENCE: By the end of the 2017-2018 school year, 71% of students in fifth grade will show mastery of grade level standards in science as measured by the STAAR science assessment.

Evaluation Data Source(s) 1: STAAR

Summative Evaluation 1: No progress made toward meeting Performance Objective

Next Year's Recommendation 1: 64%; new goal 70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Fifth grade science teachers will meet weekly as a professional learning community, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Administrators, teachers	Increasing scores on assessments			
2) Administration and fourth and fifth grade science teachers will meet after each district assessment to analyze data and adjust instruction.	1.0, 8.0, 9.0	Administrators, teachers	Increased scores on assessments			
3) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 4.0	Administrators, teachers	Increased student achievement scores			
Funding Sources: 211 - Title 1, Part A - 290.00						
4) A vertical team composed of one teacher from first through fifth grades will meet monthly to align instruction across grade levels and target specific areas for improvement.	1.0, 3.0, 4.0	Administrators, science vertical team	Increased teacher understanding of science curriculum and increased student achievement scores			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: We will commit to a focus on vocabulary instruction for the purpose of increasing reading comprehension and writing skills, particularly in English Language Learners and students living in poverty. (Aspire Strategy 1)

Performance Objective 1: By the end of the first semester, all classroom teachers will fully implement the campus plan for building Tier 2 and Tier 3 vocabulary.

Evaluation Data Source(s) 1: Classroom observations of word walls and content area journals

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
System Safeguard Strategy 1) All teachers will be trained in August to implement the campus instructional focus strategies for building vocabulary.	1.0, 4.0	Administration	Teachers will successfully implement plan			
System Safeguard Strategy 2) By the end of the first nine weeks, all teachers will have interactive word walls posted and will incorporate interactive word wall activities into daily lessons.	1.0, 2.0	Administration	Increased student vocabulary			
System Safeguard Strategy 3) By the end of the first six weeks, all classroom teachers will post and keep current content area word walls.	1.0, 2.0	Administration, teachers	Increased understanding of new vocabulary			
System Safeguard Strategy 4) All students will engage in reflective writing at least three times a week in each academic classroom using content area word walls and interactive word walls as vocabulary resources	1.0, 2.0	Administration, teachers	Increased understanding of new vocabulary			
System Safeguard Strategy 5) Purchase trade books to build each classroom library in an effort to increase opportunities for students to self-select high interest books.	1.0	Administration	Increased engagement for wide reading and expanded vocabulary			
System Safeguard Strategy 6) By the end of the first semester, all teachers will incorporate Flocabulary songs and games into lessons on at least a weekly basis.	1.0	Teachers	Increased student vocabulary			
Funding Sources: 211 - Title 1, Part A - 2000.00						
System Safeguard Strategy 7) Teachers will engage in two after school PD sessions to review Marzano vocabulary strategies in the spring.	1.0, 4.0	Administrators	Increase in the number of instructional strategies used to teach vocabulary			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 5: We will create a culture that promotes each student's inner drive, focusing on positive student behavior, high attendance rates, and increased parental involvement, providing the opportunity for each student to reach full potential. (Aspire Strategy 4)

Performance Objective 1: By the end of the 2017-2018 school year, campus office referrals will be reduced by 15% as compared to last year's total. (From 232 referrals to 197 for the school year)

Evaluation Data Source(s) 1: Discipline Reports

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: 39 referrals, but standard for entering referrals was changed

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Lions Quest program for increased social and emotional awareness will continue to be implemented school wide.		teachers, administrators	Reduction in office referrals			
2) We will continue an emphasis on CREST values (compassion, respect, excellence, service, and teamwork) through daily announcements, our daily Blazer pledge, and conversations with individual students.		Administrators, teachers	Students exhibiting the values.			
3) Student incentives will be offered at Blazer store for demonstrating CREST values.		teachers, PBIS committee	Reduction in office referrals			
4) Counselor will work one-on-one and in groups with students who have recurring referrals for fighting or aggressive behavior		Counselor	Reduction in number of office referrals for aggressive behaviors			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 5: We will create a culture that promotes each student's inner drive, focusing on positive student behavior, high attendance rates, and increased parental involvement, providing the opportunity for each student to reach full potential. (Aspire Strategy 4)

Performance Objective 2: The yearly average attendance rate for the 2017-2018 school year will be 96.5% or higher.

Evaluation Data Source(s) 2: Attendance Reports

Summative Evaluation 2: No progress made toward meeting Performance Objective

Next Year's Recommendation 2: 95.4%; next year's goal 97%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Students with at least 97% attendance for the grading period will receive ribbons and be recognized at pep rallies.	1.0	administration, counselor	Increased attendance			
2) Grade levels and classrooms with highest attendance average will be recognized at pep rally and will receive ice cream at lunch.	1.0	administration, counselor	Increased attendance			
3) Students with patterns of absences will be identified and parents contacted by counselor. Students will participate in a motivational group with counselor. Parents will be contacted regularly.	1.0, 6.0	counselor	Increased attendance of selected students			
4) PTA will provide "spirit sticks" for students who have 97% or better attendance each nine weeks.	1.0	Administrators, PTA	Increased attendance			
5) Attendance goal team will meet monthly to review data and coordinate efforts to increase attendance rate.	1.0	Counselor	Increased attendance			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						















Goal 5: We will create a culture that promotes each student's inner drive, focusing on positive student behavior, high attendance rates, and increased parental involvement, providing the opportunity for each student to reach full potential. (Aspire Strategy 4)

Performance Objective 3: The percentage of parents who report they are satisfied with the opportunities they have to be involved in their child's school will increase from 81% to 85%.

Evaluation Data Source(s) 3: Parent Survey

Summative Evaluation 3: Exceeded Performance Objective

Next Year's Recommendation 3: 96% reported satisfaction; will establish new goal

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Continue to provide support for Watch Dogs group to provide opportunities for fathers to be involved at their child's school.	1.0, 6.0	Counselor	Increased numbers of fathers participating			
2) Host family events such as Meet the Teacher, Curriculum Nights, Math Night, Reading Night, Thanksgiving Feast, PTA programs, and Open House. Add new events: Grandparents' Day Luncheon, Halloween Bash, Breakfast with Santa	1.0, 6.0	Administrators, All Staff, PTA	Increased attendance at each event			
3) Increase visibility of school newsletters by posting on Facebook and website in addition to sending through School Messenger.	1.0, 6.0	Principal	More families will be aware of opportunities to be involved at school			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: We will create a culture that promotes each student's inner drive, focusing on positive student behavior, high attendance rates, and increased parental involvement, providing the opportunity for each student to reach full potential. (Aspire Strategy 4)

Performance Objective 4: 70% of students in grades 3-5 will meet the passing standard on the Fitnessgram.

Evaluation Data Source(s) 4: Fitnessgram

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Next Year's Recommendation 4: 63% of students in HFZ (Healthy Fitness Zone) for aerobic capacity, will set new goal












Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) In addition to regular PE classes, all students will have two 15 minute recess periods.		Administration, teachers	Improved results on Fitnessgram due to increased stamina			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 6: We will provide each teacher with the resources and opportunities to collaboratively plan the innovative implementation and delivery of the instructional program, focusing on the development of strong Professional Learning Communities. (Aspire Strategies 1, 6)

Performance Objective 1: Leadership Team members will increase ability to effectively lead Professional Learning Communities and grade level teams.

Evaluation Data Source(s) 1: Leadership team members' self-assessments

Summative Evaluation 1: Met Performance Objective















Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Hold monthly Leadership Team meetings focused on building leadership skills	1.0, 4.0	Administrators	Stronger teams and PLCs			
2) Leadership team will attend PLC conference in San Antonio.	1.0, 4.0, 5.0	Administrator	More effective PLCs			
Funding Sources: 211 - Title 1, Part A - 15000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: We will provide each teacher with the resources and opportunities to collaboratively plan the innovative implementation and delivery of the instructional program, focusing on the development of strong Professional Learning Communities. (Aspire Strategies 1, 6)

Performance Objective 2: All teachers will continue to grow in their understanding and implementation of Continuous Improvement tools and processes

Evaluation Data Source(s) 2: Evidence of classroom strategic goals, data folders, and PDSA usage

Summative Evaluation 2: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) All classroom teachers will post strategic learning goals and charts for monitoring progress towards goals.		Administration, teachers	Students will understand the high expectations their teacher has for them.			
2) All classroom teachers will utilize goal setting and data folders with their students.		Administration, teachers	Students will take more responsibility for their learning.			
3) Teachers in at least two grade levels will begin to use the PDSA process with their students.		Administration, teachers	Students will be more engaged in and take more responsibility for their own learning.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	4	1	Implement targeted reading intervention four days a week to address specific skill deficits
1	4	3	Administration, teachers, and reading specialists will meet after each district assessment to analyze data and adjust instruction and intervention groups. Specifically, African American, Hispanic, White, Economically Disadvantaged, Special Education, and ELL groups will be monitored.
1	4	4	Progress monitor Tier 2 and Tier 3 students regularly according to progress monitoring calendar
1	6	1	One resource teacher will be a member of reading vertical team and will attend selected CLCs for reading
1	7	1	All aspects of Campus Instructional Focus of building Tier 2 and Tier 3 vocabulary target ELL students
1	7	2	Teachers will engage in two after school PD sessions in October reviewing ELL instructional strategies; presented by district bilingual specialist.
1	7	3	ELL student group will be monitored specifically at each data analysis meeting.
1	7	4	Provide Spanish Weekly Readers for students in third grade bilingual classes as they transition into more English.
1	7	5	Purchase additional Spanish trade books for use as mentor texts for reading and writing instruction in grades K-2.
1	8	1	All aspects of Campus Instructional Focus of building Tier 2 and Tier 3 vocabulary target ELL students
1	8	2	Teachers will engage in two after school PD sessions in October reviewing ELL instructional strategies; presented by district bilingual specialist.
1	8	3	ELL student group will be monitored specifically at each data analysis meeting.
1	8	4	Gomez and Gomez strategies for bilingual education will be implemented in each K-4 classroom.
1	8	5	Bilingual teachers will serve as a vertical goal team that meets monthly to study best practices in the Gomez and Gomez model and align instruction across the campus.
2	1	2	We will implement targeted math intervention four days a week to address specific skill deficits
2	1	3	Part-time tutors will provide small group intervention and support small group instruction in targeted math classrooms.
2	1	4	Administration, teachers, and campus math specialists will meet after each district assessment to analyze data and adjust instruction and intervention groups. Specifically, African American, Hispanic, White, Economically Disadvantaged, Special Education and ELL groups will be monitored.
2	1	7	Parent University nights will be offered to parents of third grade students to help parents better understand how to help their students at home with math as they transition into intermediate math classes.
4	1	1	All teachers will be trained in August to implement the campus instructional focus strategies for building vocabulary.

Goal	Objective	Strategy	Description
4	1	2	By the end of the first nine weeks, all teachers will have interactive word walls posted and will incorporate interactive word wall activities into daily lessons.
4	1	3	By the end of the first six weeks, all classroom teachers will post and keep current content area word walls.
4	1	4	All students will engage in reflective writing at least three times a week in each academic classroom using content area word walls and interactive word walls as vocabulary resources
4	1	5	Purchase trade books to build each classroom library in an effort to increase opportunities for students to self-select high interest books.
4	1	6	By the end of the first semester, all teachers will incorporate Flocabulary songs and games into lessons on at least a weekly basis.
4	1	7	Teachers will engage in two after school PD sessions to review Marzano vocabulary strategies in the spring.

Campus Improvement Plan Addendum

Compensatory Ed. Funds Distribution

Northbrook Elementary School

The State Compensatory Education (SCE) funds allocated to our campus for the 2018-19 school year will be utilized to provide supplemental success strategies for at-risk students (TEC defined criteria). These strategies are explained in the previous pages of this plan and the funds identified below will support their implementation.

SCE AMOUNT: \$5,049.96

% of Campus At-Risk 33.7 %

% of EM-S At-Risk 2.5 %

Total EM-S At-Risk 38%

Eagle Mountain-Saginaw Independent School District

Northbrook Elementary

2017-2018 Goals/Performance Objectives/Strategies

Accountability Rating: Met Standard



Northbrook
ELEMENTARY

Home of the Blazers

Mission Statement

Nurture children, engage minds, ensure learning.

Vision

A school of excellence dedicated to the academic, social, and emotional success of all students

Value Statement

As a staff, we will show compassion to our students, families, and each other.

We will model respect for students, families and each other.

We will strive for excellence in everything that we do.

We will serve our students, families, and each other willingly.

We will work as a team to achieve our mission, vision, and goals.

Table of Contents

Goals	4
Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)	4
Goal 2: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Mathematics. (Aspire Strategies 1, 3, 5, 6)	15
Goal 3: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Science. (Aspire Strategies 1, 3, 5, 6)	19
Goal 4: We will commit to a focus on vocabulary instruction for the purpose of increasing reading comprehension and writing skills, particularly in English Language Learners and students living in poverty. (Aspire Strategy 1)	20
Goal 5: We will create a culture that promotes each student's inner drive, focusing on positive student behavior, high attendance rates, and increased parental involvement, providing the opportunity for each student to reach full potential. (Aspire Strategy 4)	21
Goal 6: We will provide each teacher with the resources and opportunities to collaboratively plan the innovative implementation and delivery of the instructional program, focusing on the development of strong Professional Learning Communities. (Aspire Strategies 1, 6)	25
System Safeguard Strategies	27

Goals

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)















Performance Objective 1: LANGUAGE ARTS: By the end of the 2017-2018 school year, 75% of students in kindergarten will read on grade level as measured by DRA assessments.

Evaluation Data Source(s) 1: DRA

Summative Evaluation 1: No progress made toward meeting Performance Objective

Next Year's Recommendation 1: 49% of students reading on grade level (66% at level 4); new goal 70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Provide daily high quality guided reading for all at-risk students, three times weekly guided reading for all on level students, and twice weekly guided reading for all above level students.	1.0, 9.0	Teachers, administrators	Continual improvement in reading levels of all students			
2) Kindergarten team will meet weekly as a professional learning community, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Teachers, Title specialists, administration	Increased teacher understanding of TEKS and district curriculum; more students reading on grade level by the end of the year			
3) Implement targeted reading intervention four days a week to address specific skill deficits	1.0, 2.0, 9.0, 10.0	Teachers, Title teachers, administration, Tutors	Continual improvement in reading levels of all students			
Funding Sources: 199 - State Compensatory Ed - 4788.00						
4) Progress monitor students regularly according to progress monitoring calendar.	1.0, 9.0, 10.0	Teachers, reading specialists	Targeted instruction and intervention			
Funding Sources: 211 - Title 1, Part A - 850.00						
5) Meet monthly to analyze progress monitoring data and adjust intervention groups	1.0, 9.0	Administration, reading specialists	More targeted intervention leading to continual increase in student reading levels			
6) Utilize Fountas and Pinnell phonics instruction program in kindergarten and first grade	1.0, 2.0	Administration, interventionists, teachers	Increased phonics skills leading to increased fluency skills			

7) Kindergarten team will plan reading lessons each nine weeks with district literacy specialist as we continue implementation (year 2) of Lucy Calkins reading curriculum in kindergarten.	1.0, 3.0, 4.0	Administration, district literacy specialist	Increased understanding of curriculum and increased student performance as measured by reading levels			
8) Host a Kindergarten Kick-off to welcome incoming kindergarten students to Northbrook and give parents ways to help their children be more prepared for kindergarten.	7.0, 10.0	Kindergarten teachers, administration	Incoming kindergarten students more prepared for the structure of kindergarten and for beginning of year kindergarten curriculum			
Funding Sources: 211 - Title 1, Part A - 300.00						
9) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 4.0, 10.0	Administrators, campus specialists, teachers	Increased understanding of curriculum and increased student performance			
Funding Sources: 211 - Title 1, Part A - 860.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 2: LANGUAGE ARTS: By the end of the 2017-2018 school year, 61% of students in first grade will read on grade level as measured by DRA assessments.

Evaluation Data Source(s) 2: DRA

Summative Evaluation 2: No progress made toward meeting Performance Objective

Next Year's Recommendation 2: 50% of students reading on grade level; (61% on level 16); new goal 70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Implement targeted reading intervention four days a week to address specific skill deficits	1.0, 2.0, 9.0, 10.0	Teachers, Title teachers, administration	Continual improvement in reading levels of all students			
Funding Sources: 211 - Title 1, Part A - 4788.00						
2) Provide daily high quality guided reading for all at-risk students, three times weekly guided reading for all on level students, and twice weekly guided reading for all above level students.	1.0, 9.0	teachers, administrators	Continual improvement in reading levels of all students			
3) Progress monitor students regularly according to progress monitoring calendar.	1.0, 9.0, 10.0	Teachers, reading specialists	Targeted instruction and intervention			
Funding Sources: 199 - State Compensatory Ed - 1250.00						
4) Meet monthly to analyze progress monitoring data and adjust intervention groups	1.0, 8.0, 9.0	Administration, reading specialists	More targeted intervention leading to continual increase in student reading levels			
5) Utilize Fountas and Pinnell phonics instruction program in kindergarten and first grade	1.0	Administration, interventionists, teachers	Increased phonics skills leading to increased fluency skills			
6) First grade team will plan reading lessons each nine weeks with district literacy specialist as we implement Lucy Calkins reading curriculum in first grade.	3.0, 4.0	Administration, district literacy specialist	Increased understanding of curriculum and increased student performance as measured by reading levels			
7) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 4.0, 10.0	Administration, teachers, campus specialists	Increased understanding of curriculum and increased student achievement			
Funding Sources: 211 - Title 1, Part A - 860.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 3: LANGUAGE ARTS: By the end of the 2017-2018 school year, 75% of students in second grade will read on grade level as measured by DRA assessments.

