

2017-2018
Campus Improvement Plan
Bandera Independent School District

Campus: Alkek Elementary School



Dedicated to Education ...
Committed to Excellence

Alkek Elementary School

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc.
Chip Jackson	Administrator
Dixie Moseley	Administrator
Lisa Holdbrook	Administrator
Tammie Royal	Teacher
Sonya Adamson	Teacher
Laura Lopez	Teacher
Katherine Oholendt	Teacher
Marcie Herbst	Teacher
Melinda Reichart	Teacher
Angelle Enriquez	Teacher
Cindy Asher	Teacher
Monica Halsey	Parent
Megan Jackson	Parent
Leah Forehand	Community Member
James Forehand	Community Member
Jeff Gelsone	Business Member
Brent Trussell	Business Member

Campus level committee composition: (elected) 2/3 classroom teachers one of which is a special education teacher, 1/3 other campus level staff (non-teaching professionals) and +(selected) 2 parents and 2 community members and 2 business representatives.

Title I Component 1: Comprehensive Needs Assessment

Part 1: Campus Profile

Campus Profile for the School Year: Alkek Elementary is a rural school located on TX State Highway 173 south approximately 2 miles from Bandera, Texas in the eastern part of Bandera County. Alkek Elementary School is located in a rural area 2 miles outside of the city limits. It is not considered a neighborhood school. It draws students from Bandera, Tarpley, and Pipe Creek. There is very limited industry in the Alkek Elementary attendance zone, most of which is directed at local needs like restaurants, bars, 4 banks, one grocery store, one hardware store and the Bandera Electric Coop. Most parents in the Alkek Elementary attendance zone work in Bandera county creating an enclave like environment.

The socio economic status of students at Alkek Elementary is low moderate, with Low SES students making up approximately 63 % of the population. This rate compares with the overall district rate of 53%. Because of the level of students who live below the poverty line, Alkek Elementary has been designated a Title I Schoolwide campus. The majority of the students at Alkek Elementary live in single family dwellings with few non-traditional households. Several small apartment complexes within the city limits provide just a handful of students to Alkek. The student population at Alkek Elementary is 47% female and 53% male. The ethnicity of the student body is 33% Hispanic, <1% American Indian, <1% Asian, <1% African American, 65% Anglo and <1%% bi-racial. Eighty-eight percent of the student body is in regular education while 12% of the population qualifies for Special Education services.

Part 2: Data Sources

A Comprehensive Needs Assessment for this campus was conducted with the following data sources by the : (list participants) Campus Improvement Committee during CIC meetings on (date) 2016-2017 school year.

Data Sources Examined	
<input checked="" type="checkbox"/> TAPR (Texas Academic Performance Report)	<input checked="" type="checkbox"/> TELPAS data for ELL Students
<input checked="" type="checkbox"/> Federal Accountability Data (NCLB Report Card)	<input checked="" type="checkbox"/> Achievement Test Data
<input checked="" type="checkbox"/> Disaggregated STAAR data	<input checked="" type="checkbox"/> Data from On-line Assessment Tools
<input type="checkbox"/> Disaggregated End of Course data	<input checked="" type="checkbox"/> Benchmark or Formative Assessments
<input checked="" type="checkbox"/> District/Campus PEIMS reports	<input checked="" type="checkbox"/> STAAR Early Literacy Assessment
<input checked="" type="checkbox"/> PBMAS reports, if warranted	<input checked="" type="checkbox"/> DRA or Other Reading Assessments
<input checked="" type="checkbox"/> Student attendance data	<input type="checkbox"/> Pre-AP/AP Scores
<input checked="" type="checkbox"/> Truancy data	<input type="checkbox"/> PSAT/SAT/ACT Scores
<input checked="" type="checkbox"/> Disaggregated Assessment Data from Eduphoria	<input type="checkbox"/> Completion Rate
<input checked="" type="checkbox"/> Referral percentages for students in SPED	<input type="checkbox"/> Parent Involvement Data
<input checked="" type="checkbox"/> Referral percentages for students in ESL	<input checked="" type="checkbox"/> Other anecdotal records/ grades
<input checked="" type="checkbox"/> Failure Rates & Grade Record	
<input checked="" type="checkbox"/> Disciplinary Referral Data	

