

Judson Independent School District
Copperfield Elementary
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts
Top 25% Student Progress
Top 25% Closing Performance Gaps
Postsecondary Readiness



Copperfield Elementary School
Home of the Bobcats

Mission Statement

At Copperfield Elementary, authentic relationships and high expectations foster a love of learning amongst students, staff and community.

Vision

Establishing foundational footprints to success.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment as of September 2017: 661

Our demographics are as follows:

Economically Disadvantaged: 54.3%

Asian: 2 %

African American: 29%

Hispanic: 47%

White: 17%

ELL: 2%

Demographics Strengths

Diverse student population

Active PTO

Multiple school events and activities

1. Parent surveys for input about school experience

2. Walkathon
3. APEX Fun Run
4. Open House
5. Watch Dogs
6. Kinder Round-Up
7. Texas Public Schools Week
8. Bike Rodeo
9. PTO Meetings
10. Site Based Decision Making Committee
11. Community Mentor Partnership -R2R - Roaring to Rockets , Maranatha Mentors
12. Coffee with the Counselor
13. Showcase
14. K-2nd Science Night and 3rd-5th Science Night
15. Kinder-5th Math and Literacy Night
16. Spring Fling
17. McTeacher Nights (1 fall and 1 spring)
18. Whataburger Night
19. Maranatha Mentors
20. Veteran's Day Celebration ProgramLEP: 2%

21. Parent - Teacher - Partners
22. Afterschool extra-curricular
23. Bobcat Buddies
24. Principal's Academy List

Problem Statements Identifying Demographics Needs

Problem Statement 1: Significant increase in new student enrollment - increase in behavior concerns **Root Cause:** New students are not familiar with Restorative Practices

Problem Statement 2: Low parent and community involvement **Root Cause:** 90% of students have working parents. Parents are not able to be as involved.

Problem Statement 3: Parents do not access Parent Center (district website) **Root Cause:** Parents have not been trained on available resources..

Student Academic Achievement

Student Academic Achievement Summary

With the district's adoption of the TEKS Resources System for curriculum, our instruction is now vertically aligned in math, science reading, and social studies.

Our campus will continue guided math to accompany guided reading as a way to meet student's individual needs with additional support from both RTI and enrichment.

Our campus received four areas of Designated Distinctions: Reading, Top 25% Percent Student Progress, Top 25% Closing Performance Gap, and Ppost Secondary Readiness.

Student Academic Achievement Strengths

STAAR Data:

3rd Grade Reading - significant increase in percent of students achieving Masters Level compared to 2016

3rd Grade Math - continued increase in percent of students achieving Meets and Masters Level compared to 2016

4th Grade Math - significant increase in percent of students achieving Approaches, Meets, and Masters Level compared to 2016

4th Grade Writing - increase in the percent of student achieveing Approaches Levels compared to 2016

5th Grade Math - continued increase in the percent of students achieving Approaches Level. Significant increase in the percent of students achieving the Meets and Masters Level compared to 2016.

5th Grade Reading - continued increase in the percent of students achieveing Approaches and Masters Level. Significant increase in the percent of students acheiveing Meets Level compared to 2016.

5th Grade Science - Significant increase in the percent of students achieveing the Approaches, Meets, and Masters Level compared to 2016.

Campus received four areas of distinction for accountability: Reading, Top 25% Student Progress, Top 25% Closing the Performance Gap, and PostSEcondary Readiness

I-Station: (EOY)

Kinder: Tier I: 67%

Tier II: 18%

Tier III: 16%

1st: Tier I: 76%

Tier II: 17%

Tier III: 6%

2nd: Tier I: 65%

Tier II: 24%

Tier III: 11%

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Need to increase student achievement scores in 3rd grade math, 4th grade reading, and continue to improve writing. **Root Cause:** Weekly common assessments are not aligned with the rigor of what is required