Evaluation Data Source(s) 3: DRA

Summative Evaluation 3: No progress made toward meeting Performance Objective

Next Year's Recommendation 3: 66% of students reading on grade level; new goal 75%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Implement targeted reading intervention four days a week to address specific skill deficits	1.0, 9.0, 10.0	Teachers, Title teachers, administration	Continual improvement in reading levels of all students			
Funding Sources: 211 - Title 1, Part A - 4088.00, 199 - State Compensatory Ed - 700.00						
2) Provide daily high quality guided reading for all at-risk students, three times weekly guided reading for all on level students, and twice weekly guided reading for all above level students.	1.0, 9.0	teachers, administrators	Continual improvement in reading levels of all students			
3) Second grade team will meet weekly as a professional learning community, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Teachers, Title specialists, administrators	Increased teacher understanding of TEKS and district curriculum; more students reading on grade level by the end of the year.			
4) Progress monitor students regularly according to progress monitoring calendar.	1.0, 9.0, 10.0	Teachers, reading specialists	Targeted instruction and intervention			
Funding Sources: 211 - Title 1, Part A - 1250.00						
5) Meet monthly to analyze progress monitoring data and adjust intervention groups	1.0, 8.0, 9.0	Administration, reading specialists	More targeted intervention leading to continual increase in student reading levels			
6) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 3.0, 4.0	Administration, teachers, campus specialists	Increased understanding of curriculum and increased student achievement			
Funding Sources: 211 - Title 1, Part A - 860.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)









Performance Objective 4: LANGUAGE ARTS: By the end of the 2017-2018 school year, 69% of students in third grade, 61% in fourth grade, and 80% of students in fifth grade will at least approach grade level standards in reading as measured by the STAAR reading assessment.

Evaluation Data Source(s) 4: STAAR

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: 3rd-65%; 4th-67%, 5th-78%; new goals 3rd-70%, 4th-75%, 5th-80%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<p>System Safeguard Strategy</p> <p>1) Implement targeted reading intervention four days a week to address specific skill deficits</p>	1.0, 9.0, 10.0	Teachers, Title reading specialists, administration	Closing of skill gaps for students reading below grade level			
Funding Sources: 211 - Title 1, Part A - 14364.00						
2) Grade level teacher teams will meet weekly as professional learning communities, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Teachers, Title specialists, administrators	Increased teacher understanding of TEKS and district curriculum; increased student achievement; increased yearly growth on STAAR			
<p>System Safeguard Strategy</p> <p>3) Administration, teachers, and reading specialists will meet after each district assessment to analyze data and adjust instruction and intervention groups. Specifically, African American, Hispanic, White, Economically Disadvantaged, Special Education, and ELL groups will be monitored.</p>	1.0, 8.0, 9.0	Administration, reading specialists	More targeted intervention leading to continual increase in student reading levels			
<p>System Safeguard Strategy</p> <p>4) Progress monitor Tier 2 and Tier 3 students regularly according to progress monitoring calendar</p>	1.0, 9.0, 10.0	Teachers, Title specialists	More targeted intervention leading to continual increase in student reading levels			
Funding Sources: 211 - Title 1, Part A - 2950.00						
5) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 3.0, 4.0, 10.0	Administration, teachers, campus specialists	Increased teacher understanding of curriculum and increased student achievement			
Funding Sources: 211 - Title 1, Part A - 1150.00						
6) Representatives from each grade level team will participate in a reading vertical team which meets once a month to support campus reading goals and strengthen campus vertical alignment.	1.0, 3.0, 4.0, 8.0	Administration, campus reading specialists	Aligned instruction, increased student achievement in the area of reading across the campus			

7) Reading Council composed of vertical reading team will meet with campus reading specialists each six weeks for a half day to build capacity and strengthen vertical alignment.	1.0, 3.0, 4.0, 10.0	Administration, campus reading specialists	Aligned instruction, increased student achievement in the area of reading across the campus			
	Funding Sources: 211 - Title 1, Part A - 800.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)












Performance Objective 5: LANGUAGE ARTS: By the end of the 2017-2018 school year, 70% of students in fourth grade will at least approach grade level standards in writing as measured by the STAAR writing assessment.

Evaluation Data Source(s) 5: STAAR

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 5: 55% approaching standard, up from 44% last year; new goal-70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Grade level teacher teams will meet weekly as professional learning communities, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Teachers, Title specialists, administrators	Increased teacher understanding of TEKS and district curriculum; increased student achievement; increased yearly growth on STAAR			
2) Fourth grade teachers will meet with district language arts coordinator each nine weeks to analyze upcoming TEKS and curriculum and plan together.	1.0, 3.0, 4.0	Administrators, district Language Arts coordinator	Deeper understanding of TEKS and district curriculum, increased writing scores			
Funding Sources: 211 - Title 1, Part A - 1200.00						
3) Teachers will incorporate district Language and Conventions supplemental lessons into the daily curriculum (K-5th).	1.0		Improved writing quality and an increase in editing and revision scores on STAAR			
4) Administrators, Title I coaches, and counselor will meet with students individually in the couple of weeks prior to the writing test to allow students to share their writing portfolios and talk about what they do best as a writer.		Administrators	Students will be more motivated to give their best effort on the STAAR assessment.			
5) Use of Grammar Keeper resource to supplement district curriculum		teachers, Title specialists	Increased editing and revision scores on fourth grade STAAR writing			
Funding Sources: 211 - Title 1, Part A - 350.00						
6) Fourth grade teachers will meet with district language arts coordinator after each pre- and post- writing assessment to score compositions together.	1.0, 3.0, 8.0	Administrator, district language arts coordinator	A better understanding of the STAAR writing rubric and state expectations for each score and a closer scoring alignment between teachers			
7) Teachers, administrators, and campus literacy specialists will meet after each district assessment to analyze data and adjust instruction and intervention groups	1.0, 8.0	Administrators, campus literacy specialists, district specialists when available	More targeted instruction and intervention leading to increased writing scores			

8) Representatives from each grade level team will participate in a Writing vertical team which meets once a month to support campus writing goals and strengthen campus vertical alignment.	1.0, 3.0, 4.0, 8.0	Administrators, PLC leader, campus literacy specialists	Aligned instruction, increased student achievement in the area of writing across the campus			
9) Writing Council composed of vertical writing team will meet with district Language Arts coordinator each six weeks for a half day to build capacity and strengthen vertical alignment.	1.0, 3.0, 4.0	Administrators, PLC leaders, campus literacy specialists	Aligned instruction, increased student achievement in the area of writing across the campus			
Funding Sources: 211 - Title 1, Part A - 1120.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						









Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 6: LANGUAGE ARTS: By the end of the 2017-2018 school year, 90% of students in grades 4 and 5 served through special education will show at least one year of growth in reading.

Evaluation Data Source(s) 6: STAAR

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 6: 4th-33%, from 17% last year 5th-62%, from 43% in 16-17; new goal 4th-50%, 5th-70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
System Safeguard Strategy 1) One resource teacher will be a member of reading vertical team and will attend selected CLCs for reading	1.0, 3.0, 4.0	Administrators	Better alignment of curriculum between resource classroom and general education classrooms			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 7: LANGUAGE ARTS: By the end of the 2017-2018 school year, 90% of ELL students in grades 3, 4, and 5 will show at least one year of growth in reading.

Evaluation Data Source(s) 7: STAAR

Summative Evaluation 7:

Next Year's Recommendation 7: 4th-64%, last year 18%, 5th-81% (46% more than a year), last year 67%; new goal 4th-70%, 5th-90%





















Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
System Safeguard Strategy 1) All aspects of Campus Instructional Focus of building Tier 2 and Tier 3 vocabulary target ELL students	1.0	Administration	Increased vocabulary acquisition, resulting in increased reading comprehension			
System Safeguard Strategy 2) Teachers will engage in two after school PD sessions in October reviewing ELL instructional strategies; presented by district bilingual specialist.	1.0, 3.0, 9.0	Administration	Increased ability of teachers to use best practices in ELL instruction			
System Safeguard Strategy 3) ELL student group will be monitored specifically at each data analysis meeting.	1.0, 9.0	Administration, reading specialists, teachers	All students' needs will be identified and addressed.			
System Safeguard Strategy 4) Provide Spanish Weekly Readers for students in third grade bilingual classes as they transition into more English.		Administrator	Increased reading comprehension			
Funding Sources: 211 - Title 1, Part A - 115.00						
System Safeguard Strategy 5) Purchase additional Spanish trade books for use as mentor texts for reading and writing instruction in grades K-2.		Administrators, teachers	Improved instruction and higher reading levels for students			
Funding Sources: 211 - Title 1, Part A - 775.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 8: LANGUAGE ARTS: By the end of the 2017-2018 school year, the percentage of ELL students progressing at least one proficiency level on TELPAS will increase from 61% to 70%.

Evaluation Data Source(s) 8: TELPAS

Summative Evaluation 8:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
System Safeguard Strategy 1) All aspects of Campus Instructional Focus of building Tier 2 and Tier 3 vocabulary target ELL students	1.0	Administration	Increased vocabulary acquisition, resulting in increased reading comprehension			
System Safeguard Strategy 2) Teachers will engage in two after school PD sessions in October reviewing ELL instructional strategies; presented by district bilingual specialist.	1.0, 4.0	Administration	Increased ability of teachers to use best practices in ELL instruction			
System Safeguard Strategy 3) ELL student group will be monitored specifically at each data analysis meeting.	1.0, 8.0, 9.0	Administration, reading specialists, teachers	All students' needs will be identified and addressed.			
System Safeguard Strategy 4) Gomez and Gomez strategies for bilingual education will be implemented in each K-4 classroom.	1.0, 2.0	Administrators, bilingual teachers	Increased English language acquisition and improved Spanish language usage			
System Safeguard Strategy 5) Bilingual teachers will serve as a vertical goal team that meets monthly to study best practices in the Gomez and Gomez model and align instruction across the campus.	1.0, 4.0	Administrators, bilingual teachers	Greater student achievement levels as a result of aligned best practices			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Mathematics. (Aspire Strategies 1, 3, 5, 6)






Performance Objective 1: MATHEMATICS: By the end of the 2017-2018 school year, 75% of students in third grade, 62% of students in fourth grade, and 81% of students in fifth grade will at least approach mastery of grade level standards in mathematics as measured by the STAAR math assessment.

Evaluation Data Source(s) 1: STAAR

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: 3rd-68%, 4th-67%, 5th-88%; new goal 3rd-75%, 4th-75%, 5th-90%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Grade level teacher teams will meet weekly as professional learning communities, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Teachers, Title specialists, administrators	Increasing scores on assessments			
System Safeguard Strategy 2) We will implement targeted math intervention four days a week to address specific skill deficits	1.0, 9.0, 10.0	Teachers, campus math specialists, administrators	Closing of skill gaps for students working below grade level			
Funding Sources: 211 - Title 1, Part A - 14364.00						
System Safeguard Strategy 3) Part-time tutors will provide small group intervention and support small group instruction in targeted math classrooms.	1.0, 9.0	Administration, Title staff	Increased scores on assessments.			
System Safeguard Strategy 4) Administration, teachers, and campus math specialists will meet after each district assessment to analyze data and adjust instruction and intervention groups. Specifically, African American, Hispanic, White, Economically Disadvantaged, Special Education and ELL groups will be monitored.	1.0, 8.0, 9.0	Administration, teachers, math specialists	More targeted intervention leading to continual increase in student reading levels			
5) Math vertical team will address fact fluency campus wide.	10.0	Math vertical team	Increased fact fluency leading to more accurate computation at all grade levels			
Funding Sources: 211 - Title 1, Part A - 2220.00						
6) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 3.0, 4.0, 10.0	Administrators, teachers, campus specialists	Increased teacher understanding of curriculum and increased student achievement			
Funding Sources: 211 - Title 1, Part A - 1150.00						

<p>System Safeguard Strategy</p> <p>7) Parent University nights will be offered to parents of third grade students to help parents better understand how to help their students at home with math as they transition into intermediate math classes.</p>	6.0	Campus math specialists	Greater parent participation and support with third grade math and above	✓	✓	✓
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						









Goal 2: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Mathematics. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 2: MATHEMATICS: By the end of the 2017-2018 school year, 90% of students in grades 4 and 5 served through special education will show at least one year of growth in mathematics.

Evaluation Data Source(s) 2: STAAR

Summative Evaluation 2:

Next Year's Recommendation 2: 4th-67%, from 8% last year; 5th-92%, from 100% last year; new goal 4th-70%, 5th 100%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) One resource teacher will be a member of mathematics vertical team and will attend selected CLCs for mathematics.	1.0, 3.0, 4.0	Administrators	Better alignment of instruction between resource and general education classrooms.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						













Goal 2: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Mathematics. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 3: MATHEMATICS: By the end of the 2017-2018 school year, 90% of ELL students in grades 3, 4, and 5 will show at least one year of growth in mathematics.

Evaluation Data Source(s) 3: STAAR

Summative Evaluation 3:

Next Year's Recommendation 3: 4th-57%, from 40% last year; 5th-63%, no data from last year; new goal 4th-65%, 5th-70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) All aspects of Campus Instructional Focus of building Tier 2 and Tier 3 vocabulary target ELL students	1.0	Administration, teachers	Increased vocabulary acquisition, resulting in increased comprehension of mathematics concepts			
2) Teachers will engage in two after school PD sessions in October reviewing ELL instructional strategies; presented by district bilingual specialist.	1.0, 4.0	Administration, teachers	Increased ability of teachers to use best practices in ELL instruction			
3) ELL student group will be monitored specifically at each data analysis meeting.	1.0, 8.0, 9.0	Administration, Title specialists, teachers	All students' needs will be identified and addressed.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Science. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 1: SCIENCE: By the end of the 2017-2018 school year, 71% of students in fifth grade will show mastery of grade level standards in science as measured by the STAAR science assessment.

Evaluation Data Source(s) 1: STAAR

Summative Evaluation 1: No progress made toward meeting Performance Objective

Next Year's Recommendation 1: 64%; new goal 70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Fifth grade science teachers will meet weekly as a professional learning community, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Administrators, teachers	Increasing scores on assessments			
2) Administration and fourth and fifth grade science teachers will meet after each district assessment to analyze data and adjust instruction.	1.0, 8.0, 9.0	Administrators, teachers	Increased scores on assessments			
3) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 4.0	Administrators, teachers	Increased student achievement scores			
Funding Sources: 211 - Title 1, Part A - 290.00						
4) A vertical team composed of one teacher from first through fifth grades will meet monthly to align instruction across grade levels and target specific areas for improvement.	1.0, 3.0, 4.0	Administrators, science vertical team	Increased teacher understanding of science curriculum and increased student achievement scores			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: We will commit to a focus on vocabulary instruction for the purpose of increasing reading comprehension and writing skills, particularly in English Language Learners and students living in poverty. (Aspire Strategy 1)

Performance Objective 1: By the end of the first semester, all classroom teachers will fully implement the campus plan for building Tier 2 and Tier 3 vocabulary.

Evaluation Data Source(s) 1: Classroom observations of word walls and content area journals

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
System Safeguard Strategy 1) All teachers will be trained in August to implement the campus instructional focus strategies for building vocabulary.	1.0, 4.0	Administration	Teachers will successfully implement plan			
System Safeguard Strategy 2) By the end of the first nine weeks, all teachers will have interactive word walls posted and will incorporate interactive word wall activities into daily lessons.	1.0, 2.0	Administration	Increased student vocabulary			
System Safeguard Strategy 3) By the end of the first six weeks, all classroom teachers will post and keep current content area word walls.	1.0, 2.0	Administration, teachers	Increased understanding of new vocabulary			
System Safeguard Strategy 4) All students will engage in reflective writing at least three times a week in each academic classroom using content area word walls and interactive word walls as vocabulary resources	1.0, 2.0	Administration, teachers	Increased understanding of new vocabulary			
System Safeguard Strategy 5) Purchase trade books to build each classroom library in an effort to increase opportunities for students to self-select high interest books.	1.0	Administration	Increased engagement for wide reading and expanded vocabulary			
System Safeguard Strategy 6) By the end of the first semester, all teachers will incorporate Flocabulary songs and games into lessons on at least a weekly basis.	1.0	Teachers	Increased student vocabulary			
Funding Sources: 211 - Title 1, Part A - 2000.00						
System Safeguard Strategy 7) Teachers will engage in two after school PD sessions to review Marzano vocabulary strategies in the spring.	1.0, 4.0	Administrators	Increase in the number of instructional strategies used to teach vocabulary			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						


















Goal 5: We will create a culture that promotes each student's inner drive, focusing on positive student behavior, high attendance rates, and increased parental involvement, providing the opportunity for each student to reach full potential. (Aspire Strategy 4)

Performance Objective 1: By the end of the 2017-2018 school year, campus office referrals will be reduced by 15% as compared to last year's total. (From 232 referrals to 197 for the school year)

Evaluation Data Source(s) 1: Discipline Reports

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: 39 referrals, but standard for entering referrals was changed

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Lions Quest program for increased social and emotional awareness will continue to be implemented school wide.		teachers, administrators	Reduction in office referrals			
2) We will continue an emphasis on CREST values (compassion, respect, excellence, service, and teamwork) through daily announcements, our daily Blazer pledge, and conversations with individual students.		Administrators, teachers	Students exhibiting the values.			
3) Student incentives will be offered at Blazer store for demonstrating CREST values.		teachers, PBIS committee	Reduction in office referrals			
4) Counselor will work one-on-one and in groups with students who have recurring referrals for fighting or aggressive behavior		Counselor	Reduction in number of office referrals for aggressive behaviors			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: We will create a culture that promotes each student's inner drive, focusing on positive student behavior, high attendance rates, and increased parental involvement, providing the opportunity for each student to reach full potential. (Aspire Strategy 4)

Performance Objective 2: The yearly average attendance rate for the 2017-2018 school year will be 96.5% or higher.