Part 3: Summary of Findings

Campus Areas of Concern	Data Source Used to Identify Concern
STAAR and other Assessments Passing Rate for all Students in Reading	STAAR Data, grade reports, progress reports, benchmark assessments
STAAR and other Assessments Passing Rate for all Students in Math	STAAR Data, grade reports, progress reports, benchmark assessments
STAAR and other Assessments Passing Rate for all Students in Writing	STAAR Data, grade reports, progress reports, benchmark assessments
STAAR and other Assessments Passing Rate for all Students in Science	STAAR Data, grade reports, progress reports, benchmark assessments
Achievement gap between subpopulations in core subject areas	STAAR Data, grade reports, progress reports, benchmark assessments
Student Attendance	Attendance Data / PEIMS

In this plan, the term “student groups” refers to students who are Hispanic, White, African American, ED, Migrant, LEP, G/T, At-Risk and Special Education Populations of student groups which account for less than 10 students will not be referenced due to the possibility of accidentally identifying said students.

Part 4: State Compensatory Education Documentation

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in pre-kindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years.
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
5. Is pregnant or is a parent.
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency?
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Part 5: Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with Grant, State and Local funds to meet the needs of all students on this school wide campus.

Program/Funding Source
Federal Programs
<input checked="" type="checkbox"/> Title I, Part A
<input checked="" type="checkbox"/> Title II, Part A
<input checked="" type="checkbox"/> Title III
<input type="checkbox"/> Title IV
<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> IDEA B PRESCHOOL
<input checked="" type="checkbox"/> Headstart
<input type="checkbox"/> Other:
State Programs
<input checked="" type="checkbox"/> Bilingual/ESL Program
<input checked="" type="checkbox"/> State Compensatory Education
<input checked="" type="checkbox"/> Dyslexia
<input checked="" type="checkbox"/> Gifted/Talented
<input checked="" type="checkbox"/> Special Education
<input checked="" type="checkbox"/> State Pre-Kinder
<input checked="" type="checkbox"/> Grants:
<input type="checkbox"/> Other:
Other Funding Sources
<input checked="" type="checkbox"/> Local Funds
<input checked="" type="checkbox"/> Activity Funds
<input checked="" type="checkbox"/> Gifts/Donations
<input checked="" type="checkbox"/> Other: BISD Education Foundation Grants

