

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

Accountability Rating: Met Standard



Mission Statement

All Eloff Elementary students will receive a quality education enabling them to become successful in a global society.

Vision

"Championships are built on relationships"

Value Statement

Students First

Teamwork

Accountability

Results-Oriented

Loyalty

Integrity & Mutual Respect

Safe & Secure Environment

Two-Way Communication

Comprehensive Needs Assessment

Demographics

Demographics Summary

Elolf Elementary, located in Converse, Texas, is an urban school district in Judson ISD. Elolf Elementary student body is approximately 600 students which consists of a diverse population and economic status, ranging from mid to low socio-economic (Economically Disadvantaged). The campus staff demographic representation mirrors that of it's student body. Elolf administration and staff is committed to providing a safe, positive learning environment for all students and staff.

Campus Enrollment

The campus enrollment is about 525 students

Classification Counts

Dyslexia 17,ESL 10, LEP 30 Special Education 56 At Risk 440 TAG 40 Free Lunch 373 Reduced Lunch 65 Migrant Student 1 McKinney Vinto 1 (currently reported)

Demographics Strengths

Elolf Elementary's student body consists of a diverse population. The campus staff demographic representation mirrors that of it's student body. Staff members, that live in the school's neighborhood, strive to maintain close relationships with students and family members. The majority of students live with extended family members, who are able to provide campus support and attend cross-cultural celebrations and heritage events. The campus has a campus counselor that routinely meets with students (class, small group, and individually) to address social and emotional needs through guidance counseling services.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The 2016-2017 attendance rate was 96% which is a decrease from the previous year from 96.3%. **Root Cause:** Elolf Elementary has attendance opportunities in Pre- K and Kinder grade levels.

Student Academic Achievement

Student Academic Achievement Summary

Special Education: Our special education students continue to have their needs met with specialized units on campus (APPLE, Resource, Inclusion and Life Skills).

Istation reports demonstrate a need for improvement in Tier I and II reading instruction with large numbers of students in each grade level considered below grade level, Istation reports demonstrate the greatest need for all students is in the area of vocabulary development.

Reading, Math, and Writing STAAR scores in 3rd and 4th and were below state average:

Math STAAR scores: 3rd grade campus at 78% State at 74%, 4th grade campus math at 68% State at 72%, Reading 61% and

Writing scores 58%, State at 67%

5th grade reading and science scores were above the State average 83% State at 72%. Science scores campus 78% State at 72%.

5th grade math were above the state average campus at 91% State at 76%.

Student Academic Achievement Strengths

Elolf increased in 5th grade Math over last year by a percentage point. We are 3rd over all in the district for Math. We also increased 8% in 5th reading and we are 5th over all in the district for reading. Elolf increased in 5th grade science by 22%. We are above the district average by 10%. We also increased in 4th grade math by 10%.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The 4th grade writing and reading scores went down considerably. **Root Cause:** The campus lacks a writing program that is used

with fidelity

School Processes & Programs

School Processes & Programs Summary

District Scope and Sequence & Curriculum Maps utilized to create lessons and activities. TEKS alignment document and common lesson plan format utilized. Provided Writer's Workshop PD for all 4th grade and special education teachers. TEKS Resource System utilized for planning aligned instruction and creating common assessments for grade levels.

Continue structured weekly PLC time (RPM) that focuses on the ideals behind professional learning communities utilizing protocols that will lead to effective collaboration amongst grade level teachers (horizontally and vertically), increase effective communication, and increase overall student achievement.

Beginning of the year: all specials programs collaborate with grade levels regarding student expectations, student needs/information, review of IEP/BIP's with teams (dyslexia, RTI, etc.). Active staff participation in Campus Committees. Apple iPads and Chrome Books are available to students for RTI Tier support and instruction in the classroom. All students have access to 2 computer labs with desktop computers. IStation, STRIDE and Aware programs help monitor students strengths and weaknesses. The following technology is available in all classrooms: a. Elmo, projector, teacher computer (1) and student computers (3 to 4) b. Mounted LCD Projector for the cafeteria

Reading: Grades K-2 were required to use Istation and complete beginning, middle, and end of year. Guided reading is required and Guided reading Data Binders are checked regularly for fidelity. Reader's Workshop was a requirement but it was not implemented with fidelity.

Math: Grade 3 & 4 continue to fall below STAAR state rates. Math instruction needs to be bolstered in these grades. Math teachers will need to use more checks for understanding during instruction. Math training, resources, and support is needed due to NEW Math TEKS.

Writing: 58% of 4th grade students met standard on the STAAR test. Writing initiatives created this past year need to be continued with fidelity (Writers Workshop).

RtI - Each grade level had an RtI time built into the master schedule. RtI procedural guidelines were written this year by our campus to assist teachers on understanding when to begin the RtI process.

- Teachers continue the RPM model this year to reflect on campus data to make changes in instruction to support student learners.
- Teachers used a deconstruction tool to better understand the standards that they were to teach.

Teachers vertically align with other grade levels to improve rigor and consistency in all academic areas.

- Teachers have implemented the EBIES to reinforce student learning in the classroom.
- Teachers used a deconstruction tool to better understand the standards that they were to teach.

- Teachers vertically align with other grade levels to improve rigor and consistency in all academic areas.

TEKS Resource System and district-created Curriculum Maps are used to guide the curriculum at all levels. In 3rd-5th grades, teachers collaborate weekly and use student data and data folders to drive instruction through regrouping of students for small group instruction and interventions; as well as, differentiation.