Evaluation Data Source(s) 2: Attendance Reports

Summative Evaluation 2: No progress made toward meeting Performance Objective

Next Year's Recommendation 2: 95.4%; next year's goal 97%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Students with at least 97% attendance for the grading period will receive ribbons and be recognized at pep rallies.	1.0	administration, counselor	Increased attendance			
2) Grade levels and classrooms with highest attendance average will be recognized at pep rally and will receive ice cream at lunch.	1.0	administration, counselor	Increased attendance			
3) Students with patterns of absences will be identified and parents contacted by counselor. Students will participate in a motivational group with counselor. Parents will be contacted regularly.	1.0, 6.0	counselor	Increased attendance of selected students			
4) PTA will provide "spirit sticks" for students who have 97% or better attendance each nine weeks.	1.0	Administrators, PTA	Increased attendance			
5) Attendance goal team will meet monthly to review data and coordinate efforts to increase attendance rate.	1.0	Counselor	Increased attendance			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						















Goal 5: We will create a culture that promotes each student's inner drive, focusing on positive student behavior, high attendance rates, and increased parental involvement, providing the opportunity for each student to reach full potential. (Aspire Strategy 4)

Performance Objective 3: The percentage of parents who report they are satisfied with the opportunities they have to be involved in their child's school will increase from 81% to 85%.

Evaluation Data Source(s) 3: Parent Survey

Summative Evaluation 3: Exceeded Performance Objective

Next Year's Recommendation 3: 96% reported satisfaction; will establish new goal

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Continue to provide support for Watch Dogs group to provide opportunities for fathers to be involved at their child's school.	1.0, 6.0	Counselor	Increased numbers of fathers participating			
2) Host family events such as Meet the Teacher, Curriculum Nights, Math Night, Reading Night, Thanksgiving Feast, PTA programs, and Open House. Add new events: Grandparents' Day Luncheon, Halloween Bash, Breakfast with Santa	1.0, 6.0	Administrators, All Staff, PTA	Increased attendance at each event			
3) Increase visibility of school newsletters by posting on Facebook and website in addition to sending through School Messenger.	1.0, 6.0	Principal	More families will be aware of opportunities to be involved at school			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						


Goal 5: We will create a culture that promotes each student's inner drive, focusing on positive student behavior, high attendance rates, and increased parental involvement, providing the opportunity for each student to reach full potential. (Aspire Strategy 4)

Performance Objective 4: 70% of students in grades 3-5 will meet the passing standard on the Fitnessgram.

Evaluation Data Source(s) 4: Fitnessgram

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Next Year's Recommendation 4: 63% of students in HFZ (Healthy Fitness Zone) for aerobic capacity, will set new goal












Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) In addition to regular PE classes, all students will have two 15 minute recess periods.		Administration, teachers	Improved results on Fitnessgram due to increased stamina	✓	✓	✓
						

Goal 6: We will provide each teacher with the resources and opportunities to collaboratively plan the innovative implementation and delivery of the instructional program, focusing on the development of strong Professional Learning Communities. (Aspire Strategies 1, 6)

Performance Objective 1: Leadership Team members will increase ability to effectively lead Professional Learning Communities and grade level teams.

Evaluation Data Source(s) 1: Leadership team members' self-assessments

Summative Evaluation 1: Met Performance Objective















Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Hold monthly Leadership Team meetings focused on building leadership skills	1.0, 4.0	Administrators	Stronger teams and PLCs			
2) Leadership team will attend PLC conference in San Antonio.	1.0, 4.0, 5.0	Administrator	More effective PLCs			
Funding Sources: 211 - Title 1, Part A - 15000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: We will provide each teacher with the resources and opportunities to collaboratively plan the innovative implementation and delivery of the instructional program, focusing on the development of strong Professional Learning Communities. (Aspire Strategies 1, 6)

Performance Objective 2: All teachers will continue to grow in their understanding and implementation of Continuous Improvement tools and processes

Evaluation Data Source(s) 2: Evidence of classroom strategic goals, data folders, and PDSA usage

Summative Evaluation 2: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) All classroom teachers will post strategic learning goals and charts for monitoring progress towards goals.		Administration, teachers	Students will understand the high expectations their teacher has for them.			
2) All classroom teachers will utilize goal setting and data folders with their students.		Administration, teachers	Students will take more responsibility for their learning.			
3) Teachers in at least two grade levels will begin to use the PDSA process with their students.		Administration, teachers	Students will be more engaged in and take more responsibility for their own learning.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	4	1	Implement targeted reading intervention four days a week to address specific skill deficits
1	4	3	Administration, teachers, and reading specialists will meet after each district assessment to analyze data and adjust instruction and intervention groups. Specifically, African American, Hispanic, White, Economically Disadvantaged, Special Education, and ELL groups will be monitored.
1	4	4	Progress monitor Tier 2 and Tier 3 students regularly according to progress monitoring calendar
1	6	1	One resource teacher will be a member of reading vertical team and will attend selected CLCs for reading
1	7	1	All aspects of Campus Instructional Focus of building Tier 2 and Tier 3 vocabulary target ELL students
1	7	2	Teachers will engage in two after school PD sessions in October reviewing ELL instructional strategies; presented by district bilingual specialist.
1	7	3	ELL student group will be monitored specifically at each data analysis meeting.
1	7	4	Provide Spanish Weekly Readers for students in third grade bilingual classes as they transition into more English.
1	7	5	Purchase additional Spanish trade books for use as mentor texts for reading and writing instruction in grades K-2.
1	8	1	All aspects of Campus Instructional Focus of building Tier 2 and Tier 3 vocabulary target ELL students
1	8	2	Teachers will engage in two after school PD sessions in October reviewing ELL instructional strategies; presented by district bilingual specialist.
1	8	3	ELL student group will be monitored specifically at each data analysis meeting.
1	8	4	Gomez and Gomez strategies for bilingual education will be implemented in each K-4 classroom.
1	8	5	Bilingual teachers will serve as a vertical goal team that meets monthly to study best practices in the Gomez and Gomez model and align instruction across the campus.
2	1	2	We will implement targeted math intervention four days a week to address specific skill deficits
2	1	3	Part-time tutors will provide small group intervention and support small group instruction in targeted math classrooms.
2	1	4	Administration, teachers, and campus math specialists will meet after each district assessment to analyze data and adjust instruction and intervention groups. Specifically, African American, Hispanic, White, Economically Disadvantaged, Special Education and ELL groups will be monitored.
2	1	7	Parent University nights will be offered to parents of third grade students to help parents better understand how to help their students at home with math as they transition into intermediate math classes.
4	1	1	All teachers will be trained in August to implement the campus instructional focus strategies for building vocabulary.

Goal	Objective	Strategy	Description
4	1	2	By the end of the first nine weeks, all teachers will have interactive word walls posted and will incorporate interactive word wall activities into daily lessons.
4	1	3	By the end of the first six weeks, all classroom teachers will post and keep current content area word walls.
4	1	4	All students will engage in reflective writing at least three times a week in each academic classroom using content area word walls and interactive word walls as vocabulary resources
4	1	5	Purchase trade books to build each classroom library in an effort to increase opportunities for students to self-select high interest books.
4	1	6	By the end of the first semester, all teachers will incorporate Flocabulary songs and games into lessons on at least a weekly basis.
4	1	7	Teachers will engage in two after school PD sessions to review Marzano vocabulary strategies in the spring.

Campus Improvement Plan Addendum

Compensatory Ed. Funds Distribution

Northbrook Elementary School

The State Compensatory Education (SCE) funds allocated to our campus for the 2018-19 school year will be utilized to provide supplemental success strategies for at-risk students (TEC defined criteria). These strategies are explained in the previous pages of this plan and the funds identified below will support their implementation.

SCE AMOUNT: \$5,049.96

% of Campus At-Risk 33.7 %

% of EM-S At-Risk 2.5 %

Total EM-S At-Risk 38%

Eagle Mountain-Saginaw Independent School District

Northbrook Elementary

2017-2018 Goals/Performance Objectives/Strategies

Accountability Rating: Met Standard



Northbrook
ELEMENTARY

Home of the Blazers

Mission Statement

Nurture children, engage minds, ensure learning.

Vision

A school of excellence dedicated to the academic, social, and emotional success of all students

Value Statement

As a staff, we will show compassion to our students, families, and each other.

We will model respect for students, families and each other.

We will strive for excellence in everything that we do.

We will serve our students, families, and each other willingly.

We will work as a team to achieve our mission, vision, and goals.

Table of Contents

Goals	4
Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)	4
Goal 2: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Mathematics. (Aspire Strategies 1, 3, 5, 6)	15
Goal 3: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Science. (Aspire Strategies 1, 3, 5, 6)	19
Goal 4: We will commit to a focus on vocabulary instruction for the purpose of increasing reading comprehension and writing skills, particularly in English Language Learners and students living in poverty. (Aspire Strategy 1)	20
Goal 5: We will create a culture that promotes each student's inner drive, focusing on positive student behavior, high attendance rates, and increased parental involvement, providing the opportunity for each student to reach full potential. (Aspire Strategy 4)	21
Goal 6: We will provide each teacher with the resources and opportunities to collaboratively plan the innovative implementation and delivery of the instructional program, focusing on the development of strong Professional Learning Communities. (Aspire Strategies 1, 6)	25
System Safeguard Strategies	27

Goals

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)















Performance Objective 1: LANGUAGE ARTS: By the end of the 2017-2018 school year, 75% of students in kindergarten will read on grade level as measured by DRA assessments.

Evaluation Data Source(s) 1: DRA

Summative Evaluation 1: No progress made toward meeting Performance Objective

Next Year's Recommendation 1: 49% of students reading on grade level (66% at level 4); new goal 70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Provide daily high quality guided reading for all at-risk students, three times weekly guided reading for all on level students, and twice weekly guided reading for all above level students.	1.0, 9.0	Teachers, administrators	Continual improvement in reading levels of all students			
2) Kindergarten team will meet weekly as a professional learning community, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Teachers, Title specialists, administration	Increased teacher understanding of TEKS and district curriculum; more students reading on grade level by the end of the year			
3) Implement targeted reading intervention four days a week to address specific skill deficits	1.0, 2.0, 9.0, 10.0	Teachers, Title teachers, administration, Tutors	Continual improvement in reading levels of all students			
Funding Sources: 199 - State Compensatory Ed - 4788.00						
4) Progress monitor students regularly according to progress monitoring calendar.	1.0, 9.0, 10.0	Teachers, reading specialists	Targeted instruction and intervention			
Funding Sources: 211 - Title 1, Part A - 850.00						
5) Meet monthly to analyze progress monitoring data and adjust intervention groups	1.0, 9.0	Administration, reading specialists	More targeted intervention leading to continual increase in student reading levels			
6) Utilize Fountas and Pinnell phonics instruction program in kindergarten and first grade	1.0, 2.0	Administration, interventionists, teachers	Increased phonics skills leading to increased fluency skills			

7) Kindergarten team will plan reading lessons each nine weeks with district literacy specialist as we continue implementation (year 2) of Lucy Calkins reading curriculum in kindergarten.	1.0, 3.0, 4.0	Administration, district literacy specialist	Increased understanding of curriculum and increased student performance as measured by reading levels			
8) Host a Kindergarten Kick-off to welcome incoming kindergarten students to Northbrook and give parents ways to help their children be more prepared for kindergarten.	7.0, 10.0	Kindergarten teachers, administration	Incoming kindergarten students more prepared for the structure of kindergarten and for beginning of year kindergarten curriculum			
Funding Sources: 211 - Title 1, Part A - 300.00						
9) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 4.0, 10.0	Administrators, campus specialists, teachers	Increased understanding of curriculum and increased student performance			
Funding Sources: 211 - Title 1, Part A - 860.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 2: LANGUAGE ARTS: By the end of the 2017-2018 school year, 61% of students in first grade will read on grade level as measured by DRA assessments.

Evaluation Data Source(s) 2: DRA

Summative Evaluation 2: No progress made toward meeting Performance Objective

Next Year's Recommendation 2: 50% of students reading on grade level; (61% on level 16); new goal 70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Implement targeted reading intervention four days a week to address specific skill deficits	1.0, 2.0, 9.0, 10.0	Teachers, Title teachers, administration	Continual improvement in reading levels of all students			
Funding Sources: 211 - Title 1, Part A - 4788.00						
2) Provide daily high quality guided reading for all at-risk students, three times weekly guided reading for all on level students, and twice weekly guided reading for all above level students.	1.0, 9.0	teachers, administrators	Continual improvement in reading levels of all students			
3) Progress monitor students regularly according to progress monitoring calendar.	1.0, 9.0, 10.0	Teachers, reading specialists	Targeted instruction and intervention			
Funding Sources: 199 - State Compensatory Ed - 1250.00						
4) Meet monthly to analyze progress monitoring data and adjust intervention groups	1.0, 8.0, 9.0	Administration, reading specialists	More targeted intervention leading to continual increase in student reading levels			
5) Utilize Fountas and Pinnell phonics instruction program in kindergarten and first grade	1.0	Administration, interventionists, teachers	Increased phonics skills leading to increased fluency skills			
6) First grade team will plan reading lessons each nine weeks with district literacy specialist as we implement Lucy Calkins reading curriculum in first grade.	3.0, 4.0	Administration, district literacy specialist	Increased understanding of curriculum and increased student performance as measured by reading levels			
7) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 4.0, 10.0	Administration, teachers, campus specialists	Increased understanding of curriculum and increased student achievement			
Funding Sources: 211 - Title 1, Part A - 860.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 3: LANGUAGE ARTS: By the end of the 2017-2018 school year, 75% of students in second grade will read on grade level as measured by DRA assessments.

Evaluation Data Source(s) 3: DRA

Summative Evaluation 3: No progress made toward meeting Performance Objective

Next Year's Recommendation 3: 66% of students reading on grade level; new goal 75%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Implement targeted reading intervention four days a week to address specific skill deficits	1.0, 9.0, 10.0	Teachers, Title teachers, administration	Continual improvement in reading levels of all students			
Funding Sources: 211 - Title 1, Part A - 4088.00, 199 - State Compensatory Ed - 700.00						
2) Provide daily high quality guided reading for all at-risk students, three times weekly guided reading for all on level students, and twice weekly guided reading for all above level students.	1.0, 9.0	teachers, administrators	Continual improvement in reading levels of all students			
3) Second grade team will meet weekly as a professional learning community, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Teachers, Title specialists, administrators	Increased teacher understanding of TEKS and district curriculum; more students reading on grade level by the end of the year.			
4) Progress monitor students regularly according to progress monitoring calendar.	1.0, 9.0, 10.0	Teachers, reading specialists	Targeted instruction and intervention			
Funding Sources: 211 - Title 1, Part A - 1250.00						
5) Meet monthly to analyze progress monitoring data and adjust intervention groups	1.0, 8.0, 9.0	Administration, reading specialists	More targeted intervention leading to continual increase in student reading levels			
6) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 3.0, 4.0	Administration, teachers, campus specialists	Increased understanding of curriculum and increased student achievement			
Funding Sources: 211 - Title 1, Part A - 860.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)









Performance Objective 4: LANGUAGE ARTS: By the end of the 2017-2018 school year, 69% of students in third grade, 61% in fourth grade, and 80% of students in fifth grade will at least approach grade level standards in reading as measured by the STAAR reading assessment.