Problem Statement 2: Need for More detailed and aligned curriculum for reading and writing **Root Cause:** Inconsistency with teachers accessing the TEKS Resource System

Perceptions

Perceptions Summary

Based on the Beginning of the year staff survey in September 2017 , staff members enjoy:

1. The positive school and work environment at Copperfield.
2. When they bring concerns to and ideas to admin, there is follow through.
3. Campus Professional Developments are practical and relevant.
4. The opportunity to plan weekly - extended planning
5. The student recognition and awards that are implemented
6. The positive climate and culture that is present on campus.
7. The implementation of Restorative Practices

Perceptions Strengths

According to the End of the Year (May 2017) survey results:

Staff has described Copperfield Elementary as a positive work environment. Staff also noted that they are happy with their team and there is always teamwork done by all employees. Staff is always willing to greet one another and always give a helping hand.

Student surveys indicated:

86% like school

90% feel safe

89% stated if they report unsafe or dangerous behavior it will be taken care of

94% feel teachers treat them fairly

95% believe their teacher believes that all students can do well in school.

94% believe teachers will help them if they don't understand something or want to learn more about something

Teachers are what they like most about school.

After school programs - students want to see more clubs - specifically sports.

1. Teachers participate in decision making process through RPM and PLC.

School committees meet monthly to ensure that information is passed along and to discuss key issues that present themselves. Our campus PTO is actively involved to ensure success for teachers and the students.

2. School committees and Team Leaders meet monthly to ensure that information is passed along and to discuss key issues that present themselves.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Create and promote student activities such as clubs that are accessible to all grades. **Root Cause:** There are no school "clubs" at this time available to all grades.

Problem Statement 2: Student survey revealed a need for a water fountain outside by the playground. **Root Cause:** Students have to come from outside into the building when they want water. Creates a safety concern - no supervision when leaving the playground to come inside.

Problem Statement 3: Communication - ensuring consistency across grade levels. **Root Cause:** Information is not always dispensed to everyone

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Professional development needs assessment data

Parent/Community Data

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

Goals

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness








Performance Objective 1: To improve and support academic student performance level at or beyond grade level to meet or exceed the state average in the four core subject areas by 5 percentage points.

Evaluation Data Source(s) 1: STAAR data, Universal Screen data, CBA/Benchmark data, Student Journals and Student Work.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Analyze CBA/Benchmark, STAAR, and universal screen data to identify strengths and weaknesses to determine professional development needs and student needs.		Classroom teachers, administrators	CBA/Benchmark and STAAR scores above district and state averages, universal screen results throughout the year			
System Safeguard Strategy 2) Implement new RtI paperwork, utilizing RtI facilitator, and continue to monitor LRE placements		Campus administrators, special education teachers, RtI facilitator (SCE 1 FTE)	RtI paperwork complete, tracking data up-to-date, students appropriately referred to special programs as evidenced by percents of referred students who qualify			
3) Professional development on differentiation instructional strategies for Gifted and Talented students and general ed students.		Gifted and Talented teacher and classroom teachers	Agendas and sign in sheets			
System Safeguard Strategy 4) Assessment data used to determine extended day tutoring, Bobcat Preview and additional RTI pullout or push in supports for our at risk population to include McKinney Vento students.		Campus administrators, RTI Facilitator, RTI Teachers, classroom teachers	Istation reports, increased CBABenchmark and STAAR scores, ongoing formative assessments			
5) Implement PK-5 counseling and social assistance programs that meet district and state guidelines, including eliciting parent/guardian input/involvement.		School counselor	Discipline referral numbers, bullying referral numbers, and classroom guidance schedules			
System Safeguard Strategy 6) Provide training on integrating technology with math, science, reading, and social studies curriculum utilizing technology provided.		Classroom teachers, technology aide	Student products, Istation fluency scores, STAAR scores, STRIDE scores			