Required Title I Campus Plan Components to be Documented in Plan Activities

1. Comprehensive Needs Assessment (CNA) of the entire school (including all program areas)
2. Reform strategies that address the needs of all children in the school, but particularly the needs of children of target populations of any program that is included in the school-wide program and that use effective methods and instructional strategies based on scientifically based research.
3. Instruction by highly qualified teachers.
4. Professional development for teachers and aides, and where appropriate, pupil services, personnel, parents, principals, and other staff who work for the student improvement
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs. (*where appropriate*)
8. Steps to include teachers in the decisions regarding the use of assessments.
9. Activities to ensure that students who experience difficulty mastering any of the state standards during the school year will be provided with effective, timely additional assistance.
10. Coordination and integration of Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Critical Element 1:	Academic Performance is the foundation of success. - By focusing on data driven instruction that targets the use of on-going monitoring of instruction, schools can increase performance for all students. Curricular alignment, both horizontally and vertically, is also an essential component of success.							
Performance Objective 1:	Support and expand Curriculum Implementation in order to align curriculum effectively through vertical and horizontal teaming. (NCLB 2, GP 4, CR)							
Needs Assessment	Action Step(s)							
	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented by Code	
A. Curriculum Alignment	Support curriculum usage by using <i>vertical and horizontal teaming</i> in order to align curriculum effectively.							
	General Education Teachers, Special Education Teachers	Campus Principal, Curriculum Lead	8/18/2017	6/7/2018	General Fund 199-11 Title I, Part A 211-11 Instructional Materials Allotment Title II, Part A 255-11	Meeting agendas, sign in sheets, lesson plans, grade/department meeting minutes	CE1 PO1 A	
Performance Objective 2:	Implement curriculum that supports increased academic achievement and rigor through STAAR other assessment performance. (CR, GP, NCLB 2)							
Needs Assessment	Action Step(s)							
	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented By Code	
A. College Readiness	Support implementation of rigorous curriculum by providing mentoring, model lessons, training and instructional materials.							
	General Education students, SPED students, Economically Disadvantaged students, ELL students	Campus Principal, Curriculum Lead, Team Leaders	8/18/2017	6/7/2018	General fund 199-11 Grant funds Activity funds	Comparison of longitudinal data, lesson plans, content & team meeting minutes, locally developed benchmark data.	CE 1 PO 2 A	
B. Curriculum Implementation	Implement curriculum that is intensive, sustained and research-based for grades PK-12 with a focus on introducing, deepening, practicing and applying TEK's Student Expectations to real world situations. (SPED Action Plan)							
	General Education students, SPED students	Campus Principal, Curriculum Lead, Team Leaders	8/18/2017	6/7/2018	General Fund 199-11; 199-21, Title I, Part A 211-11; Title II A-255-11; SPED 224-11, 225-11	Lesson plans, student work products, classroom evaluations, purchase orders	CE 1 PO 2 B	

C. Technology Implementation	Support implementation of curriculum to include use of technology and STEM instructional materials.						
	Economically Disadvantaged, General Education, At Risk, Special Education, ELL students	Campus Principal, Curriculum Lead, Instructional Technologist, Team Leaders	8/18/2017	6/7/2018	General Fund 199-11 Title I, Part A 211-11 Title II, Part A 255-11 Instructional Materials Allotment 411-11	Requisitions, Purchase Orders, Invoices	CE 1 PO 3 A
Performance Objective 3:	Decrease achievement gap between designated subpopulations in core subject assessments by 7 percentage points on STAAR and local assessments.						
Needs Assess.	Action Step(s)						
	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented by Code
A. Assessment/Compliance	Provide on-going monitoring & adjustment of math instruction for the subpopulations of Special Education, Hispanic, and Economically Disadvantaged in order to close the achievement gap.						
	Economically Disadvantaged, Hispanic, ELL, Special Education students	Campus Principal, Campus Assistant Principal, Campus Counselor, Curriculum Lead, Team Leaders	8/18/2017	6/7/2018	General Education 199-11 Title I, Part A 211-11 Title II, Part A 255-11	Lesson plans, walk through data, anecdotal data, locally developed benchmark data	CE 1 PO 4 A
Performance Objective 4:	Increase availability of STEM materials and curriculum to support higher order math and science instruction in all grade levels.						
Needs Assess.	Action Step(s)						
	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented by Code
A. Curriculum	Provide information and support in implementing STEM curriculum across grade levels to support math and science instruction including robotics instruction. (NCLB 9, CR , GP 4)						
	General Education, Special Education, Economically Disadvantaged, Hispanic, ELL students	Campus Principal, Curriculum Lead, Team Leaders	8/18/2017	6/7/2018	General Fund 199-11 Title I, Part A 211-11 Title II, Part A 255-13	Lesson plans, requisitions, purchase orders, invoices, anecdotal records, student projects	CE 1 PO 5 A