Evaluation Data Source(s) 4: STAAR

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: 3rd-65%; 4th-67%, 5th-78%; new goals 3rd-70%, 4th-75%, 5th-80%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<p>System Safeguard Strategy</p> <p>1) Implement targeted reading intervention four days a week to address specific skill deficits</p>	1.0, 9.0, 10.0	Teachers, Title reading specialists, administration	Closing of skill gaps for students reading below grade level			
Funding Sources: 211 - Title 1, Part A - 14364.00						
2) Grade level teacher teams will meet weekly as professional learning communities, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Teachers, Title specialists, administrators	Increased teacher understanding of TEKS and district curriculum; increased student achievement; increased yearly growth on STAAR			
<p>System Safeguard Strategy</p> <p>3) Administration, teachers, and reading specialists will meet after each district assessment to analyze data and adjust instruction and intervention groups. Specifically, African American, Hispanic, White, Economically Disadvantaged, Special Education, and ELL groups will be monitored.</p>	1.0, 8.0, 9.0	Administration, reading specialists	More targeted intervention leading to continual increase in student reading levels			
<p>System Safeguard Strategy</p> <p>4) Progress monitor Tier 2 and Tier 3 students regularly according to progress monitoring calendar</p>	1.0, 9.0, 10.0	Teachers, Title specialists	More targeted intervention leading to continual increase in student reading levels			
Funding Sources: 211 - Title 1, Part A - 2950.00						
5) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 3.0, 4.0, 10.0	Administration, teachers, campus specialists	Increased teacher understanding of curriculum and increased student achievement			
Funding Sources: 211 - Title 1, Part A - 1150.00						
6) Representatives from each grade level team will participate in a reading vertical team which meets once a month to support campus reading goals and strengthen campus vertical alignment.	1.0, 3.0, 4.0, 8.0	Administration, campus reading specialists	Aligned instruction, increased student achievement in the area of reading across the campus			

7) Reading Council composed of vertical reading team will meet with campus reading specialists each six weeks for a half day to build capacity and strengthen vertical alignment.	1.0, 3.0, 4.0, 10.0	Administration, campus reading specialists	Aligned instruction, increased student achievement in the area of reading across the campus			
	Funding Sources: 211 - Title 1, Part A - 800.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)












Performance Objective 5: LANGUAGE ARTS: By the end of the 2017-2018 school year, 70% of students in fourth grade will at least approach grade level standards in writing as measured by the STAAR writing assessment.

Evaluation Data Source(s) 5: STAAR

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 5: 55% approaching standard, up from 44% last year; new goal-70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Grade level teacher teams will meet weekly as professional learning communities, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Teachers, Title specialists, administrators	Increased teacher understanding of TEKS and district curriculum; increased student achievement; increased yearly growth on STAAR			
2) Fourth grade teachers will meet with district language arts coordinator each nine weeks to analyze upcoming TEKS and curriculum and plan together.	1.0, 3.0, 4.0	Administrators, district Language Arts coordinator	Deeper understanding of TEKS and district curriculum, increased writing scores			
Funding Sources: 211 - Title 1, Part A - 1200.00						
3) Teachers will incorporate district Language and Conventions supplemental lessons into the daily curriculum (K-5th).	1.0		Improved writing quality and an increase in editing and revision scores on STAAR			
4) Administrators, Title I coaches, and counselor will meet with students individually in the couple of weeks prior to the writing test to allow students to share their writing portfolios and talk about what they do best as a writer.		Administrators	Students will be more motivated to give their best effort on the STAAR assessment.			
5) Use of Grammar Keeper resource to supplement district curriculum		teachers, Title specialists	Increased editing and revision scores on fourth grade STAAR writing			
Funding Sources: 211 - Title 1, Part A - 350.00						
6) Fourth grade teachers will meet with district language arts coordinator after each pre- and post- writing assessment to score compositions together.	1.0, 3.0, 8.0	Administrator, district language arts coordinator	A better understanding of the STAAR writing rubric and state expectations for each score and a closer scoring alignment between teachers			
7) Teachers, administrators, and campus literacy specialists will meet after each district assessment to analyze data and adjust instruction and intervention groups	1.0, 8.0	Administrators, campus literacy specialists, district specialists when available	More targeted instruction and intervention leading to increased writing scores			

8) Representatives from each grade level team will participate in a Writing vertical team which meets once a month to support campus writing goals and strengthen campus vertical alignment.	1.0, 3.0, 4.0, 8.0	Administrators, PLC leader, campus literacy specialists	Aligned instruction, increased student achievement in the area of writing across the campus			
9) Writing Council composed of vertical writing team will meet with district Language Arts coordinator each six weeks for a half day to build capacity and strengthen vertical alignment.	1.0, 3.0, 4.0	Administrators, PLC leaders, campus literacy specialists	Aligned instruction, increased student achievement in the area of writing across the campus			
Funding Sources: 211 - Title 1, Part A - 1120.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						









Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 6: LANGUAGE ARTS: By the end of the 2017-2018 school year, 90% of students in grades 4 and 5 served through special education will show at least one year of growth in reading.

Evaluation Data Source(s) 6: STAAR

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 6: 4th-33%, from 17% last year 5th-62%, from 43% in 16-17; new goal 4th-50%, 5th-70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
System Safeguard Strategy 1) One resource teacher will be a member of reading vertical team and will attend selected CLCs for reading	1.0, 3.0, 4.0	Administrators	Better alignment of curriculum between resource classroom and general education classrooms			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						





















Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 7: LANGUAGE ARTS: By the end of the 2017-2018 school year, 90% of ELL students in grades 3, 4, and 5 will show at least one year of growth in reading.

Evaluation Data Source(s) 7: STAAR

Summative Evaluation 7:

Next Year's Recommendation 7: 4th-64%, last year 18%, 5th-81% (46% more than a year), last year 67%; new goal 4th-70%, 5th-90%





















Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
System Safeguard Strategy 1) All aspects of Campus Instructional Focus of building Tier 2 and Tier 3 vocabulary target ELL students	1.0	Administration	Increased vocabulary acquisition, resulting in increased reading comprehension			
System Safeguard Strategy 2) Teachers will engage in two after school PD sessions in October reviewing ELL instructional strategies; presented by district bilingual specialist.	1.0, 3.0, 9.0	Administration	Increased ability of teachers to use best practices in ELL instruction			
System Safeguard Strategy 3) ELL student group will be monitored specifically at each data analysis meeting.	1.0, 9.0	Administration, reading specialists, teachers	All students' needs will be identified and addressed.			
System Safeguard Strategy 4) Provide Spanish Weekly Readers for students in third grade bilingual classes as they transition into more English.		Administrator	Increased reading comprehension			
Funding Sources: 211 - Title 1, Part A - 115.00						
System Safeguard Strategy 5) Purchase additional Spanish trade books for use as mentor texts for reading and writing instruction in grades K-2.		Administrators, teachers	Improved instruction and higher reading levels for students			
Funding Sources: 211 - Title 1, Part A - 775.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 8: LANGUAGE ARTS: By the end of the 2017-2018 school year, the percentage of ELL students progressing at least one proficiency level on TELPAS will increase from 61% to 70%.

Evaluation Data Source(s) 8: TELPAS

Summative Evaluation 8:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
System Safeguard Strategy 1) All aspects of Campus Instructional Focus of building Tier 2 and Tier 3 vocabulary target ELL students	1.0	Administration	Increased vocabulary acquisition, resulting in increased reading comprehension			
System Safeguard Strategy 2) Teachers will engage in two after school PD sessions in October reviewing ELL instructional strategies; presented by district bilingual specialist.	1.0, 4.0	Administration	Increased ability of teachers to use best practices in ELL instruction			
System Safeguard Strategy 3) ELL student group will be monitored specifically at each data analysis meeting.	1.0, 8.0, 9.0	Administration, reading specialists, teachers	All students' needs will be identified and addressed.			
System Safeguard Strategy 4) Gomez and Gomez strategies for bilingual education will be implemented in each K-4 classroom.	1.0, 2.0	Administrators, bilingual teachers	Increased English language acquisition and improved Spanish language usage			
System Safeguard Strategy 5) Bilingual teachers will serve as a vertical goal team that meets monthly to study best practices in the Gomez and Gomez model and align instruction across the campus.	1.0, 4.0	Administrators, bilingual teachers	Greater student achievement levels as a result of aligned best practices			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Mathematics. (Aspire Strategies 1, 3, 5, 6)






Performance Objective 1: MATHEMATICS: By the end of the 2017-2018 school year, 75% of students in third grade, 62% of students in fourth grade, and 81% of students in fifth grade will at least approach mastery of grade level standards in mathematics as measured by the STAAR math assessment.

Evaluation Data Source(s) 1: STAAR

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: 3rd-68%, 4th-67%, 5th-88%; new goal 3rd-75%, 4th-75%, 5th-90%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Grade level teacher teams will meet weekly as professional learning communities, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Teachers, Title specialists, administrators	Increasing scores on assessments			
System Safeguard Strategy 2) We will implement targeted math intervention four days a week to address specific skill deficits	1.0, 9.0, 10.0	Teachers, campus math specialists, administrators	Closing of skill gaps for students working below grade level			
Funding Sources: 211 - Title 1, Part A - 14364.00						
System Safeguard Strategy 3) Part-time tutors will provide small group intervention and support small group instruction in targeted math classrooms.	1.0, 9.0	Administration, Title staff	Increased scores on assessments.			
System Safeguard Strategy 4) Administration, teachers, and campus math specialists will meet after each district assessment to analyze data and adjust instruction and intervention groups. Specifically, African American, Hispanic, White, Economically Disadvantaged, Special Education and ELL groups will be monitored.	1.0, 8.0, 9.0	Administration, teachers, math specialists	More targeted intervention leading to continual increase in student reading levels			
5) Math vertical team will address fact fluency campus wide.	10.0	Math vertical team	Increased fact fluency leading to more accurate computation at all grade levels			
Funding Sources: 211 - Title 1, Part A - 2220.00						
6) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 3.0, 4.0, 10.0	Administrators, teachers, campus specialists	Increased teacher understanding of curriculum and increased student achievement			
Funding Sources: 211 - Title 1, Part A - 1150.00						

<p>System Safeguard Strategy</p> <p>7) Parent University nights will be offered to parents of third grade students to help parents better understand how to help their students at home with math as they transition into intermediate math classes.</p>	6.0	Campus math specialists	Greater parent participation and support with third grade math and above	✓	✓	✓
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						









Goal 2: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Mathematics. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 2: MATHEMATICS: By the end of the 2017-2018 school year, 90% of students in grades 4 and 5 served through special education will show at least one year of growth in mathematics.

Evaluation Data Source(s) 2: STAAR

Summative Evaluation 2:

Next Year's Recommendation 2: 4th-67%, from 8% last year; 5th-92%, from 100% last year; new goal 4th-70%, 5th 100%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) One resource teacher will be a member of mathematics vertical team and will attend selected CLCs for mathematics.	1.0, 3.0, 4.0	Administrators	Better alignment of instruction between resource and general education classrooms.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Mathematics. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 3: MATHEMATICS: By the end of the 2017-2018 school year, 90% of ELL students in grades 3, 4, and 5 will show at least one year of growth in mathematics.

Evaluation Data Source(s) 3: STAAR

Summative Evaluation 3:

Next Year's Recommendation 3: 4th-57%, from 40% last year; 5th-63%, no data from last year; new goal 4th-65%, 5th-70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) All aspects of Campus Instructional Focus of building Tier 2 and Tier 3 vocabulary target ELL students	1.0	Administration, teachers	Increased vocabulary acquisition, resulting in increased comprehension of mathematics concepts			
2) Teachers will engage in two after school PD sessions in October reviewing ELL instructional strategies; presented by district bilingual specialist.	1.0, 4.0	Administration, teachers	Increased ability of teachers to use best practices in ELL instruction			
3) ELL student group will be monitored specifically at each data analysis meeting.	1.0, 8.0, 9.0	Administration, Title specialists, teachers	All students' needs will be identified and addressed.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Science. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 1: SCIENCE: By the end of the 2017-2018 school year, 71% of students in fifth grade will show mastery of grade level standards in science as measured by the STAAR science assessment.

Evaluation Data Source(s) 1: STAAR

Summative Evaluation 1: No progress made toward meeting Performance Objective

Next Year's Recommendation 1: 64%; new goal 70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Fifth grade science teachers will meet weekly as a professional learning community, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Administrators, teachers	Increasing scores on assessments			
2) Administration and fourth and fifth grade science teachers will meet after each district assessment to analyze data and adjust instruction.	1.0, 8.0, 9.0	Administrators, teachers	Increased scores on assessments			
3) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 4.0	Administrators, teachers	Increased student achievement scores			
Funding Sources: 211 - Title 1, Part A - 290.00						
4) A vertical team composed of one teacher from first through fifth grades will meet monthly to align instruction across grade levels and target specific areas for improvement.	1.0, 3.0, 4.0	Administrators, science vertical team	Increased teacher understanding of science curriculum and increased student achievement scores			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: We will commit to a focus on vocabulary instruction for the purpose of increasing reading comprehension and writing skills, particularly in English Language Learners and students living in poverty. (Aspire Strategy 1)

Performance Objective 1: By the end of the first semester, all classroom teachers will fully implement the campus plan for building Tier 2 and Tier 3 vocabulary.

Evaluation Data Source(s) 1: Classroom observations of word walls and content area journals

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
System Safeguard Strategy 1) All teachers will be trained in August to implement the campus instructional focus strategies for building vocabulary.	1.0, 4.0	Administration	Teachers will successfully implement plan			
System Safeguard Strategy 2) By the end of the first nine weeks, all teachers will have interactive word walls posted and will incorporate interactive word wall activities into daily lessons.	1.0, 2.0	Administration	Increased student vocabulary			
System Safeguard Strategy 3) By the end of the first six weeks, all classroom teachers will post and keep current content area word walls.	1.0, 2.0	Administration, teachers	Increased understanding of new vocabulary			
System Safeguard Strategy 4) All students will engage in reflective writing at least three times a week in each academic classroom using content area word walls and interactive word walls as vocabulary resources	1.0, 2.0	Administration, teachers	Increased understanding of new vocabulary			
System Safeguard Strategy 5) Purchase trade books to build each classroom library in an effort to increase opportunities for students to self-select high interest books.	1.0	Administration	Increased engagement for wide reading and expanded vocabulary			
System Safeguard Strategy 6) By the end of the first semester, all teachers will incorporate Flocabulary songs and games into lessons on at least a weekly basis.	1.0	Teachers	Increased student vocabulary			
Funding Sources: 211 - Title 1, Part A - 2000.00						
System Safeguard Strategy 7) Teachers will engage in two after school PD sessions to review Marzano vocabulary strategies in the spring.	1.0, 4.0	Administrators	Increase in the number of instructional strategies used to teach vocabulary			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						


















Goal 5: We will create a culture that promotes each student's inner drive, focusing on positive student behavior, high attendance rates, and increased parental involvement, providing the opportunity for each student to reach full potential. (Aspire Strategy 4)

Performance Objective 1: By the end of the 2017-2018 school year, campus office referrals will be reduced by 15% as compared to last year's total. (From 232 referrals to 197 for the school year)

Evaluation Data Source(s) 1: Discipline Reports

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: 39 referrals, but standard for entering referrals was changed

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Lions Quest program for increased social and emotional awareness will continue to be implemented school wide.		teachers, administrators	Reduction in office referrals			
2) We will continue an emphasis on CREST values (compassion, respect, excellence, service, and teamwork) through daily announcements, our daily Blazer pledge, and conversations with individual students.		Administrators, teachers	Students exhibiting the values.			
3) Student incentives will be offered at Blazer store for demonstrating CREST values.		teachers, PBIS committee	Reduction in office referrals			
4) Counselor will work one-on-one and in groups with students who have recurring referrals for fighting or aggressive behavior		Counselor	Reduction in number of office referrals for aggressive behaviors			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						





















Goal 5: We will create a culture that promotes each student's inner drive, focusing on positive student behavior, high attendance rates, and increased parental involvement, providing the opportunity for each student to reach full potential. (Aspire Strategy 4)

Performance Objective 2: The yearly average attendance rate for the 2017-2018 school year will be 96.5% or higher.

Evaluation Data Source(s) 2: Attendance Reports

Summative Evaluation 2: No progress made toward meeting Performance Objective

Next Year's Recommendation 2: 95.4%; next year's goal 97%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Students with at least 97% attendance for the grading period will receive ribbons and be recognized at pep rallies.	1.0	administration, counselor	Increased attendance			
2) Grade levels and classrooms with highest attendance average will be recognized at pep rally and will receive ice cream at lunch.	1.0	administration, counselor	Increased attendance			
3) Students with patterns of absences will be identified and parents contacted by counselor. Students will participate in a motivational group with counselor. Parents will be contacted regularly.	1.0, 6.0	counselor	Increased attendance of selected students			
4) PTA will provide "spirit sticks" for students who have 97% or better attendance each nine weeks.	1.0	Administrators, PTA	Increased attendance			
5) Attendance goal team will meet monthly to review data and coordinate efforts to increase attendance rate.	1.0	Counselor	Increased attendance			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: We will create a culture that promotes each student's inner drive, focusing on positive student behavior, high attendance rates, and increased parental involvement, providing the opportunity for each student to reach full potential. (Aspire Strategy 4)

Performance Objective 3: The percentage of parents who report they are satisfied with the opportunities they have to be involved in their child's school will increase from 81% to 85%.