7) Provide programs and services to develop college and career readiness		School counselor	Feedback from teachers, students, and presenters after career fair			
System Safeguard Strategy						
8) Implement standards-aligned district benchmark assessment program and campus assessments		Campus administrators, teachers	Benchmark scores, revised CIP strategies as needed			
System Safeguard Strategy						
9) Using assessment data to provide tutoring to students struggling with mathematics, reading/writing, and science after school to include transportation.		Campus administrators, teachers, RTI specialists (SCE 3 FTEs)	STAAR scores, promotion/retention numbers, Istation scores, benchmark scores			
Funding Sources: 171-8 State Comp Ed - \$14,000.00						
System Safeguard Strategy						
10) Using assessment data, Implement RPM (Reflective Practice and Monitoring) during teachers extended planning times		Campus administrators, classroom teachers	Teacher retention numbers, spring staff survey results, increase student achievement in all content areas using STAAR data			
System Safeguard Strategy						
11) Using assessment data within the sub-populations that the campus didn't meet system safeguards (3rd spec.ed -reading and math, 4th reading and writing - economically disadvantaged), implement monthly vertical team instructional sweeps		Campus administrators, teachers	Student products, STAAR reading scores, benchmark scores; rigorous work displayed in hallways, instructional sweeps rubric/feedback form			
System Safeguard Strategy						
12) Utilizing assessment data (to include ESL and Special Ed subpopulations), implement PLC's through RPMs and afterschool (collaboration meetings) to analyze the data of teaching and learning.		Campus administrators	Students products, STAAR scores, benchmark scores, formative assessment data			
System Safeguard Strategy						
13) Using science assessment STAAR data, increase participation in school wide science fair (and in JISD district science fair) .		5th grade science teachers, support teachers	Registration for science fair participation, entries for JISD science fair, sign in sheets, increase in science STAAR scores			
System Safeguard Strategy						
14) Utilizing assessment data, improve supports for struggling learners by improving Tier I instruction and ensuring Tier II and Tier III interventions are implemented with fidelity.		RTI Facilitator, administrators, team leaders, classroom teachers	Updated progress monitoring tools that are submitted to RTI facilitator, ongoing RTI professional development with research based strategies reaching different subpopulations - sign in sheets			
System Safeguard Strategy						
15) Year 3 of Implementation of systematic approach to student discipline; provide ongoing training school wide of Restorative Practices; RP training with Kevin Curtis.		Administration, specials teachers/support teachers, special education and remaining teachers/staff	Decrease of Discipline referrals Respect Agreements created and posted in classrooms Weekly circles conducted in classrooms noted in lesson plans, class pictures of circles in Bobcat Tidbit.			
Funding Sources: 199-8 General Operating - \$0.00						
System Safeguard Strategy						
16) Utilizing assessment data to increase student engagement of the at risk population to include ESL and Special Ed populations by incorporating high interest research based instructional materials to monitor and evaluate interventions.		RTI Teachers	Weekly data points using research based instructional materials, monitoring of student data points			
Funding Sources: 171-8 State Comp Ed - \$6,400.00						









<p>System Safeguard Strategy</p> <p>17) 17) Assessment data for McKinney Vento students will be used to determine additional RTI pullout or push in supports for core academic areas.</p>		<p>classroom teacher, RTI teachers, counselor</p>	<p>Weekly formative assessments, BOY, MOY and EOY universal screens,</p>			
<p>System Safeguard Strategy</p> <p>18) Attend staff development in the reading, math and science content areas to learn to analyze data to increase student achievement.</p>		<p>Administration, Comp. Ed Teachers, RTI Facilitator</p>	<p>Certificate of attendance at professional development, agendas and lesson plans that show evidence of application of learning</p>			
<p>Funding Sources: 171-8 State Comp Ed - \$1,600.00</p>						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 2: Improve student attendance to 96.5% by June of 2018.