B. Curriculum Implementation	Provide materials necessary to support hands on curriculum implementation.							
	General Education, Special Education, At-Risk, Economically Disadvantaged, Hispanic	Campus Principal, Curriculum Lead, Team Leaders	8/18/2017	6/7/2018	General Fund 199-11 Title I, Part A 211-11 Title II, Part A 255-13	Lesson plans, requisitions, purchase orders, invoices, anecdotal records, student projects	CE 1 PO 5 B	
C. Higher Order Thinking	Support the use of STEM curriculum to expand the use of higher order thinking skills. (NCLB 9, CR , GP 4)							
	Economically Disadvantaged, Hispanic, At Risk, GT students	Campus Principal, Curriculum Lead	8/18/2017	6/7/2018	General Fund 199-11 Title I, Part A 211-11 Title II, Part A 255-11 Education Foundation Grants	Lesson Plans Walk through data Student projects, Student competitions	CE 1 PO 5 C	
Performance Objective 5:	Coordinate instruction between core teachers in order to improve performance on STAAR, EOC and PSAT/SAT/ACT assessments.							
Needs Assess.	Action Step(s)							
	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented by Code	
A. Horizontal Teaming	Provide opportunity for teachers to examine crossover TEKS and integrate them into instruction. (NCLB 9, CR , GP 4)							
	Hispanic, At Risk Economically Disadvantaged, ELL, Special Education students	Campus Principal, Curriculum Lead, Team Leaders	8/18/2017	6/7/2018	General Fund 199-11 Title II, Part A 255-11 Title I, Part A 211-11	Lesson plans, meeting sign in sheets, anecdotal records, walk through data	CE 1 PO 6 A	
B. Curriculum and Instruction	Provide intensive and sustained instruction that supports core cross curricular implementation.							
	General Ed, Special Education, At-Risk, Economically Disadvantaged Students	Campus Principal, Curriculum Lead, Team Leaders	8/18/2017	6/7/2018	General Fund 199-11 Title I, Part A 211-11 Title II, Part A 255-11	Lesson Plans, Curriculum documents and vertical alignment documents, requisitions, invoices, student projects	CE 1 PO 7 B	

Performance Objective 6:	Identify students who have not been successful on state and local assessment and provide intervention and utilize effective lesson and unit planning that scaffolds content from simple to complex understanding and application.						
Needs Assess.	Action Step(s)						
	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented by Code
A. Assessment/Acceleration	Identify targeted Hispanic, eco-disadvantaged, SPED and at-risk students who have not succeeded on state and local assessments and create an acceleration plan for those students in the core subjects in which they did not achieve satisfactory results.						
	Hispanic, Economically disadvantaged, At-risk, ELL students	Campus Counselor, RTI Staff, Regular Education Teachers, Special Education Teachers	8/18/2017	6/7/2018	General fund 199-11 Title I, Part A 211-11 Title II, Part A 255-11 Title III, Part A 263-11	Written plans, local assessment data, grades, anecdotal reports, STAAR reports	CE 1 PO 7 A
Performance Objective 7:	Integrate and institutionalize use of technology, as well as implement Google Classroom, as a routine strategy in classroom instruction.						
Needs Assess.	Action Step(s)						
	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented by Code
A. Technology	Provide training to teachers on Chrome and Google Drive technology to increase student engagement and productivity.						
	General Education, SPED Education, ESL, At-Risk, Economically Disadvantaged	Campus Principal, Curriculum Lead, Instructional Technologist, Team Leader	8/18/2017	6/7/2018	General Fund 199-11; Title I A 211-11; Title VI; Title III 263-11; IMA Funds 410-11	Purchase Orders, Lesson Plans, Student Work Products and Demonstrations	CE 1 PO 8 A
B. Curriculum Alignment	Meet in Vertical Teams to align technology TEKS with core curriculum.						
	All Teachers	Campus Principal, Curriculum Lead	8/18/2017	6/7/2018	General Fund 199-11; 199-21, Title I, Part A 211-11; Title II A-255-11; SPED 224-11, 225-11	Calendars, Meeting agendas, emails, Sign in sheets,	CE 1 PO 8 B
Critical Element 2:	Use of Quality Data to Drive Instruction - Using quality data to drive instruction emphasizes data disaggregation training and ongoing communication of data to improve student learning outcomes. A focus of this goal is to utilize data to drive decisions.						
Performance Objective 1:	Use data disaggregation to drive instruction and focus interventions on relevant targets.						