Evaluation Data Source(s) 3: Parent Survey

Summative Evaluation 3: Exceeded Performance Objective

Next Year's Recommendation 3: 96% reported satisfaction; will establish new goal

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Continue to provide support for Watch Dogs group to provide opportunities for fathers to be involved at their child's school.	1.0, 6.0	Counselor	Increased numbers of fathers participating			
2) Host family events such as Meet the Teacher, Curriculum Nights, Math Night, Reading Night, Thanksgiving Feast, PTA programs, and Open House. Add new events: Grandparents' Day Luncheon, Halloween Bash, Breakfast with Santa	1.0, 6.0	Administrators, All Staff, PTA	Increased attendance at each event			
3) Increase visibility of school newsletters by posting on Facebook and website in addition to sending through School Messenger.	1.0, 6.0	Principal	More families will be aware of opportunities to be involved at school			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 5: We will create a culture that promotes each student's inner drive, focusing on positive student behavior, high attendance rates, and increased parental involvement, providing the opportunity for each student to reach full potential. (Aspire Strategy 4)

Performance Objective 4: 70% of students in grades 3-5 will meet the passing standard on the Fitnessgram.

Evaluation Data Source(s) 4: Fitnessgram

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Next Year's Recommendation 4: 63% of students in HFZ (Healthy Fitness Zone) for aerobic capacity, will set new goal












Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) In addition to regular PE classes, all students will have two 15 minute recess periods.		Administration, teachers	Improved results on Fitnessgram due to increased stamina			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 6: We will provide each teacher with the resources and opportunities to collaboratively plan the innovative implementation and delivery of the instructional program, focusing on the development of strong Professional Learning Communities. (Aspire Strategies 1, 6)

Performance Objective 1: Leadership Team members will increase ability to effectively lead Professional Learning Communities and grade level teams.

Evaluation Data Source(s) 1: Leadership team members' self-assessments

Summative Evaluation 1: Met Performance Objective















Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Hold monthly Leadership Team meetings focused on building leadership skills	1.0, 4.0	Administrators	Stronger teams and PLCs			
2) Leadership team will attend PLC conference in San Antonio.	1.0, 4.0, 5.0	Administrator	More effective PLCs			
Funding Sources: 211 - Title 1, Part A - 15000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: We will provide each teacher with the resources and opportunities to collaboratively plan the innovative implementation and delivery of the instructional program, focusing on the development of strong Professional Learning Communities. (Aspire Strategies 1, 6)

Performance Objective 2: All teachers will continue to grow in their understanding and implementation of Continuous Improvement tools and processes

Evaluation Data Source(s) 2: Evidence of classroom strategic goals, data folders, and PDSA usage

Summative Evaluation 2: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) All classroom teachers will post strategic learning goals and charts for monitoring progress towards goals.		Administration, teachers	Students will understand the high expectations their teacher has for them.			
2) All classroom teachers will utilize goal setting and data folders with their students.		Administration, teachers	Students will take more responsibility for their learning.			
3) Teachers in at least two grade levels will begin to use the PDSA process with their students.		Administration, teachers	Students will be more engaged in and take more responsibility for their own learning.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	4	1	Implement targeted reading intervention four days a week to address specific skill deficits
1	4	3	Administration, teachers, and reading specialists will meet after each district assessment to analyze data and adjust instruction and intervention groups. Specifically, African American, Hispanic, White, Economically Disadvantaged, Special Education, and ELL groups will be monitored.
1	4	4	Progress monitor Tier 2 and Tier 3 students regularly according to progress monitoring calendar
1	6	1	One resource teacher will be a member of reading vertical team and will attend selected CLCs for reading
1	7	1	All aspects of Campus Instructional Focus of building Tier 2 and Tier 3 vocabulary target ELL students
1	7	2	Teachers will engage in two after school PD sessions in October reviewing ELL instructional strategies; presented by district bilingual specialist.
1	7	3	ELL student group will be monitored specifically at each data analysis meeting.
1	7	4	Provide Spanish Weekly Readers for students in third grade bilingual classes as they transition into more English.
1	7	5	Purchase additional Spanish trade books for use as mentor texts for reading and writing instruction in grades K-2.
1	8	1	All aspects of Campus Instructional Focus of building Tier 2 and Tier 3 vocabulary target ELL students
1	8	2	Teachers will engage in two after school PD sessions in October reviewing ELL instructional strategies; presented by district bilingual specialist.
1	8	3	ELL student group will be monitored specifically at each data analysis meeting.
1	8	4	Gomez and Gomez strategies for bilingual education will be implemented in each K-4 classroom.
1	8	5	Bilingual teachers will serve as a vertical goal team that meets monthly to study best practices in the Gomez and Gomez model and align instruction across the campus.
2	1	2	We will implement targeted math intervention four days a week to address specific skill deficits
2	1	3	Part-time tutors will provide small group intervention and support small group instruction in targeted math classrooms.
2	1	4	Administration, teachers, and campus math specialists will meet after each district assessment to analyze data and adjust instruction and intervention groups. Specifically, African American, Hispanic, White, Economically Disadvantaged, Special Education and ELL groups will be monitored.
2	1	7	Parent University nights will be offered to parents of third grade students to help parents better understand how to help their students at home with math as they transition into intermediate math classes.
4	1	1	All teachers will be trained in August to implement the campus instructional focus strategies for building vocabulary.

Goal	Objective	Strategy	Description
4	1	2	By the end of the first nine weeks, all teachers will have interactive word walls posted and will incorporate interactive word wall activities into daily lessons.
4	1	3	By the end of the first six weeks, all classroom teachers will post and keep current content area word walls.
4	1	4	All students will engage in reflective writing at least three times a week in each academic classroom using content area word walls and interactive word walls as vocabulary resources
4	1	5	Purchase trade books to build each classroom library in an effort to increase opportunities for students to self-select high interest books.
4	1	6	By the end of the first semester, all teachers will incorporate Flocabulary songs and games into lessons on at least a weekly basis.
4	1	7	Teachers will engage in two after school PD sessions to review Marzano vocabulary strategies in the spring.

Campus Improvement Plan Addendum

Compensatory Ed. Funds Distribution

Northbrook Elementary School

The State Compensatory Education (SCE) funds allocated to our campus for the 2018-19 school year will be utilized to provide supplemental success strategies for at-risk students (TEC defined criteria). These strategies are explained in the previous pages of this plan and the funds identified below will support their implementation.

SCE AMOUNT: \$5,049.96

% of Campus At-Risk 33.7 %

% of EM-S At-Risk 2.5 %

Total EM-S At-Risk 38%

Eagle Mountain-Saginaw Independent School District

Northbrook Elementary

2017-2018 Goals/Performance Objectives/Strategies

Accountability Rating: Met Standard



Mission Statement

Nurture children, engage minds, ensure learning.

Vision

A school of excellence dedicated to the academic, social, and emotional success of all students

Value Statement

As a staff, we will show compassion to our students, families, and each other.

We will model respect for students, families and each other.

We will strive for excellence in everything that we do.

We will serve our students, families, and each other willingly.

We will work as a team to achieve our mission, vision, and goals.

Table of Contents

Goals	4
Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)	4
Goal 2: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Mathematics. (Aspire Strategies 1, 3, 5, 6)	15
Goal 3: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Science. (Aspire Strategies 1, 3, 5, 6)	19
Goal 4: We will commit to a focus on vocabulary instruction for the purpose of increasing reading comprehension and writing skills, particularly in English Language Learners and students living in poverty. (Aspire Strategy 1)	20
Goal 5: We will create a culture that promotes each student's inner drive, focusing on positive student behavior, high attendance rates, and increased parental involvement, providing the opportunity for each student to reach full potential. (Aspire Strategy 4)	21
Goal 6: We will provide each teacher with the resources and opportunities to collaboratively plan the innovative implementation and delivery of the instructional program, focusing on the development of strong Professional Learning Communities. (Aspire Strategies 1, 6)	25
System Safeguard Strategies	27

Goals

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)















Performance Objective 1: LANGUAGE ARTS: By the end of the 2017-2018 school year, 75% of students in kindergarten will read on grade level as measured by DRA assessments.

Evaluation Data Source(s) 1: DRA

Summative Evaluation 1: No progress made toward meeting Performance Objective

Next Year's Recommendation 1: 49% of students reading on grade level (66% at level 4); new goal 70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Provide daily high quality guided reading for all at-risk students, three times weekly guided reading for all on level students, and twice weekly guided reading for all above level students.	1.0, 9.0	Teachers, administrators	Continual improvement in reading levels of all students			
2) Kindergarten team will meet weekly as a professional learning community, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Teachers, Title specialists, administration	Increased teacher understanding of TEKS and district curriculum; more students reading on grade level by the end of the year			
3) Implement targeted reading intervention four days a week to address specific skill deficits	1.0, 2.0, 9.0, 10.0	Teachers, Title teachers, administration, Tutors	Continual improvement in reading levels of all students			
Funding Sources: 199 - State Compensatory Ed - 4788.00						
4) Progress monitor students regularly according to progress monitoring calendar.	1.0, 9.0, 10.0	Teachers, reading specialists	Targeted instruction and intervention			
Funding Sources: 211 - Title 1, Part A - 850.00						
5) Meet monthly to analyze progress monitoring data and adjust intervention groups	1.0, 9.0	Administration, reading specialists	More targeted intervention leading to continual increase in student reading levels			
6) Utilize Fountas and Pinnell phonics instruction program in kindergarten and first grade	1.0, 2.0	Administration, interventionists, teachers	Increased phonics skills leading to increased fluency skills			

7) Kindergarten team will plan reading lessons each nine weeks with district literacy specialist as we continue implementation (year 2) of Lucy Calkins reading curriculum in kindergarten.	1.0, 3.0, 4.0	Administration, district literacy specialist	Increased understanding of curriculum and increased student performance as measured by reading levels			
8) Host a Kindergarten Kick-off to welcome incoming kindergarten students to Northbrook and give parents ways to help their children be more prepared for kindergarten.	7.0, 10.0	Kindergarten teachers, administration	Incoming kindergarten students more prepared for the structure of kindergarten and for beginning of year kindergarten curriculum			
Funding Sources: 211 - Title 1, Part A - 300.00						
9) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 4.0, 10.0	Administrators, campus specialists, teachers	Increased understanding of curriculum and increased student performance			
Funding Sources: 211 - Title 1, Part A - 860.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 2: LANGUAGE ARTS: By the end of the 2017-2018 school year, 61% of students in first grade will read on grade level as measured by DRA assessments.

Evaluation Data Source(s) 2: DRA

Summative Evaluation 2: No progress made toward meeting Performance Objective

Next Year's Recommendation 2: 50% of students reading on grade level; (61% on level 16); new goal 70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Implement targeted reading intervention four days a week to address specific skill deficits	1.0, 2.0, 9.0, 10.0	Teachers, Title teachers, administration	Continual improvement in reading levels of all students			
Funding Sources: 211 - Title 1, Part A - 4788.00						
2) Provide daily high quality guided reading for all at-risk students, three times weekly guided reading for all on level students, and twice weekly guided reading for all above level students.	1.0, 9.0	teachers, administrators	Continual improvement in reading levels of all students			
3) Progress monitor students regularly according to progress monitoring calendar.	1.0, 9.0, 10.0	Teachers, reading specialists	Targeted instruction and intervention			
Funding Sources: 199 - State Compensatory Ed - 1250.00						
4) Meet monthly to analyze progress monitoring data and adjust intervention groups	1.0, 8.0, 9.0	Administration, reading specialists	More targeted intervention leading to continual increase in student reading levels			
5) Utilize Fountas and Pinnell phonics instruction program in kindergarten and first grade	1.0	Administration, interventionists, teachers	Increased phonics skills leading to increased fluency skills			
6) First grade team will plan reading lessons each nine weeks with district literacy specialist as we implement Lucy Calkins reading curriculum in first grade.	3.0, 4.0	Administration, district literacy specialist	Increased understanding of curriculum and increased student performance as measured by reading levels			
7) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 4.0, 10.0	Administration, teachers, campus specialists	Increased understanding of curriculum and increased student achievement			
Funding Sources: 211 - Title 1, Part A - 860.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 3: LANGUAGE ARTS: By the end of the 2017-2018 school year, 75% of students in second grade will read on grade level as measured by DRA assessments.

Evaluation Data Source(s) 3: DRA

Summative Evaluation 3: No progress made toward meeting Performance Objective

Next Year's Recommendation 3: 66% of students reading on grade level; new goal 75%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Implement targeted reading intervention four days a week to address specific skill deficits	1.0, 9.0, 10.0	Teachers, Title teachers, administration	Continual improvement in reading levels of all students			
Funding Sources: 211 - Title 1, Part A - 4088.00, 199 - State Compensatory Ed - 700.00						
2) Provide daily high quality guided reading for all at-risk students, three times weekly guided reading for all on level students, and twice weekly guided reading for all above level students.	1.0, 9.0	teachers, administrators	Continual improvement in reading levels of all students			
3) Second grade team will meet weekly as a professional learning community, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Teachers, Title specialists, administrators	Increased teacher understanding of TEKS and district curriculum; more students reading on grade level by the end of the year.			
4) Progress monitor students regularly according to progress monitoring calendar.	1.0, 9.0, 10.0	Teachers, reading specialists	Targeted instruction and intervention			
Funding Sources: 211 - Title 1, Part A - 1250.00						
5) Meet monthly to analyze progress monitoring data and adjust intervention groups	1.0, 8.0, 9.0	Administration, reading specialists	More targeted intervention leading to continual increase in student reading levels			
6) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 3.0, 4.0	Administration, teachers, campus specialists	Increased understanding of curriculum and increased student achievement			
Funding Sources: 211 - Title 1, Part A - 860.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)









Performance Objective 4: LANGUAGE ARTS: By the end of the 2017-2018 school year, 69% of students in third grade, 61% in fourth grade, and 80% of students in fifth grade will at least approach grade level standards in reading as measured by the STAAR reading assessment.

Evaluation Data Source(s) 4: STAAR

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: 3rd-65%; 4th-67%, 5th-78%; new goals 3rd-70%, 4th-75%, 5th-80%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<p>System Safeguard Strategy</p> <p>1) Implement targeted reading intervention four days a week to address specific skill deficits</p>	1.0, 9.0, 10.0	Teachers, Title reading specialists, administration	Closing of skill gaps for students reading below grade level			
Funding Sources: 211 - Title 1, Part A - 14364.00						
2) Grade level teacher teams will meet weekly as professional learning communities, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Teachers, Title specialists, administrators	Increased teacher understanding of TEKS and district curriculum; increased student achievement; increased yearly growth on STAAR			
<p>System Safeguard Strategy</p> <p>3) Administration, teachers, and reading specialists will meet after each district assessment to analyze data and adjust instruction and intervention groups. Specifically, African American, Hispanic, White, Economically Disadvantaged, Special Education, and ELL groups will be monitored.</p>	1.0, 8.0, 9.0	Administration, reading specialists	More targeted intervention leading to continual increase in student reading levels			
<p>System Safeguard Strategy</p> <p>4) Progress monitor Tier 2 and Tier 3 students regularly according to progress monitoring calendar</p>	1.0, 9.0, 10.0	Teachers, Title specialists	More targeted intervention leading to continual increase in student reading levels			
Funding Sources: 211 - Title 1, Part A - 2950.00						
5) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 3.0, 4.0, 10.0	Administration, teachers, campus specialists	Increased teacher understanding of curriculum and increased student achievement			
Funding Sources: 211 - Title 1, Part A - 1150.00						
6) Representatives from each grade level team will participate in a reading vertical team which meets once a month to support campus reading goals and strengthen campus vertical alignment.	1.0, 3.0, 4.0, 8.0	Administration, campus reading specialists	Aligned instruction, increased student achievement in the area of reading across the campus			

7) Reading Council composed of vertical reading team will meet with campus reading specialists each six weeks for a half day to build capacity and strengthen vertical alignment.	1.0, 3.0, 4.0, 10.0	Administration, campus reading specialists	Aligned instruction, increased student achievement in the area of reading across the campus			
	Funding Sources: 211 - Title 1, Part A - 800.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)












Performance Objective 5: LANGUAGE ARTS: By the end of the 2017-2018 school year, 70% of students in fourth grade will at least approach grade level standards in writing as measured by the STAAR writing assessment.

Evaluation Data Source(s) 5: STAAR

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 5: 55% approaching standard, up from 44% last year; new goal-70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Grade level teacher teams will meet weekly as professional learning communities, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Teachers, Title specialists, administrators	Increased teacher understanding of TEKS and district curriculum; increased student achievement; increased yearly growth on STAAR			
2) Fourth grade teachers will meet with district language arts coordinator each nine weeks to analyze upcoming TEKS and curriculum and plan together.	1.0, 3.0, 4.0	Administrators, district Language Arts coordinator	Deeper understanding of TEKS and district curriculum, increased writing scores			
Funding Sources: 211 - Title 1, Part A - 1200.00						
3) Teachers will incorporate district Language and Conventions supplemental lessons into the daily curriculum (K-5th).	1.0		Improved writing quality and an increase in editing and revision scores on STAAR			
4) Administrators, Title I coaches, and counselor will meet with students individually in the couple of weeks prior to the writing test to allow students to share their writing portfolios and talk about what they do best as a writer.		Administrators	Students will be more motivated to give their best effort on the STAAR assessment.			
5) Use of Grammar Keeper resource to supplement district curriculum		teachers, Title specialists	Increased editing and revision scores on fourth grade STAAR writing			
Funding Sources: 211 - Title 1, Part A - 350.00						
6) Fourth grade teachers will meet with district language arts coordinator after each pre- and post- writing assessment to score compositions together.	1.0, 3.0, 8.0	Administrator, district language arts coordinator	A better understanding of the STAAR writing rubric and state expectations for each score and a closer scoring alignment between teachers			
7) Teachers, administrators, and campus literacy specialists will meet after each district assessment to analyze data and adjust instruction and intervention groups	1.0, 8.0	Administrators, campus literacy specialists, district specialists when available	More targeted instruction and intervention leading to increased writing scores			

8) Representatives from each grade level team will participate in a Writing vertical team which meets once a month to support campus writing goals and strengthen campus vertical alignment.	1.0, 3.0, 4.0, 8.0	Administrators, PLC leader, campus literacy specialists	Aligned instruction, increased student achievement in the area of writing across the campus			
9) Writing Council composed of vertical writing team will meet with district Language Arts coordinator each six weeks for a half day to build capacity and strengthen vertical alignment.	1.0, 3.0, 4.0	Administrators, PLC leaders, campus literacy specialists	Aligned instruction, increased student achievement in the area of writing across the campus			
Funding Sources: 211 - Title 1, Part A - 1120.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						









Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 6: LANGUAGE ARTS: By the end of the 2017-2018 school year, 90% of students in grades 4 and 5 served through special education will show at least one year of growth in reading.