Evaluation Data Source(s) 2: TAPR (Texas Academic Performance Report); Weekly District Attendance Tracker

Summative Evaluation 2:









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Develop and implement programs designed to involve and engage students such as athletics, music, art, and technology.		Administration, PE, Music, Librarian (for technology), PEIMS Clerk, attendance committee	Attendance Reports Weekly and documented in Copperfield Tidbits Attendance Reports (six weeks)			
2) Using attendance data, develop and implement a plan to review attendance percentages for students	2, 4, 6, 10	Administrators, PEIMS, Attendance Committee	Sign-in Sheets, attendance committee minutes, overall attendance increase			
3) 3.)Develop and Implement attendance incentive programs to increase/improve student attendance (i.e. NBA etc.)		Administration, grade level and support teachers, PEIMS clerk, counselor	Daily, weekly attendance in TAC, Bobcat Tidbits updates, District Weekly Attendance Tracker			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 3: By June 2018, 80% of all students and each student group, including special education/ESL in 5th grade, will pass all sections of the Reading and Writing STAAR with each student group showing at least a 5% growth over last year as measured by the campus index analysis, particularly in our White sub-population.

Evaluation Data Source(s) 3: Writing STAAR and STAAR Alternative

Summative Evaluation 3:









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
System Safeguard Strategy 1) All 5th grade students will receive at least 50% of hands on lab/investigations using the scientific process both indoors and outdoors, during science instructional time.	3, 9	Administrators, RTI Facilitator, Teachers, SPED	Walkthroughs, District Curriculum Based Assessment, Student Journals, Weekly Common Assessments			
System Safeguard Strategy 2) Implement PLC's through: a. Vertical Alignment b. Collaborative Planning c. Reflective Practice Model 2. District Curriculum Specialist will help with deconstructing the TEKS and implementing best practice instructional strategies	4, 8, 9	Administrators, RTI Facilitator, All Teachers	Agendas, Sign-in sheets, Lesson Plans, Weekly Extended Collaborative Planning, Student Artifacts, Assessment Data			
3) 5) Using assessment data, provide academic supplemental support to at-risk students and subpopulations through RTI - Tier 2 and Tier 3.	2, 4, 9	Grade level teachers, administrators, and comp. ed teachers	Walkthroughs, District Curriculum Based Assessment, RTI data points			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 4: By June 2018, 80% of all students and each student group, including special education/ESL and economically disadvantaged, in 4th grade, will pass all sections of the Writing STAAR with each student group showing at least a 5% percentage point growth over last year as measured by the campus index analysis, particularly increasing student achievement in the meets and masters level with our Hispanic and Economically Disadvantaged population.

Evaluation Data Source(s) 4: Writing STAAR and STAAR Alternative

Summative Evaluation 4:








Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
System Safeguard Strategy 1) Implement PLC's a. Vertical Alignment b. Collaborative Planning c. Reflective Practice Model	4, 8	Administrators, RTI Facilitator, All Teachers	Agendas, Sign-in sheets, Lesson Plans, Weekly Extended Collaborative Planning, Student Artifacts, Assessment Data			
System Safeguard Strategy 2) Using writing assessment data, provide systematic ongoing professional development with writing.	2, 4, 9	Administrators, RTI Facilitator, All English Language Arts/Reading Teachers, RTI Reading Teacher	Professional Development Agendas, Sign in Sheets, Assessment Data, Writing Portfolios, Student Journals, walk through data and STAAR scores.			
Funding Sources: 199-8 General Operating - \$1,000.00						
System Safeguard Strategy 3) Writing across the content areas utilizing campus writing vision and grade level writing SMART goals.	2, 5, 9	Teachers, administration	Journals, portfolios shared during collaborative planning and RPM			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 5: By June 2018, 80% of all students and each student group, including special education/ESL, will pass all sections of the Math STAAR with each student group showing at least a 5% growth over last year as measured by the campus index analysis.