Needs Assessment	Action Step(s)						
	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented by Code
A. Assessment/Disaggregation of Data	Disaggregate STAAR, as well as local assessments, to identify areas of weakness in core curriculum across the grade levels. Use PLCs to support this effort.						
	General Education teachers, Special Education teachers	Campus Principal, Campus Assistant Principal, Curriculum Lead, Team Leaders	8/18/2017	6/7/2018	General Fund 199-11, 199-21 Title I, Part A 211-11 Title II, Part A 255-13	Meeting agendas, sign in sheets, disaggregated data, AWARE reports, STAAR Student Reports	CE 2 PO 1 A
B. Student Management	Reduce long term referrals to ISS and DAEP through review of data and consideration of alternate assignments.						
	Administrators, Special Education teachers, Regular Education teachers	Campus Principal, Campus Assistant Principal, Campus Counselor	8/18/2017	6/7/2018	General fund 199-23	Decreased amount of long term discipline referrals through PEIMS review.	CE 2 PO 1 B
C. Data Compliance/Student Management	Provide training to campus staff especially with regards to ISS/DAEP data and PEIMS coding. Review data with regulated frequency and provide feedback to campuses.						
	Special Education, ESL, At-Risk	Campus Principal, Assistant Principal, Curriculum Lead	8/18/2017	6/7/2018	IDEA B 224-11, IDEA B Preschool 225-11, General Fund 199-11, 199-21	Review data at designated points throughout the school year to check for any anomalies and irregularities.	CE 2 PO 1 C
D. Instruction/Training	Use observations, feedback and data training by consultant to <i>improve instruction to Special Education Students</i> with regards to STAAR and local assessment performance results.						
	Special Education	Campus Principal, Counselor	8/18/2017	6/7/2018	224-11 IDEA B, 225-11 IDEA B Preschool, 199-11 General Fund, 199-13 General Fund	Feedback given to teachers from consultant and provided to SPED Director. Feedback conference schedule, written comments, suggestions for training from	CE 2 PO 1 D

						consultant.	
E. Assessment /Curriculum Analysis	Identify targeted subpopulations by campus and develop a plan to identify areas of weakness and address those areas through curricular changes in order to reach Final Phase performance and increase performance to Level III. CE 2 PO 1 E						
	Special Education, ELL, At-Risk, Eco Disadvantaged, GT	Campus principals, Campus Assistant Principal, Curriculum Lead, Team Leaders	8/18/2017	6/7/2018	General Fund 199-11; SPED 224-11; IDEA B Preschool 225-11; Title I 211-11; Title II, 255-13; Title III 263-	Written evaluations of assessment through benchmark data, Star Math, Star Reading, student grades; Aware; PLC meeting notes; Campus STAAR Reports	CE 2 PO 1
Critical Element 3:	Leadership Effectiveness - Leadership Effectiveness targets the need for leadership on a campus to exercise operational flexibility and the effective use of data and resources. Providing job-embedded professional development to build capacity of campus leaders is a vital part of success.						
Performance Objective 1:	Campus Leadership will be kept up to date on current effective practices in instruction, discipline, disaggregation and safety.						
Needs Assessment	Action Step(s)						
	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented by Code
A. Training	Provide training to campus on areas identified by district in which training is needed to address STAAR.						
	All Campus Staff and Teachers	Campus Principal, Curriculum Lead	8/18/2017	6/7/2018	General fund 199-21, General fund 199-11, General Fund 199-31 Title II, Part A 255-13	Agendas, Sign in Sheets, meeting handouts, articles, Project Share, certificates	CE 3 PO 1 A
B. Training/SPED	Provide training and time for data analysis to campus staff in interventions with Special Education student behavior and effective solutions to disciplinary concerns.						
	Campus Staff and Teachers	Campus Principal, Campus Assistant Principal, Campus Counselor, Curriculum Lead, Team Lead	8/18/2017	6/7/2018	General fund 199-21, General fund 199-11, General Fund 199-31 Title II, Part A 255-13	Agendas, Sign in Sheets, meeting handouts, articles, certificates	CE 3 PO 1 B