Evaluation Data Source(s) 6: STAAR

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 6: 4th-33%, from 17% last year 5th-62%, from 43% in 16-17; new goal 4th-50%, 5th-70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
System Safeguard Strategy 1) One resource teacher will be a member of reading vertical team and will attend selected CLCs for reading	1.0, 3.0, 4.0	Administrators	Better alignment of curriculum between resource classroom and general education classrooms			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 7: LANGUAGE ARTS: By the end of the 2017-2018 school year, 90% of ELL students in grades 3, 4, and 5 will show at least one year of growth in reading.

Evaluation Data Source(s) 7: STAAR

Summative Evaluation 7:

Next Year's Recommendation 7: 4th-64%, last year 18%, 5th-81% (46% more than a year), last year 67%; new goal 4th-70%, 5th-90%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
System Safeguard Strategy 1) All aspects of Campus Instructional Focus of building Tier 2 and Tier 3 vocabulary target ELL students	1.0	Administration	Increased vocabulary acquisition, resulting in increased reading comprehension			
System Safeguard Strategy 2) Teachers will engage in two after school PD sessions in October reviewing ELL instructional strategies; presented by district bilingual specialist.	1.0, 3.0, 9.0	Administration	Increased ability of teachers to use best practices in ELL instruction			
System Safeguard Strategy 3) ELL student group will be monitored specifically at each data analysis meeting.	1.0, 9.0	Administration, reading specialists, teachers	All students' needs will be identified and addressed.			
System Safeguard Strategy 4) Provide Spanish Weekly Readers for students in third grade bilingual classes as they transition into more English.		Administrator	Increased reading comprehension			
Funding Sources: 211 - Title 1, Part A - 115.00						
System Safeguard Strategy 5) Purchase additional Spanish trade books for use as mentor texts for reading and writing instruction in grades K-2.		Administrators, teachers	Improved instruction and higher reading levels for students			
Funding Sources: 211 - Title 1, Part A - 775.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 8: LANGUAGE ARTS: By the end of the 2017-2018 school year, the percentage of ELL students progressing at least one proficiency level on TELPAS will increase from 61% to 70%.

Evaluation Data Source(s) 8: TELPAS

Summative Evaluation 8:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
System Safeguard Strategy 1) All aspects of Campus Instructional Focus of building Tier 2 and Tier 3 vocabulary target ELL students	1.0	Administration	Increased vocabulary acquisition, resulting in increased reading comprehension			
System Safeguard Strategy 2) Teachers will engage in two after school PD sessions in October reviewing ELL instructional strategies; presented by district bilingual specialist.	1.0, 4.0	Administration	Increased ability of teachers to use best practices in ELL instruction			
System Safeguard Strategy 3) ELL student group will be monitored specifically at each data analysis meeting.	1.0, 8.0, 9.0	Administration, reading specialists, teachers	All students' needs will be identified and addressed.			
System Safeguard Strategy 4) Gomez and Gomez strategies for bilingual education will be implemented in each K-4 classroom.	1.0, 2.0	Administrators, bilingual teachers	Increased English language acquisition and improved Spanish language usage			
System Safeguard Strategy 5) Bilingual teachers will serve as a vertical goal team that meets monthly to study best practices in the Gomez and Gomez model and align instruction across the campus.	1.0, 4.0	Administrators, bilingual teachers	Greater student achievement levels as a result of aligned best practices			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Mathematics. (Aspire Strategies 1, 3, 5, 6)






Performance Objective 1: MATHEMATICS: By the end of the 2017-2018 school year, 75% of students in third grade, 62% of students in fourth grade, and 81% of students in fifth grade will at least approach mastery of grade level standards in mathematics as measured by the STAAR math assessment.

Evaluation Data Source(s) 1: STAAR

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: 3rd-68%, 4th-67%, 5th-88%; new goal 3rd-75%, 4th-75%, 5th-90%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Grade level teacher teams will meet weekly as professional learning communities, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Teachers, Title specialists, administrators	Increasing scores on assessments			
System Safeguard Strategy 2) We will implement targeted math intervention four days a week to address specific skill deficits	1.0, 9.0, 10.0	Teachers, campus math specialists, administrators	Closing of skill gaps for students working below grade level			
Funding Sources: 211 - Title 1, Part A - 14364.00						
System Safeguard Strategy 3) Part-time tutors will provide small group intervention and support small group instruction in targeted math classrooms.	1.0, 9.0	Administration, Title staff	Increased scores on assessments.			
System Safeguard Strategy 4) Administration, teachers, and campus math specialists will meet after each district assessment to analyze data and adjust instruction and intervention groups. Specifically, African American, Hispanic, White, Economically Disadvantaged, Special Education and ELL groups will be monitored.	1.0, 8.0, 9.0	Administration, teachers, math specialists	More targeted intervention leading to continual increase in student reading levels			
5) Math vertical team will address fact fluency campus wide.	10.0	Math vertical team	Increased fact fluency leading to more accurate computation at all grade levels			
Funding Sources: 211 - Title 1, Part A - 2220.00						
6) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 3.0, 4.0, 10.0	Administrators, teachers, campus specialists	Increased teacher understanding of curriculum and increased student achievement			
Funding Sources: 211 - Title 1, Part A - 1150.00						

<p>System Safeguard Strategy</p> <p>7) Parent University nights will be offered to parents of third grade students to help parents better understand how to help their students at home with math as they transition into intermediate math classes.</p>	6.0	Campus math specialists	Greater parent participation and support with third grade math and above	✓	✓	✓
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						









Goal 2: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Mathematics. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 2: MATHEMATICS: By the end of the 2017-2018 school year, 90% of students in grades 4 and 5 served through special education will show at least one year of growth in mathematics.

Evaluation Data Source(s) 2: STAAR

Summative Evaluation 2:

Next Year's Recommendation 2: 4th-67%, from 8% last year; 5th-92%, from 100% last year; new goal 4th-70%, 5th 100%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) One resource teacher will be a member of mathematics vertical team and will attend selected CLCs for mathematics.	1.0, 3.0, 4.0	Administrators	Better alignment of instruction between resource and general education classrooms.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Mathematics. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 3: MATHEMATICS: By the end of the 2017-2018 school year, 90% of ELL students in grades 3, 4, and 5 will show at least one year of growth in mathematics.

Evaluation Data Source(s) 3: STAAR

Summative Evaluation 3:

Next Year's Recommendation 3: 4th-57%, from 40% last year; 5th-63%, no data from last year; new goal 4th-65%, 5th-70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) All aspects of Campus Instructional Focus of building Tier 2 and Tier 3 vocabulary target ELL students	1.0	Administration, teachers	Increased vocabulary acquisition, resulting in increased comprehension of mathematics concepts			
2) Teachers will engage in two after school PD sessions in October reviewing ELL instructional strategies; presented by district bilingual specialist.	1.0, 4.0	Administration, teachers	Increased ability of teachers to use best practices in ELL instruction			
3) ELL student group will be monitored specifically at each data analysis meeting.	1.0, 8.0, 9.0	Administration, Title specialists, teachers	All students' needs will be identified and addressed.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Science. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 1: SCIENCE: By the end of the 2017-2018 school year, 71% of students in fifth grade will show mastery of grade level standards in science as measured by the STAAR science assessment.

Evaluation Data Source(s) 1: STAAR

Summative Evaluation 1: No progress made toward meeting Performance Objective

Next Year's Recommendation 1: 64%; new goal 70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Fifth grade science teachers will meet weekly as a professional learning community, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Administrators, teachers	Increasing scores on assessments			
2) Administration and fourth and fifth grade science teachers will meet after each district assessment to analyze data and adjust instruction.	1.0, 8.0, 9.0	Administrators, teachers	Increased scores on assessments			
3) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 4.0	Administrators, teachers	Increased student achievement scores			
Funding Sources: 211 - Title 1, Part A - 290.00						
4) A vertical team composed of one teacher from first through fifth grades will meet monthly to align instruction across grade levels and target specific areas for improvement.	1.0, 3.0, 4.0	Administrators, science vertical team	Increased teacher understanding of science curriculum and increased student achievement scores			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: We will commit to a focus on vocabulary instruction for the purpose of increasing reading comprehension and writing skills, particularly in English Language Learners and students living in poverty. (Aspire Strategy 1)

Performance Objective 1: By the end of the first semester, all classroom teachers will fully implement the campus plan for building Tier 2 and Tier 3 vocabulary.

Evaluation Data Source(s) 1: Classroom observations of word walls and content area journals

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
System Safeguard Strategy 1) All teachers will be trained in August to implement the campus instructional focus strategies for building vocabulary.	1.0, 4.0	Administration	Teachers will successfully implement plan			
System Safeguard Strategy 2) By the end of the first nine weeks, all teachers will have interactive word walls posted and will incorporate interactive word wall activities into daily lessons.	1.0, 2.0	Administration	Increased student vocabulary			
System Safeguard Strategy 3) By the end of the first six weeks, all classroom teachers will post and keep current content area word walls.	1.0, 2.0	Administration, teachers	Increased understanding of new vocabulary			
System Safeguard Strategy 4) All students will engage in reflective writing at least three times a week in each academic classroom using content area word walls and interactive word walls as vocabulary resources	1.0, 2.0	Administration, teachers	Increased understanding of new vocabulary			
System Safeguard Strategy 5) Purchase trade books to build each classroom library in an effort to increase opportunities for students to self-select high interest books.	1.0	Administration	Increased engagement for wide reading and expanded vocabulary			
System Safeguard Strategy 6) By the end of the first semester, all teachers will incorporate Flocabulary songs and games into lessons on at least a weekly basis.	1.0	Teachers	Increased student vocabulary			
Funding Sources: 211 - Title 1, Part A - 2000.00						
System Safeguard Strategy 7) Teachers will engage in two after school PD sessions to review Marzano vocabulary strategies in the spring.	1.0, 4.0	Administrators	Increase in the number of instructional strategies used to teach vocabulary			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						


















Goal 5: We will create a culture that promotes each student's inner drive, focusing on positive student behavior, high attendance rates, and increased parental involvement, providing the opportunity for each student to reach full potential. (Aspire Strategy 4)

Performance Objective 1: By the end of the 2017-2018 school year, campus office referrals will be reduced by 15% as compared to last year's total. (From 232 referrals to 197 for the school year)

Evaluation Data Source(s) 1: Discipline Reports

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: 39 referrals, but standard for entering referrals was changed

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Lions Quest program for increased social and emotional awareness will continue to be implemented school wide.		teachers, administrators	Reduction in office referrals			
2) We will continue an emphasis on CREST values (compassion, respect, excellence, service, and teamwork) through daily announcements, our daily Blazer pledge, and conversations with individual students.		Administrators, teachers	Students exhibiting the values.			
3) Student incentives will be offered at Blazer store for demonstrating CREST values.		teachers, PBIS committee	Reduction in office referrals			
4) Counselor will work one-on-one and in groups with students who have recurring referrals for fighting or aggressive behavior		Counselor	Reduction in number of office referrals for aggressive behaviors			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						





















Goal 5: We will create a culture that promotes each student's inner drive, focusing on positive student behavior, high attendance rates, and increased parental involvement, providing the opportunity for each student to reach full potential. (Aspire Strategy 4)

Performance Objective 2: The yearly average attendance rate for the 2017-2018 school year will be 96.5% or higher.

Evaluation Data Source(s) 2: Attendance Reports

Summative Evaluation 2: No progress made toward meeting Performance Objective

Next Year's Recommendation 2: 95.4%; next year's goal 97%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Students with at least 97% attendance for the grading period will receive ribbons and be recognized at pep rallies.	1.0	administration, counselor	Increased attendance			
2) Grade levels and classrooms with highest attendance average will be recognized at pep rally and will receive ice cream at lunch.	1.0	administration, counselor	Increased attendance			
3) Students with patterns of absences will be identified and parents contacted by counselor. Students will participate in a motivational group with counselor. Parents will be contacted regularly.	1.0, 6.0	counselor	Increased attendance of selected students			
4) PTA will provide "spirit sticks" for students who have 97% or better attendance each nine weeks.	1.0	Administrators, PTA	Increased attendance			
5) Attendance goal team will meet monthly to review data and coordinate efforts to increase attendance rate.	1.0	Counselor	Increased attendance			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						















Goal 5: We will create a culture that promotes each student's inner drive, focusing on positive student behavior, high attendance rates, and increased parental involvement, providing the opportunity for each student to reach full potential. (Aspire Strategy 4)

Performance Objective 3: The percentage of parents who report they are satisfied with the opportunities they have to be involved in their child's school will increase from 81% to 85%.

Evaluation Data Source(s) 3: Parent Survey

Summative Evaluation 3: Exceeded Performance Objective

Next Year's Recommendation 3: 96% reported satisfaction; will establish new goal

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Continue to provide support for Watch Dogs group to provide opportunities for fathers to be involved at their child's school.	1.0, 6.0	Counselor	Increased numbers of fathers participating			
2) Host family events such as Meet the Teacher, Curriculum Nights, Math Night, Reading Night, Thanksgiving Feast, PTA programs, and Open House. Add new events: Grandparents' Day Luncheon, Halloween Bash, Breakfast with Santa	1.0, 6.0	Administrators, All Staff, PTA	Increased attendance at each event			
3) Increase visibility of school newsletters by posting on Facebook and website in addition to sending through School Messenger.	1.0, 6.0	Principal	More families will be aware of opportunities to be involved at school			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: We will create a culture that promotes each student's inner drive, focusing on positive student behavior, high attendance rates, and increased parental involvement, providing the opportunity for each student to reach full potential. (Aspire Strategy 4)

Performance Objective 4: 70% of students in grades 3-5 will meet the passing standard on the Fitnessgram.

Evaluation Data Source(s) 4: Fitnessgram

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Next Year's Recommendation 4: 63% of students in HFZ (Healthy Fitness Zone) for aerobic capacity, will set new goal












Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) In addition to regular PE classes, all students will have two 15 minute recess periods.		Administration, teachers	Improved results on Fitnessgram due to increased stamina	✓	✓	✓

Goal 6: We will provide each teacher with the resources and opportunities to collaboratively plan the innovative implementation and delivery of the instructional program, focusing on the development of strong Professional Learning Communities. (Aspire Strategies 1, 6)

Performance Objective 1: Leadership Team members will increase ability to effectively lead Professional Learning Communities and grade level teams.