Evaluation Data Source(s) 5: Math STAAR and STAAR Alternative

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Provide supplemental academic support in math to struggling students through RTI for Tier II and III.	8, 9	Administrators, RTI Facilitator, Math Teachers, RTI Math, GT, and Dyslexia	Walk-throughs, Observations, Students on Tiers including movement, Universal Screens (BOY and MOY), Assessment Data, Lesson Plans, Guided Math, First in Math, Bobcat Preview			
2) Implement PLC's: a. Vertical Alignment b. Collaborative Planning c. Reflective Practice Model	4	Administrators, RTI Facilitators, All Teachers	Agendas, Sign-in sheets, Lesson Plans, Weekly Extended Collaborative Planning, Student Artifacts, Assessment Data			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 6: By June 2018, maintain ranking in Domain 2, to be included in the Top 25% in Student Progress.

Evaluation Data Source(s) 6: Math, Reading, Writing, and Science STAAR including STAAR Alternative

Summative Evaluation 6:












Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Utilizing assessment data to target at-risk students (to include McKinney- Vento students) in each of the core content areas to provide supplemental instruction.	3, 9	Administrators, RTI Facilitator, All teachers, SPED, Dyslexia	Walkthroughs, Observations, Assessment Data, RTI Tiers and movement, extended day tutoring attendance, overall attendance and STAAR scores in reading, math, writing and science.			
2) Implement PLC's through. a. Vertical Alignment b. Collaborative Planning c. Reflective Practice Model	2, 4	Administrators, RTI Facilitator, All Teachers	Agendas, Sign-in sheets, Lesson Plans, Weekly Extended Collaborative Planning, Student Artifacts, Assessment Data			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: To improve communication with all stakeholders by creating additional information pathways with increasing participation.

Performance Objective 1: Increase parent and community involvement in the school by 10% over the previous school year.

Evaluation Data Source(s) 1: Event agendas, sign in sheets, surveys, and evaluations

Summative Evaluation 1:










Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Ensure critical information is communicated on the campus and district calendars, in the Bobcat Tidbits, and on the campus website in English and Spanish	6	Campus administrators and teachers	Collection of baseline numbers of participation in school activities. calendars, end-of-year parent surveys to help determine growth of parent involvement in the years to come			
2) Continue implementing usage of Copperfield "Parent Center" to engage families in how to help support students/parents/teachers inside and outside the school.	2, 6, 7, 10	Administration, classroom teachers, counselor	parent flyers, sign in sheets, activities scheduled for families			
3) Host several evening events that showcase student learning across subject areas.	2, 6	Campus administrators	A minimum of four evening events are scheduled throughout the school year to encourage parental and community involvement. Events are related to the content areas of reading, math, science, social studies, and fine arts.			
4) Host pre-k/kinder roundup and ensure communication is provided to parents regarding transitional activities for our pre-k/kinder students.	6, 7	administration, counselor, pre-k teacher/kinder teachers	flyers, agendas, sign in sheets, community partnerships			
5) Transition activities for 5th grade in preparation for 6th grade.	7	administrations, counselors, 5th grade teachers	agendas, flyers, teacher newsletters, activities scheduled, campus calendar, Blackboard Connect emails, course selection meeting logs			
6) 6) Identify students who are homeless by collecting SRQs (Student Residency Questionnaires) during the registration process from parents or when a student is referred by a staff member. Immediate enrollment for students identified as homeless.	9	counselor, PEIMS clerk, secretary	PEIMS homeless reports, Student Residency Questionnaires (SRQ)			
	Funding Sources: 199-7 -General Operating - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: To increase employee satisfaction and retention of highly effective teachers and instructional aides.

Performance Objective 1: Ensure effective leadership through the implementation of a sustainable leadership and PLC's by 10% over the previous year.

Evaluation Data Source(s) 1: Teacher and staff retention numbers 2018, capacity built at grade levels where supports are in place with PLC's - goals monitored/adjusted to note progress, and vertical team data.