C. Safety	Provide on-going training campus on safety procedures, safety practices and safety concerns on campus and throughout the district.						
	Campus Staff and Teachers	Campus Principal, Campus Vice Principal, Campus Counselor, Curriculum Lead, Team Lead	8/18/2017	6/7/2018	General fund 199-21, General fund 199-11, General Fund 199-31 Title II, Part A 255-13	Agendas, Sign in Sheets, meeting handouts, articles, certificates	CE 3 PO 1 C
Critical Element 4:	Increased Learning Time - Increased Learning Time necessitates flexible scheduling that allows time for additional instructional minutes, enrichment activities and staff collaborative planning time. This goal also confirms as a requisite, an instructionally focused calendar.						
Performance Objective 1:	Enhance early education opportunities for at-risk students. (NCLB 7, CR)						
Needs Assessment	Action Step(s)						
	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented by Code
A. Early Education/At-Risk	Provide early education opportunities for at risk students specifically those that qualify for Pre-Kinder and Headstart classes as well as PPCD.						
	Economically Disadvantaged students, At Risk students	Campus Principal, Head Start Teacher, Pre-Kinder Teacher, PPCD Teacher	8/18/2017	6/7/2018	General Fund 199-11 IDEA B- Preschool 225-11 Head Start 205-11 Compensatory Ed	Class rosters Enrollment paperwork PEIMS data	CE 4 PO 1 A
Performance Objective 2:	Provide time for extra support and coordination of extra learning time across the grade levels.						
Needs Assessment	Action Step(s)						
	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented by Code
A. Curriculum/Acceleration/Drop	Provide campus support to identify, monitor and provide acceleration to students in danger of failing state assessments. Provide extra time for expanded core content instruction for students who did not meet expectations on state assessments STAAR.						

Out Prevention	General Education, Special Education, Hispanic, ELL, Economically Disadvantaged	Campus Principal, Campus Assistant Principal, Campus Counselor, Curriculum Lead, Team Leaders	8/18/2017	6/7/2018	General Fund 199-11 State Comp Ed Fund Title I, Part A 211-11 SPED 224-11 & 225-11 Title III 263-11	Master schedule, tutorial schedule/roster, documentation of campus content and grade level meetings; blitz days, summer school schedule	CE 4 PO 2 A
Critical Element 5:	Family and Community Engagement - Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.						
Performance Objective 1:	Increase use of community and state resources in implementation of curriculum.						
Needs Assessment	Action Step(s)						
	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented by Code
A. Curriculum Implementation	Increase collaboration with local historical, genealogical, scientific and economic organizations to support community based learning activities. (NCLB 10, GP 3)						
	General Education, Special Education, At Risk, Economically Disadvantaged, Hispanic	Campus Principal, Campus Assistant Principal, Campus Counselor, Team Leaders	8/18/2017	6/7/2018	General Fund 199-11 Title I, Part A 211-61	Emails, letters, student projects, lesson plans, web site; campus newsletters; brochures, site visits	CE 5 PO 1 A
Performance Objective 2:	Increase effective parent involvement in student learning and achievement.						
A. At Risk	Facilitate parent involvement to provide information, resources and training to parents of at-risk students in order to support student achievement.						
	At-Risk, Parents, SPED, Economically Disadvantaged, ESL, Hispanic	Campus Principal, Campus Vice Principal, Campus	8/18/2017	6/7/2018	General Fund 199-61; Title 1 A 211-61; Title III 263-61, Student Activity Accounts 46X-11	Sign In sheets, literature, on-line resources, parent evaluations & feedback, STAAR	CE 5 PO 2 A