Evaluation Data Source(s) 1: Leadership team members' self-assessments

Summative Evaluation 1: Met Performance Objective















Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Hold monthly Leadership Team meetings focused on building leadership skills	1.0, 4.0	Administrators	Stronger teams and PLCs			
2) Leadership team will attend PLC conference in San Antonio.	1.0, 4.0, 5.0	Administrator	More effective PLCs			
Funding Sources: 211 - Title 1, Part A - 15000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: We will provide each teacher with the resources and opportunities to collaboratively plan the innovative implementation and delivery of the instructional program, focusing on the development of strong Professional Learning Communities. (Aspire Strategies 1, 6)

Performance Objective 2: All teachers will continue to grow in their understanding and implementation of Continuous Improvement tools and processes

Evaluation Data Source(s) 2: Evidence of classroom strategic goals, data folders, and PDSA usage

Summative Evaluation 2: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) All classroom teachers will post strategic learning goals and charts for monitoring progress towards goals.		Administration, teachers	Students will understand the high expectations their teacher has for them.			
2) All classroom teachers will utilize goal setting and data folders with their students.		Administration, teachers	Students will take more responsibility for their learning.			
3) Teachers in at least two grade levels will begin to use the PDSA process with their students.		Administration, teachers	Students will be more engaged in and take more responsibility for their own learning.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	4	1	Implement targeted reading intervention four days a week to address specific skill deficits
1	4	3	Administration, teachers, and reading specialists will meet after each district assessment to analyze data and adjust instruction and intervention groups. Specifically, African American, Hispanic, White, Economically Disadvantaged, Special Education, and ELL groups will be monitored.
1	4	4	Progress monitor Tier 2 and Tier 3 students regularly according to progress monitoring calendar
1	6	1	One resource teacher will be a member of reading vertical team and will attend selected CLCs for reading
1	7	1	All aspects of Campus Instructional Focus of building Tier 2 and Tier 3 vocabulary target ELL students
1	7	2	Teachers will engage in two after school PD sessions in October reviewing ELL instructional strategies; presented by district bilingual specialist.
1	7	3	ELL student group will be monitored specifically at each data analysis meeting.
1	7	4	Provide Spanish Weekly Readers for students in third grade bilingual classes as they transition into more English.
1	7	5	Purchase additional Spanish trade books for use as mentor texts for reading and writing instruction in grades K-2.
1	8	1	All aspects of Campus Instructional Focus of building Tier 2 and Tier 3 vocabulary target ELL students
1	8	2	Teachers will engage in two after school PD sessions in October reviewing ELL instructional strategies; presented by district bilingual specialist.
1	8	3	ELL student group will be monitored specifically at each data analysis meeting.
1	8	4	Gomez and Gomez strategies for bilingual education will be implemented in each K-4 classroom.
1	8	5	Bilingual teachers will serve as a vertical goal team that meets monthly to study best practices in the Gomez and Gomez model and align instruction across the campus.
2	1	2	We will implement targeted math intervention four days a week to address specific skill deficits
2	1	3	Part-time tutors will provide small group intervention and support small group instruction in targeted math classrooms.
2	1	4	Administration, teachers, and campus math specialists will meet after each district assessment to analyze data and adjust instruction and intervention groups. Specifically, African American, Hispanic, White, Economically Disadvantaged, Special Education and ELL groups will be monitored.
2	1	7	Parent University nights will be offered to parents of third grade students to help parents better understand how to help their students at home with math as they transition into intermediate math classes.
4	1	1	All teachers will be trained in August to implement the campus instructional focus strategies for building vocabulary.

Goal	Objective	Strategy	Description
4	1	2	By the end of the first nine weeks, all teachers will have interactive word walls posted and will incorporate interactive word wall activities into daily lessons.
4	1	3	By the end of the first six weeks, all classroom teachers will post and keep current content area word walls.
4	1	4	All students will engage in reflective writing at least three times a week in each academic classroom using content area word walls and interactive word walls as vocabulary resources
4	1	5	Purchase trade books to build each classroom library in an effort to increase opportunities for students to self-select high interest books.
4	1	6	By the end of the first semester, all teachers will incorporate Flocabulary songs and games into lessons on at least a weekly basis.
4	1	7	Teachers will engage in two after school PD sessions to review Marzano vocabulary strategies in the spring.

Campus Improvement Plan Addendum

Compensatory Ed. Funds Distribution

Northbrook Elementary School

The State Compensatory Education (SCE) funds allocated to our campus for the 2018-19 school year will be utilized to provide supplemental success strategies for at-risk students (TEC defined criteria). These strategies are explained in the previous pages of this plan and the funds identified below will support their implementation.

SCE AMOUNT: \$5,049.96

% of Campus At-Risk 33.7 %

% of EM-S At-Risk 2.5 %

Total EM-S At-Risk 38%

Eagle Mountain-Saginaw Independent School District

Northbrook Elementary

2017-2018 Goals/Performance Objectives/Strategies

Accountability Rating: Met Standard



Northbrook
ELEMENTARY

Home of the Blazers

Mission Statement

Nurture children, engage minds, ensure learning.

Vision

A school of excellence dedicated to the academic, social, and emotional success of all students

Value Statement

As a staff, we will show compassion to our students, families, and each other.

We will model respect for students, families and each other.

We will strive for excellence in everything that we do.

We will serve our students, families, and each other willingly.

We will work as a team to achieve our mission, vision, and goals.

Table of Contents

Goals	4
Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)	4
Goal 2: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Mathematics. (Aspire Strategies 1, 3, 5, 6)	15
Goal 3: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Science. (Aspire Strategies 1, 3, 5, 6)	19
Goal 4: We will commit to a focus on vocabulary instruction for the purpose of increasing reading comprehension and writing skills, particularly in English Language Learners and students living in poverty. (Aspire Strategy 1)	20
Goal 5: We will create a culture that promotes each student's inner drive, focusing on positive student behavior, high attendance rates, and increased parental involvement, providing the opportunity for each student to reach full potential. (Aspire Strategy 4)	21
Goal 6: We will provide each teacher with the resources and opportunities to collaboratively plan the innovative implementation and delivery of the instructional program, focusing on the development of strong Professional Learning Communities. (Aspire Strategies 1, 6)	25
System Safeguard Strategies	27

Goals

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 1: LANGUAGE ARTS: By the end of the 2017-2018 school year, 75% of students in kindergarten will read on grade level as measured by DRA assessments.

Evaluation Data Source(s) 1: DRA

Summative Evaluation 1: No progress made toward meeting Performance Objective

Next Year's Recommendation 1: 49% of students reading on grade level (66% at level 4); new goal 70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Provide daily high quality guided reading for all at-risk students, three times weekly guided reading for all on level students, and twice weekly guided reading for all above level students.	1.0, 9.0	Teachers, administrators	Continual improvement in reading levels of all students			
2) Kindergarten team will meet weekly as a professional learning community, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Teachers, Title specialists, administration	Increased teacher understanding of TEKS and district curriculum; more students reading on grade level by the end of the year			
3) Implement targeted reading intervention four days a week to address specific skill deficits	1.0, 2.0, 9.0, 10.0	Teachers, Title teachers, administration, Tutors	Continual improvement in reading levels of all students			
Funding Sources: 199 - State Compensatory Ed - 4788.00						
4) Progress monitor students regularly according to progress monitoring calendar.	1.0, 9.0, 10.0	Teachers, reading specialists	Targeted instruction and intervention			
Funding Sources: 211 - Title 1, Part A - 850.00						
5) Meet monthly to analyze progress monitoring data and adjust intervention groups	1.0, 9.0	Administration, reading specialists	More targeted intervention leading to continual increase in student reading levels			
6) Utilize Fountas and Pinnell phonics instruction program in kindergarten and first grade	1.0, 2.0	Administration, interventionists, teachers	Increased phonics skills leading to increased fluency skills			

7) Kindergarten team will plan reading lessons each nine weeks with district literacy specialist as we continue implementation (year 2) of Lucy Calkins reading curriculum in kindergarten.	1.0, 3.0, 4.0	Administration, district literacy specialist	Increased understanding of curriculum and increased student performance as measured by reading levels			
8) Host a Kindergarten Kick-off to welcome incoming kindergarten students to Northbrook and give parents ways to help their children be more prepared for kindergarten.	7.0, 10.0	Kindergarten teachers, administration	Incoming kindergarten students more prepared for the structure of kindergarten and for beginning of year kindergarten curriculum			
Funding Sources: 211 - Title 1, Part A - 300.00						
9) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 4.0, 10.0	Administrators, campus specialists, teachers	Increased understanding of curriculum and increased student performance			
Funding Sources: 211 - Title 1, Part A - 860.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 2: LANGUAGE ARTS: By the end of the 2017-2018 school year, 61% of students in first grade will read on grade level as measured by DRA assessments.

Evaluation Data Source(s) 2: DRA

Summative Evaluation 2: No progress made toward meeting Performance Objective

Next Year's Recommendation 2: 50% of students reading on grade level; (61% on level 16); new goal 70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Implement targeted reading intervention four days a week to address specific skill deficits	1.0, 2.0, 9.0, 10.0	Teachers, Title teachers, administration	Continual improvement in reading levels of all students			
Funding Sources: 211 - Title 1, Part A - 4788.00						
2) Provide daily high quality guided reading for all at-risk students, three times weekly guided reading for all on level students, and twice weekly guided reading for all above level students.	1.0, 9.0	teachers, administrators	Continual improvement in reading levels of all students			
3) Progress monitor students regularly according to progress monitoring calendar.	1.0, 9.0, 10.0	Teachers, reading specialists	Targeted instruction and intervention			
Funding Sources: 199 - State Compensatory Ed - 1250.00						
4) Meet monthly to analyze progress monitoring data and adjust intervention groups	1.0, 8.0, 9.0	Administration, reading specialists	More targeted intervention leading to continual increase in student reading levels			
5) Utilize Fountas and Pinnell phonics instruction program in kindergarten and first grade	1.0	Administration, interventionists, teachers	Increased phonics skills leading to increased fluency skills			
6) First grade team will plan reading lessons each nine weeks with district literacy specialist as we implement Lucy Calkins reading curriculum in first grade.	3.0, 4.0	Administration, district literacy specialist	Increased understanding of curriculum and increased student performance as measured by reading levels			
7) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 4.0, 10.0	Administration, teachers, campus specialists	Increased understanding of curriculum and increased student achievement			
Funding Sources: 211 - Title 1, Part A - 860.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 3: LANGUAGE ARTS: By the end of the 2017-2018 school year, 75% of students in second grade will read on grade level as measured by DRA assessments.

Evaluation Data Source(s) 3: DRA

Summative Evaluation 3: No progress made toward meeting Performance Objective

Next Year's Recommendation 3: 66% of students reading on grade level; new goal 75%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Implement targeted reading intervention four days a week to address specific skill deficits	1.0, 9.0, 10.0	Teachers, Title teachers, administration	Continual improvement in reading levels of all students			
Funding Sources: 211 - Title 1, Part A - 4088.00, 199 - State Compensatory Ed - 700.00						
2) Provide daily high quality guided reading for all at-risk students, three times weekly guided reading for all on level students, and twice weekly guided reading for all above level students.	1.0, 9.0	teachers, administrators	Continual improvement in reading levels of all students			
3) Second grade team will meet weekly as a professional learning community, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Teachers, Title specialists, administrators	Increased teacher understanding of TEKS and district curriculum; more students reading on grade level by the end of the year.			
4) Progress monitor students regularly according to progress monitoring calendar.	1.0, 9.0, 10.0	Teachers, reading specialists	Targeted instruction and intervention			
Funding Sources: 211 - Title 1, Part A - 1250.00						
5) Meet monthly to analyze progress monitoring data and adjust intervention groups	1.0, 8.0, 9.0	Administration, reading specialists	More targeted intervention leading to continual increase in student reading levels			
6) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 3.0, 4.0	Administration, teachers, campus specialists	Increased understanding of curriculum and increased student achievement			
Funding Sources: 211 - Title 1, Part A - 860.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)









Performance Objective 4: LANGUAGE ARTS: By the end of the 2017-2018 school year, 69% of students in third grade, 61% in fourth grade, and 80% of students in fifth grade will at least approach grade level standards in reading as measured by the STAAR reading assessment.

Evaluation Data Source(s) 4: STAAR

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: 3rd-65%; 4th-67%, 5th-78%; new goals 3rd-70%, 4th-75%, 5th-80%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<p>System Safeguard Strategy</p> <p>1) Implement targeted reading intervention four days a week to address specific skill deficits</p>	1.0, 9.0, 10.0	Teachers, Title reading specialists, administration	Closing of skill gaps for students reading below grade level			
Funding Sources: 211 - Title 1, Part A - 14364.00						
2) Grade level teacher teams will meet weekly as professional learning communities, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Teachers, Title specialists, administrators	Increased teacher understanding of TEKS and district curriculum; increased student achievement; increased yearly growth on STAAR			
<p>System Safeguard Strategy</p> <p>3) Administration, teachers, and reading specialists will meet after each district assessment to analyze data and adjust instruction and intervention groups. Specifically, African American, Hispanic, White, Economically Disadvantaged, Special Education, and ELL groups will be monitored.</p>	1.0, 8.0, 9.0	Administration, reading specialists	More targeted intervention leading to continual increase in student reading levels			
<p>System Safeguard Strategy</p> <p>4) Progress monitor Tier 2 and Tier 3 students regularly according to progress monitoring calendar</p>	1.0, 9.0, 10.0	Teachers, Title specialists	More targeted intervention leading to continual increase in student reading levels			
Funding Sources: 211 - Title 1, Part A - 2950.00						
5) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 3.0, 4.0, 10.0	Administration, teachers, campus specialists	Increased teacher understanding of curriculum and increased student achievement			
Funding Sources: 211 - Title 1, Part A - 1150.00						
6) Representatives from each grade level team will participate in a reading vertical team which meets once a month to support campus reading goals and strengthen campus vertical alignment.	1.0, 3.0, 4.0, 8.0	Administration, campus reading specialists	Aligned instruction, increased student achievement in the area of reading across the campus			

7) Reading Council composed of vertical reading team will meet with campus reading specialists each six weeks for a half day to build capacity and strengthen vertical alignment.	1.0, 3.0, 4.0, 10.0	Administration, campus reading specialists	Aligned instruction, increased student achievement in the area of reading across the campus			
	Funding Sources: 211 - Title 1, Part A - 800.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)












Performance Objective 5: LANGUAGE ARTS: By the end of the 2017-2018 school year, 70% of students in fourth grade will at least approach grade level standards in writing as measured by the STAAR writing assessment.

Evaluation Data Source(s) 5: STAAR

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 5: 55% approaching standard, up from 44% last year; new goal-70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Grade level teacher teams will meet weekly as professional learning communities, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Teachers, Title specialists, administrators	Increased teacher understanding of TEKS and district curriculum; increased student achievement; increased yearly growth on STAAR			
2) Fourth grade teachers will meet with district language arts coordinator each nine weeks to analyze upcoming TEKS and curriculum and plan together.	1.0, 3.0, 4.0	Administrators, district Language Arts coordinator	Deeper understanding of TEKS and district curriculum, increased writing scores			
Funding Sources: 211 - Title 1, Part A - 1200.00						
3) Teachers will incorporate district Language and Conventions supplemental lessons into the daily curriculum (K-5th).	1.0		Improved writing quality and an increase in editing and revision scores on STAAR			
4) Administrators, Title I coaches, and counselor will meet with students individually in the couple of weeks prior to the writing test to allow students to share their writing portfolios and talk about what they do best as a writer.		Administrators	Students will be more motivated to give their best effort on the STAAR assessment.			
5) Use of Grammar Keeper resource to supplement district curriculum		teachers, Title specialists	Increased editing and revision scores on fourth grade STAAR writing			
Funding Sources: 211 - Title 1, Part A - 350.00						
6) Fourth grade teachers will meet with district language arts coordinator after each pre- and post- writing assessment to score compositions together.	1.0, 3.0, 8.0	Administrator, district language arts coordinator	A better understanding of the STAAR writing rubric and state expectations for each score and a closer scoring alignment between teachers			
7) Teachers, administrators, and campus literacy specialists will meet after each district assessment to analyze data and adjust instruction and intervention groups	1.0, 8.0	Administrators, campus literacy specialists, district specialists when available	More targeted instruction and intervention leading to increased writing scores			

8) Representatives from each grade level team will participate in a Writing vertical team which meets once a month to support campus writing goals and strengthen campus vertical alignment.	1.0, 3.0, 4.0, 8.0	Administrators, PLC leader, campus literacy specialists	Aligned instruction, increased student achievement in the area of writing across the campus			
9) Writing Council composed of vertical writing team will meet with district Language Arts coordinator each six weeks for a half day to build capacity and strengthen vertical alignment.	1.0, 3.0, 4.0	Administrators, PLC leaders, campus literacy specialists	Aligned instruction, increased student achievement in the area of writing across the campus			
Funding Sources: 211 - Title 1, Part A - 1120.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						









Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 6: LANGUAGE ARTS: By the end of the 2017-2018 school year, 90% of students in grades 4 and 5 served through special education will show at least one year of growth in reading.

Evaluation Data Source(s) 6: STAAR

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 6: 4th-33%, from 17% last year 5th-62%, from 43% in 16-17; new goal 4th-50%, 5th-70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
System Safeguard Strategy 1) One resource teacher will be a member of reading vertical team and will attend selected CLCs for reading	1.0, 3.0, 4.0	Administrators	Better alignment of curriculum between resource classroom and general education classrooms			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 7: LANGUAGE ARTS: By the end of the 2017-2018 school year, 90% of ELL students in grades 3, 4, and 5 will show at least one year of growth in reading.

Evaluation Data Source(s) 7: STAAR

Summative Evaluation 7:

Next Year's Recommendation 7: 4th-64%, last year 18%, 5th-81% (46% more than a year), last year 67%; new goal 4th-70%, 5th-90%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
System Safeguard Strategy 1) All aspects of Campus Instructional Focus of building Tier 2 and Tier 3 vocabulary target ELL students	1.0	Administration	Increased vocabulary acquisition, resulting in increased reading comprehension			
System Safeguard Strategy 2) Teachers will engage in two after school PD sessions in October reviewing ELL instructional strategies; presented by district bilingual specialist.	1.0, 3.0, 9.0	Administration	Increased ability of teachers to use best practices in ELL instruction			
System Safeguard Strategy 3) ELL student group will be monitored specifically at each data analysis meeting.	1.0, 9.0	Administration, reading specialists, teachers	All students' needs will be identified and addressed.			
System Safeguard Strategy 4) Provide Spanish Weekly Readers for students in third grade bilingual classes as they transition into more English.		Administrator	Increased reading comprehension			
Funding Sources: 211 - Title 1, Part A - 115.00						
System Safeguard Strategy 5) Purchase additional Spanish trade books for use as mentor texts for reading and writing instruction in grades K-2.		Administrators, teachers	Improved instruction and higher reading levels for students			
Funding Sources: 211 - Title 1, Part A - 775.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Language Arts. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 8: LANGUAGE ARTS: By the end of the 2017-2018 school year, the percentage of ELL students progressing at least one proficiency level on TELPAS will increase from 61% to 70%.