Summative Evaluation 1:








Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Develop staff in leadership positions and provide leadership opportunities on campus, such as leading staff development, planning family nights, and chairing grade levels and other committees	4, 5	Campus administrators	Ownership of extra-curricular activities; professional development by teachers; and teacher retention rates 2018			
2) Create opportunities to celebrate successes	4, 5	Campus administrators	Teacher retention rates 2017-2018			
3) Offer a variety of high quality training opportunities and track attendance, effectiveness, and satisfaction with training	4, 5	Campus administrators	PD evaluations, increased student learning as evidenced by STAAR, CBAs/Benchmarks, and Istation reports; evidence of new strategies employed by staff during walk-throughs			
4) Provide excellent mentoring of new teachers; maintain open door policy for all constructive conversations; continue weekly grade level and collaboration meetings and monthly birthday celebrations for the faculty.	4, 5	Campus administrators, Teacher Mentor Coordinator	Staff surveys 2017-2018 and teacher retention rates 2017-2018			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: To spend money wisely, efficiently, and equitably by coordinating and integrating federal, state, and local funds to improve the overall learning environment.

Performance Objective 1: Campus principal will meet with campus secretary each month to review purchases and ensure fiscal responsibility based on suggestions made from Site Based Team, stakeholders, and teacher team leaders.

Evaluation Data Source(s) 1: Budgets

Summative Evaluation 1:









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) 1) A variety of teams (site-based, team teacher leaders, vertical teams, etc.) will collaborate on expenditures to support campus goals.		Administration, Campus Site-Based Team	Team leader/site-based team meeting minutes, campus budget report			
2) 2) Ensure communication with stakeholders concerning the purpose of raised funds		Administration	* Fundraiser flyers *End-of-year survey results			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: All students will be taught in an environment that is safe, drug free, and conducive to learning.

Performance Objective 1: Develop and implement a systematic approach to student discipline that results in a 20% decrease in discipline referrals.

Evaluation Data Source(s) 1: Eschool Discipline Data, Counseling Logs, restorative circles logs

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Using data for Character Development: Implement and evaluate an age appropriate comprehensive social and emotional development guidance program that includes guidance, responsive services, individual plans, and system support along with support for ongoing restorative circles in the classroom and providing professional development support for teachers to conduct circles. .	2, 4	Administration and Counselor	Submitted Program, Student Contact Logs, and Schedule of Guidance Classes, 20% decrease in discipline referrals. Discipline data will be tracked and analyzed for trends and patterns, circle logs and charting of PD for circles.			
2) Collaborate, develop and communicate campus-wide procedures to all stakeholders to decrease discipline office referrals by 20%	2	Grade level representatives, administration	Eschool Plus to track discipline data and analyze the data for trends and patterns. Decrease number of students on behavior Tiers, evidence of ongoing review of classroom/campus procedures, Restorative Practices Brochure			
3) Using discipline data and counseling logs implement Restorative Practices prek-5th grades to promote positive, restorative practices/ interactions between students and staff.	2, 4	Administration, RTI Facilitator, Counselor, All teachers	Reduced number of office referrals and increase in student attendance, , Decrease of Discipline referrals, increase in student attendance, Respect Agreements created and posted in classrooms, weekly circles conducted in classrooms noted in lesson plans or circle log, Discipline Committee minutes			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Implement new RtI paperwork, utilizing RtI facilitator, and continue to monitor LRE placements
1	1	4	Assessment data used to determine extended day tutoring, Bobcat Preview and additional RTI pullout or push in supports for our at risk population to include McKinney Vento students.
1	1	6	Provide training on integrating technology with math, science, reading, and social studies curriculum utilizing technology provided.
1	1	8	Implement standards-aligned district benchmark assessment program and campus assessments
1	1	9	Using assessment data to provide tutoring to students struggling with mathematics, reading/writing, and science after school to include transportation.
1	1	10	Using assessment data, Implement RPM (Reflective Practice and Monitoring) during teachers extended planning times
1	1	11	Using assessment data within the sub-populations that the campus didn't meet system safeguards (3rd spec.ed -reading and math, 4th reading and writing - economically disadvantages), implement monthly vertical team instructional sweeps
1	1	16	Utilizing assessment data to increase student engagement of the at risk population to include ESL and Special Ed populations by incorporating high interest research based instructional materials to monitor and evaluate interventions.
1	1	17	17) Assessment data for McKinney Vento students will be used to determine additional RTI pullout or push in supports for core academic areas.
1	1	18	Attend staff development in the reading, math and science content areas to learn to analyze data to increase student achievement.
1	3	1	All 5th grade students will receive at least 50% of hands on lab/investigations using the scientific process both indoors and outdoors, during science instructional time.
1	3	2	Implement PLC's through: a. Vertical Alignment b. Collaborative Planning c. Reflective Practice Model 2. District Curriculum Specialist will help with deconstructing the TEKS and implementing best practice instructional strategies
1	4	1	Implement PLC's a. Vertical Alignment b. Collaborative Planning c. Reflective Practice Model
1	4	2	Using writing assessment data, provide systematic ongoing professional development with writing.
1	4	3	Writing across the content areas utilizing campus writing vision and grade level writing SMART goals.