		Counselor, Curriculum Lead, Team Lead				Information, parent information session agendas;	
B. At Risk/Student Management	Provide information on the value of good attendance to parents by a variety of methods to all parents.						
	General Education; Special Education; At-Risk; Hispanic; ELL	Campus Assistant Principal, PEIMS clerk, All Campus Teachers	8/18/2017	6/7/2018	General fund 199-21, & 199-31 Title I, A 211-11	Distribution of brochures to campuses and parents; web site; eNews; campus newsletters; Parent contact one first absents	CE 5 PO 2 B
C. At Risk/Drop Out Prevention	Provide resources to develop novel solutions through community engagement and parent involvement.						
	General Education Parents; Special Education parents; Hispanic parents; At-Risk parents	Director of Testing and At- Risk Services Director of Special Education Director of Special Programs Campus Principals	8/18/2017	6/7/2018	General Fund 199-11, 199-21, 199-31, 199-61 Title I A 211-61; Title III 263-61; Title VI, Student Activity Funds	Meeting Agendas, Planning Documents, District generated documents, on-line resources	CE 5 PO 2 C
Critical Element 6:	School Climate - School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.						
Performance Objective 1:	Each campus will be a safe, positive learning environment where all students achieve their maximum potential.						
Needs Assessment	Action Step(s)						
	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented by Code
A .At Risk	Provide student instruction delivered on a regular and consistent basis about the dangers of at-risk behaviors like alcohol, drug, tobacco abuse as well as bullying behaviors, and suicide prevention.						
	General Education, Special Education, At-Risk, Economically Disadvantaged, Hispanic, ELL	Campus Counselor and Designees	8/18/2017	6/7/2018	General Fund 199-31; Title I, Part A 211-11	Lesson Plans, Student Work Projects and Demonstrations, Club Activities, Program Agendas Decrease in number of discipline referrals for drug, alcohol, tobacco abuse at school & decrease in	CE 6 PO 1 A

						number of bullying-violence incidents	
B. Student Management	Identify and utilize strategies to reduce all levels of student disciplinary concerns and provide a plan for repeat offenders to decrease referrals by 5% with emphasis on patterns of disciplinary behavior and positive behavior support.						
	General Ed, At-Risk, Special Ed, Hispanic	Campus Assistant Principal, Team Leaders	8/18/2017	6/7/2018	General Ed 199-11, 199-21; 199-31; Title I, Part A 211-11	Decreased disciplinary referrals, fewer ISS/DAEP assignments; anecdotal record, PEIMS record	CE 6 PO 1 B
C. Student Management	Provide an individualized plan of action for students with 10 or more severe or repetitive disciplinary referrals from the previous year identified as persistent misbehavers using RTI Tier level system for Behavior Intervention and Restorative Discipline.						
	General Education; Special Education; At Risk; Hispanic	Campus Assistant Principal, Campus Counselor, Team Leaders	8/18/2017	6/7/2018	General Fund 199-11, 199-21, Student Activity Funds State Compensatory Ed	Decrease in number of persistent misbehavers, PEIMS records; Anecdotal evidence	CE 6 PO 1 C
D. Student Management	Identify patterns of disciplinary referrals with respect to time, location and behavior on campus and formulate plan to address those areas of concern.						
	General Education; Special Education, Hispanic, At Risk	Campus Assistant Principals, Campus PEIMS clerk, Team Leaders	8/18/2017	6/7/2018	General Fund 199-21, 199-31	Anecdotal Records, Team collaboration, Administrative staffings, reports to principal; video analysis	CE 6 PO 1 D
E. Student Attendance	Create of an individualized early intervention plan to address students who have poor attendance before referral to county courts.						
	General Education, SPED, Hispanic, At-Risk	Campus Assistant Principal, Campus PEIMS clerk, Team Leaders	8/18/2017	6/7/2018	Student activity funds, General Fund 199-11; Title I, Part A 11-11	Campus Plan to address attendance issues, including anecdotal records and truancy records; PEIMS records	CE 6 PO 1 E
F. Student Management	Collect students' feedback and engage students in planning regarding critical campus issues.						