Evaluation Data Source(s) 8: TELPAS

Summative Evaluation 8:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
System Safeguard Strategy 1) All aspects of Campus Instructional Focus of building Tier 2 and Tier 3 vocabulary target ELL students	1.0	Administration	Increased vocabulary acquisition, resulting in increased reading comprehension			
System Safeguard Strategy 2) Teachers will engage in two after school PD sessions in October reviewing ELL instructional strategies; presented by district bilingual specialist.	1.0, 4.0	Administration	Increased ability of teachers to use best practices in ELL instruction			
System Safeguard Strategy 3) ELL student group will be monitored specifically at each data analysis meeting.	1.0, 8.0, 9.0	Administration, reading specialists, teachers	All students' needs will be identified and addressed.			
System Safeguard Strategy 4) Gomez and Gomez strategies for bilingual education will be implemented in each K-4 classroom.	1.0, 2.0	Administrators, bilingual teachers	Increased English language acquisition and improved Spanish language usage			
System Safeguard Strategy 5) Bilingual teachers will serve as a vertical goal team that meets monthly to study best practices in the Gomez and Gomez model and align instruction across the campus.	1.0, 4.0	Administrators, bilingual teachers	Greater student achievement levels as a result of aligned best practices			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Mathematics. (Aspire Strategies 1, 3, 5, 6)






Performance Objective 1: MATHEMATICS: By the end of the 2017-2018 school year, 75% of students in third grade, 62% of students in fourth grade, and 81% of students in fifth grade will at least approach mastery of grade level standards in mathematics as measured by the STAAR math assessment.

Evaluation Data Source(s) 1: STAAR

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: 3rd-68%, 4th-67%, 5th-88%; new goal 3rd-75%, 4th-75%, 5th-90%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Grade level teacher teams will meet weekly as professional learning communities, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Teachers, Title specialists, administrators	Increasing scores on assessments			
System Safeguard Strategy 2) We will implement targeted math intervention four days a week to address specific skill deficits	1.0, 9.0, 10.0	Teachers, campus math specialists, administrators	Closing of skill gaps for students working below grade level			
Funding Sources: 211 - Title 1, Part A - 14364.00						
System Safeguard Strategy 3) Part-time tutors will provide small group intervention and support small group instruction in targeted math classrooms.	1.0, 9.0	Administration, Title staff	Increased scores on assessments.			
System Safeguard Strategy 4) Administration, teachers, and campus math specialists will meet after each district assessment to analyze data and adjust instruction and intervention groups. Specifically, African American, Hispanic, White, Economically Disadvantaged, Special Education and ELL groups will be monitored.	1.0, 8.0, 9.0	Administration, teachers, math specialists	More targeted intervention leading to continual increase in student reading levels			
5) Math vertical team will address fact fluency campus wide.	10.0	Math vertical team	Increased fact fluency leading to more accurate computation at all grade levels			
Funding Sources: 211 - Title 1, Part A - 2220.00						
6) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 3.0, 4.0, 10.0	Administrators, teachers, campus specialists	Increased teacher understanding of curriculum and increased student achievement			
Funding Sources: 211 - Title 1, Part A - 1150.00						

<p>System Safeguard Strategy</p> <p>7) Parent University nights will be offered to parents of third grade students to help parents better understand how to help their students at home with math as they transition into intermediate math classes.</p>	6.0	Campus math specialists	Greater parent participation and support with third grade math and above	✓	✓	✓
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						









Goal 2: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Mathematics. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 2: MATHEMATICS: By the end of the 2017-2018 school year, 90% of students in grades 4 and 5 served through special education will show at least one year of growth in mathematics.

Evaluation Data Source(s) 2: STAAR

Summative Evaluation 2:

Next Year's Recommendation 2: 4th-67%, from 8% last year; 5th-92%, from 100% last year; new goal 4th-70%, 5th 100%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) One resource teacher will be a member of mathematics vertical team and will attend selected CLCs for mathematics.	1.0, 3.0, 4.0	Administrators	Better alignment of instruction between resource and general education classrooms.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Mathematics. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 3: MATHEMATICS: By the end of the 2017-2018 school year, 90% of ELL students in grades 3, 4, and 5 will show at least one year of growth in mathematics.

Evaluation Data Source(s) 3: STAAR

Summative Evaluation 3:

Next Year's Recommendation 3: 4th-57%, from 40% last year; 5th-63%, no data from last year; new goal 4th-65%, 5th-70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) All aspects of Campus Instructional Focus of building Tier 2 and Tier 3 vocabulary target ELL students	1.0	Administration, teachers	Increased vocabulary acquisition, resulting in increased comprehension of mathematics concepts			
2) Teachers will engage in two after school PD sessions in October reviewing ELL instructional strategies; presented by district bilingual specialist.	1.0, 4.0	Administration, teachers	Increased ability of teachers to use best practices in ELL instruction			
3) ELL student group will be monitored specifically at each data analysis meeting.	1.0, 8.0, 9.0	Administration, Title specialists, teachers	All students' needs will be identified and addressed.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: We will ensure that all students are provided high level instruction and targeted intervention in order to show continuous academic growth and achievement in Science. (Aspire Strategies 1, 3, 5, 6)

Performance Objective 1: SCIENCE: By the end of the 2017-2018 school year, 71% of students in fifth grade will show mastery of grade level standards in science as measured by the STAAR science assessment.

Evaluation Data Source(s) 1: STAAR

Summative Evaluation 1: No progress made toward meeting Performance Objective

Next Year's Recommendation 1: 64%; new goal 70%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Fifth grade science teachers will meet weekly as a professional learning community, focusing on the four questions 1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it?	1.0, 2.0, 8.0, 9.0	Administrators, teachers	Increasing scores on assessments			
2) Administration and fourth and fifth grade science teachers will meet after each district assessment to analyze data and adjust instruction.	1.0, 8.0, 9.0	Administrators, teachers	Increased scores on assessments			
3) Grade level teams will meet for a half day each nine weeks to study upcoming curriculum, identify priority standards, write formative assessments, and plan lessons.	1.0, 4.0	Administrators, teachers	Increased student achievement scores			
Funding Sources: 211 - Title 1, Part A - 290.00						
4) A vertical team composed of one teacher from first through fifth grades will meet monthly to align instruction across grade levels and target specific areas for improvement.	1.0, 3.0, 4.0	Administrators, science vertical team	Increased teacher understanding of science curriculum and increased student achievement scores			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: We will commit to a focus on vocabulary instruction for the purpose of increasing reading comprehension and writing skills, particularly in English Language Learners and students living in poverty. (Aspire Strategy 1)

Performance Objective 1: By the end of the first semester, all classroom teachers will fully implement the campus plan for building Tier 2 and Tier 3 vocabulary.

Evaluation Data Source(s) 1: Classroom observations of word walls and content area journals

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
System Safeguard Strategy 1) All teachers will be trained in August to implement the campus instructional focus strategies for building vocabulary.	1.0, 4.0	Administration	Teachers will successfully implement plan			
System Safeguard Strategy 2) By the end of the first nine weeks, all teachers will have interactive word walls posted and will incorporate interactive word wall activities into daily lessons.	1.0, 2.0	Administration	Increased student vocabulary			
System Safeguard Strategy 3) By the end of the first six weeks, all classroom teachers will post and keep current content area word walls.	1.0, 2.0	Administration, teachers	Increased understanding of new vocabulary			
System Safeguard Strategy 4) All students will engage in reflective writing at least three times a week in each academic classroom using content area word walls and interactive word walls as vocabulary resources	1.0, 2.0	Administration, teachers	Increased understanding of new vocabulary			
System Safeguard Strategy 5) Purchase trade books to build each classroom library in an effort to increase opportunities for students to self-select high interest books.	1.0	Administration	Increased engagement for wide reading and expanded vocabulary			
System Safeguard Strategy 6) By the end of the first semester, all teachers will incorporate Flocabulary songs and games into lessons on at least a weekly basis.	1.0	Teachers	Increased student vocabulary			
Funding Sources: 211 - Title 1, Part A - 2000.00						
System Safeguard Strategy 7) Teachers will engage in two after school PD sessions to review Marzano vocabulary strategies in the spring.	1.0, 4.0	Administrators	Increase in the number of instructional strategies used to teach vocabulary			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						


















Goal 5: We will create a culture that promotes each student's inner drive, focusing on positive student behavior, high attendance rates, and increased parental involvement, providing the opportunity for each student to reach full potential. (Aspire Strategy 4)

Performance Objective 1: By the end of the 2017-2018 school year, campus office referrals will be reduced by 15% as compared to last year's total. (From 232 referrals to 197 for the school year)

Evaluation Data Source(s) 1: Discipline Reports

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: 39 referrals, but standard for entering referrals was changed

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Lions Quest program for increased social and emotional awareness will continue to be implemented school wide.		teachers, administrators	Reduction in office referrals			
2) We will continue an emphasis on CREST values (compassion, respect, excellence, service, and teamwork) through daily announcements, our daily Blazer pledge, and conversations with individual students.		Administrators, teachers	Students exhibiting the values.			
3) Student incentives will be offered at Blazer store for demonstrating CREST values.		teachers, PBIS committee	Reduction in office referrals			
4) Counselor will work one-on-one and in groups with students who have recurring referrals for fighting or aggressive behavior		Counselor	Reduction in number of office referrals for aggressive behaviors			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						





















Goal 5: We will create a culture that promotes each student's inner drive, focusing on positive student behavior, high attendance rates, and increased parental involvement, providing the opportunity for each student to reach full potential. (Aspire Strategy 4)

Performance Objective 2: The yearly average attendance rate for the 2017-2018 school year will be 96.5% or higher.

Evaluation Data Source(s) 2: Attendance Reports

Summative Evaluation 2: No progress made toward meeting Performance Objective

Next Year's Recommendation 2: 95.4%; next year's goal 97%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Students with at least 97% attendance for the grading period will receive ribbons and be recognized at pep rallies.	1.0	administration, counselor	Increased attendance			
2) Grade levels and classrooms with highest attendance average will be recognized at pep rally and will receive ice cream at lunch.	1.0	administration, counselor	Increased attendance			
3) Students with patterns of absences will be identified and parents contacted by counselor. Students will participate in a motivational group with counselor. Parents will be contacted regularly.	1.0, 6.0	counselor	Increased attendance of selected students			
4) PTA will provide "spirit sticks" for students who have 97% or better attendance each nine weeks.	1.0	Administrators, PTA	Increased attendance			
5) Attendance goal team will meet monthly to review data and coordinate efforts to increase attendance rate.	1.0	Counselor	Increased attendance			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: We will create a culture that promotes each student's inner drive, focusing on positive student behavior, high attendance rates, and increased parental involvement, providing the opportunity for each student to reach full potential. (Aspire Strategy 4)

Performance Objective 3: The percentage of parents who report they are satisfied with the opportunities they have to be involved in their child's school will increase from 81% to 85%.

Evaluation Data Source(s) 3: Parent Survey

Summative Evaluation 3: Exceeded Performance Objective

Next Year's Recommendation 3: 96% reported satisfaction; will establish new goal

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Continue to provide support for Watch Dogs group to provide opportunities for fathers to be involved at their child's school.	1.0, 6.0	Counselor	Increased numbers of fathers participating			
2) Host family events such as Meet the Teacher, Curriculum Nights, Math Night, Reading Night, Thanksgiving Feast, PTA programs, and Open House. Add new events: Grandparents' Day Luncheon, Halloween Bash, Breakfast with Santa	1.0, 6.0	Administrators, All Staff, PTA	Increased attendance at each event			
3) Increase visibility of school newsletters by posting on Facebook and website in addition to sending through School Messenger.	1.0, 6.0	Principal	More families will be aware of opportunities to be involved at school			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						


Goal 5: We will create a culture that promotes each student's inner drive, focusing on positive student behavior, high attendance rates, and increased parental involvement, providing the opportunity for each student to reach full potential. (Aspire Strategy 4)

Performance Objective 4: 70% of students in grades 3-5 will meet the passing standard on the Fitnessgram.

Evaluation Data Source(s) 4: Fitnessgram

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Next Year's Recommendation 4: 63% of students in HFZ (Healthy Fitness Zone) for aerobic capacity, will set new goal












Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) In addition to regular PE classes, all students will have two 15 minute recess periods.		Administration, teachers	Improved results on Fitnessgram due to increased stamina	✓	✓	✓
						

Goal 6: We will provide each teacher with the resources and opportunities to collaboratively plan the innovative implementation and delivery of the instructional program, focusing on the development of strong Professional Learning Communities. (Aspire Strategies 1, 6)

Performance Objective 1: Leadership Team members will increase ability to effectively lead Professional Learning Communities and grade level teams.

Evaluation Data Source(s) 1: Leadership team members' self-assessments

Summative Evaluation 1: Met Performance Objective















Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Hold monthly Leadership Team meetings focused on building leadership skills	1.0, 4.0	Administrators	Stronger teams and PLCs			
2) Leadership team will attend PLC conference in San Antonio.	1.0, 4.0, 5.0	Administrator	More effective PLCs			
Funding Sources: 211 - Title 1, Part A - 15000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: We will provide each teacher with the resources and opportunities to collaboratively plan the innovative implementation and delivery of the instructional program, focusing on the development of strong Professional Learning Communities. (Aspire Strategies 1, 6)

Performance Objective 2: All teachers will continue to grow in their understanding and implementation of Continuous Improvement tools and processes

Evaluation Data Source(s) 2: Evidence of classroom strategic goals, data folders, and PDSA usage

Summative Evaluation 2: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) All classroom teachers will post strategic learning goals and charts for monitoring progress towards goals.		Administration, teachers	Students will understand the high expectations their teacher has for them.			
2) All classroom teachers will utilize goal setting and data folders with their students.		Administration, teachers	Students will take more responsibility for their learning.			
3) Teachers in at least two grade levels will begin to use the PDSA process with their students.		Administration, teachers	Students will be more engaged in and take more responsibility for their own learning.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	4	1	Implement targeted reading intervention four days a week to address specific skill deficits
1	4	3	Administration, teachers, and reading specialists will meet after each district assessment to analyze data and adjust instruction and intervention groups. Specifically, African American, Hispanic, White, Economically Disadvantaged, Special Education, and ELL groups will be monitored.
1	4	4	Progress monitor Tier 2 and Tier 3 students regularly according to progress monitoring calendar
1	6	1	One resource teacher will be a member of reading vertical team and will attend selected CLCs for reading
1	7	1	All aspects of Campus Instructional Focus of building Tier 2 and Tier 3 vocabulary target ELL students
1	7	2	Teachers will engage in two after school PD sessions in October reviewing ELL instructional strategies; presented by district bilingual specialist.
1	7	3	ELL student group will be monitored specifically at each data analysis meeting.
1	7	4	Provide Spanish Weekly Readers for students in third grade bilingual classes as they transition into more English.
1	7	5	Purchase additional Spanish trade books for use as mentor texts for reading and writing instruction in grades K-2.
1	8	1	All aspects of Campus Instructional Focus of building Tier 2 and Tier 3 vocabulary target ELL students
1	8	2	Teachers will engage in two after school PD sessions in October reviewing ELL instructional strategies; presented by district bilingual specialist.
1	8	3	ELL student group will be monitored specifically at each data analysis meeting.
1	8	4	Gomez and Gomez strategies for bilingual education will be implemented in each K-4 classroom.
1	8	5	Bilingual teachers will serve as a vertical goal team that meets monthly to study best practices in the Gomez and Gomez model and align instruction across the campus.
2	1	2	We will implement targeted math intervention four days a week to address specific skill deficits
2	1	3	Part-time tutors will provide small group intervention and support small group instruction in targeted math classrooms.
2	1	4	Administration, teachers, and campus math specialists will meet after each district assessment to analyze data and adjust instruction and intervention groups. Specifically, African American, Hispanic, White, Economically Disadvantaged, Special Education and ELL groups will be monitored.
2	1	7	Parent University nights will be offered to parents of third grade students to help parents better understand how to help their students at home with math as they transition into intermediate math classes.
4	1	1	All teachers will be trained in August to implement the campus instructional focus strategies for building vocabulary.

Goal	Objective	Strategy	Description
4	1	2	By the end of the first nine weeks, all teachers will have interactive word walls posted and will incorporate interactive word wall activities into daily lessons.
4	1	3	By the end of the first six weeks, all classroom teachers will post and keep current content area word walls.
4	1	4	All students will engage in reflective writing at least three times a week in each academic classroom using content area word walls and interactive word walls as vocabulary resources
4	1	5	Purchase trade books to build each classroom library in an effort to increase opportunities for students to self-select high interest books.
4	1	6	By the end of the first semester, all teachers will incorporate Flocabulary songs and games into lessons on at least a weekly basis.
4	1	7	Teachers will engage in two after school PD sessions to review Marzano vocabulary strategies in the spring.