2017-2018 Campus Site-Based Committee

Committee Role	Name	Position
Non-classroom Professional	Barbara Chavez	Non-Classroom Professional
Classroom Teacher	Sabrina Richmond	Classroom Teacher
Administrator	Theresa Beitel	Assistant Principal
Business Representative	Elizabeth Stamper	Scholastic
Classroom Teacher	Betty Johnson	Teacher
Classroom Teacher	Andrew Holmes	Teacher
Classroom Teacher	Jamie Serna	Teacher
Community Representative	Kellie Franklin	Special Education Supervisor
Community Representative	Adrian Rodriguez	Farmers Insurance
Paraprofessional	Regina Loya	Para - Professional
District-level Professional	Melissa Martinez	Tech. Instructional Specialist
Parent	Emily Albright	Parent
Parent	Peggy Colon	Parent
Administrator	Sherri Wrather	Principal

Campus Funding Summary

199-8 General Operating					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	15	199 in conjunction with 161 per director of special education		\$0.00
1	4	2	Professional Development - Jodi Ramos		\$1,000.00
Sub-Total					\$1,000.00
Budgeted Fund Source Amount					\$50,595.58
+/- Difference					\$49,595.58
171-8 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Extra-Duty Pay for Coordination of After School and Saturday Instruction of At-Risk Students	171-8-11-119-21-6118-TF	\$2,000.00
1	1	9	Student Transportation for After School and Saturday Instruction of At-Risk Students	171-8-11-119-24-6494 TF	\$1,000.00
1	1	9	Coordination of after school and Saturday Instruction of At Risk Students	171-8-11-119-24-6118 TF	\$10,000.00
1	1	9	Extra-Duty Pay for Planning and/or Supplemental Pay Training for After School and Saturday Instruction of At-Risk Students	171-7-13-119-24-6118-TF	\$1,000.00
1	1	16	Tier 2 and 3 RTI Instructional Materials for At-Risk Students	171-8-11-119-24-6399	\$5,500.00
1	1	16	Tier 2 and 3 RTI Instructional Reading Materials for At-Risk Students	171-8-11-119-24-6329	\$500.00
1	1	16	Tier 2 and 3 RTI Supplies and Instructional Materials for RTI Personnel	171-8-13-119-24-6399	\$400.00
1	1	18	Professional Development for RTI Instructional Coaches	171-8-13-119-24-6411	\$500.00
1	1	18	Professional Development for RTI Instructional Personnel	171-8-13-119-24-6411	\$600.00
1	1	18	Professional Development for RTI Instructional Coaches		\$500.00
Sub-Total					\$22,000.00
Budgeted Fund Source Amount					\$22,000.00
+/- Difference					\$0

Grand Total \$23,000.00