	General Education; Special Education; At-Risk; Hispanic	Campus Principal, Team Leaders	8/18/2017	6/7/2018	General Fund 199-11, 199-21, 199-41 Student Activity Fund	Anecdotal Feedback from students, which is incorporated into campus and district planning	CE 6 PO 1 F
Critical Element 7:	Teacher Quality - Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development.						
Performance Objective 1:	Staff Development - Provide intensive, sustained training in core subjects, strategies and techniques to regular and special education teachers to increase academic success in the classroom. (NCLB 4, CR)						
Needs Assessment	Action Step(s)						
	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented by Code
A. Staff Development	Seek out and provide intensive, sustained and research based <i>training</i> from local and state resources on core subjects, career and technology and elective courses.						
	Regular Education Teachers; Special Education Teachers; Aides; Administration	Campus Principal, Curriculum Lead	8/18/2017	6/7/2018	General Fund 199-13 Title I, Part A 211-13 Title II, Part A 255-13	Training Agendas, Certificates of Participation, Training Evaluations, Staff Development plans for campus and district	CE 7 PO 1 A
B. Staff Development	<i>Provide sustained, intensive training on STAAR and CCR standards.</i>						
	General Education teachers, Special Education teachers	Campus Principal, Curriculum Lead	8/18/2017	6/7/2018	General Fund 199-11 Title I, Part A 211-13 Title II, Part A 255-13	Sign in Sheets, Certificates of Attendance, Training agendas, Invoices	CE 7 PO 1 B
C. Technology	Provide intensive, <i>sustained locally based training in the uses of technology</i> in the classroom, especially in Google Classroom.						
	General Education teachers; Special Ed teachers	Campus Principal, Curriculum Lead Instructional Technologist	8/18/2017	6/7/2018	General Fund 199-11 Title I, Part A 211-13 Title II, Part A 255-13	Meeting Sign in Sheets, Certificates of Participation, Anecdotal record, registration through Workshop & Form Space Technology Event (Eduphoria)	CE 7 PO 1 C
D. At Risk	Reduce Special Education referrals to ISS and DAEP by providing training to regular and Special Education teachers and other						

	staff members as required.						
	Special Education teachers, Regular Education teachers, Administrators Paraprofessionals	Campus Principal, Campus Assistant Principal, Campus Counselor	8/18/2017	6/7/2018	224-13 IDEA B 225-13 IDEA B Preschool 226-13 IDEA B Discretionary	Sign in Sheets, Anecdotal Feedback, and Disciplinary Referral review by SPED staff.	CE 7 PO 1 D
E. At Risk	Provide Sheltered Instruction Resources to teachers and administrators as well as ELPS and student proficiencies.						
	Teachers of ELL students	Campus Principal, Curriculum Lead	8/18/2017	6/7/2018	Title I, A 211-13 Title II, A 255-13	PO's, lesson plans, walk throughs, evaluations,	CE 7 PO 1 E
Performance Objective 2:	Provide incentives to recruit and retain effective, highly qualified instructional teachers						
Needs Assessment	Action Step(s)						
A. Recruitment and Retention	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented by Code
	Provide retention benefit through use of federal, state and local funding sources to instructional staff and other employees.						
	General education teachers, special education teachers, administrators, auxiliary staff	Superintendent Business Manager Director of Special Programs, Campus Principal	8/18/2017	6/7/2018	General Fund 199-21,23,31,33	Retention benefit will be provided before the end of fall semester. Anecdotal evidence	CE 7 PO 2 A