The Reflective Practice Model (RPM) is held for all teachers in grades K-5 to allow time to collaborate and analyze the student work so that adjustments can be made in instruction to address identified areas of instructional and/or student weakness. In addition, teachers meet with the Title I, Compensatory Education teachers and RTI Facilitator to review student progress and collaborate on the needs of at-risk students that are not meeting grade level expectations.

Although the curriculum is aligned to the TEKS, problems with assessment include alignment of instruction and misunderstanding the student expectations and knowledge statements causing horizontal and vertical alignment issues with instruction.

At Elolf Elementary, students in all grades feel safe and are generally happy with the respectful relationships they have developed with their teachers. Students also feel their best work is expected at school.

Staff reported that clear expectations and protocols are established and that administration is approachable on the campus.

All of the teaching and support staff at Elolf Elementary are highly qualified. TTESS evaluations are provided to faculty along with summatives and both formal and informal conferences to provide feedback on instructional practices. Staff turnover remained under 10%. New staff is supported by campus and grade level mentors. All grade levels have a common planning time and there is an Academic Facilitator and a RTI facilitator that work with the grade levels during collaborative planning to assist in implementing district and campus goals. Data is discussed during staff meetings and used to determine the direction of instruction and interventions.

Students attend computer literacy twice per week through computer lab classes during specials time. Students in grades 3 - 5 have use of Mobi-Carts, equipped with Chromebooks and students can access programs such as Stride and IStation from home. Not all families have access to technology at home. Students have access to computers every week to learn keyboarding skills.

School Processes & Programs Strengths

New Teacher Mentor Program with experience Lead Mentor Teacher

Common planning time implemented in grades K-5.

RTI team seeks out, attends, and presents instructional intervention support (professional development) to the staff.

All content areas (K-5, specials teachers, TAG, etc.) create a newsletter (weekly, monthly, or every six weeks) addressing content, assessments, extracurricular offerings, special parent programs, etc.

Campus and teacher websites are used as a form of communication for parents and community members. Specials schedules created around instructional schedules.

Teachers at Elolf have the flexibility to be creative, grade level teams collaborate well together, and the staff indicated collaboration between staff and administrators was strong. Monthly pot-luck lunches are attended by staff, and the staff social committee plans activities often to treat teachers. PTO does an amazing job throughout the school year, but especially during teacher appreciation week. 100% of staff members are highly qualified.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The campus did not give surveys to the campus staff, students and parents. **Root Cause:** There is no process or system in place to solicit parent suggestions or feedback into campus planning.

Perceptions

Perceptions Summary

The community enjoys supporting students through events held throughout the year (both traditional events and new events) (Grandparents Day Luncheon, Literacy Night, Math/Science Night, Texas Discovery, Winter Fest Breakfast, Spring Fling, etc.)

Teachers and staff have a united desire to see students succeed academically and socially.

Perceptions Strengths

PTO officers work well together and with the campus. They are very committed to ensure all students' needs are met.

On-going implementation of instructional systems and alternating weeks of extended planning time for campus instructional improvement (Vertical Alignment, Instructional Planning, and Reflective Practice Model/RPM, and PLC's).

Students are given opportunities to participate in extracurricular activities (Safety Patrol, Engineering Club, track, choir, and campus performances).

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Not soliciting the community stakeholders for input has created the perception that the campus does not value stakeholder input into improving Elof Elementary. **Root Cause:** There is currently no process in place for gathering data from the community that can be utilized for school improvement

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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) 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)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Running Records results
- Observation Survey results

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data


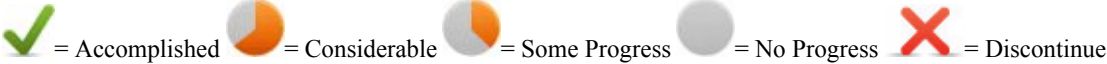
Goals

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

Performance Objective 1: All students will have an 89% pass rate on 2018 STAAR math.

Evaluation Data Source(s) 1: 2018 STAAR results

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
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Implement K-5 math with focus on numeracy activities and spiral review.		TAIS leadership team Grade level leads				
Funding Sources: 211-8 Title I - 3500.00						
						

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

Performance Objective 2: All students will have a 81% pass rate on 2018 reading STAAR

Evaluation Data Source(s) 2: 2018 STAAR results

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Implement Balanced Literacy with teacher training and support campus wide</p>		TAIS leadership team, grade level lead				
Funding Sources: 211-8 Title I - 0.00						
						

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









Performance Objective 3: Math and Reading : Increase passing rate (Approaches) from 79% to 89% or better in grade 3; increase passing rate from 68% to 78% in grade 4; increase passing rate from 93% to 98% in grade 5; increase special education passing rate to be equal to above the state average performance rate. Increase the (Masters) rate to 25% or better. 75% of 3rd grade students will meet approaches standard, 50% meets, and 25% masters on the 2018 reading STAAR

75% of 4th grade students will meet approaches standard, 40% meets, and 20% masters on the 2018 reading STAAR

90% of 5th grade students will meet approaches standard, 50% meets, and 25% masters on the 2018 reading STAAR

Evaluation Data Source(s) 3: STAAR math results

Summative Evaluation 3: Some progress made toward meeting Performance Objective





Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Support comprehensive math block (grades 1-5) that include the following components: spiral review of learned skills, daily lesson (with identified TEKS and SEs), problem solving strategy targeted interventions, Implementation and possible utilization of substitute teaching staff to support PLCs & Reflective Practice Model (RPMs) to analyze student work, student journals, assessment data, instructional alignment, etc.	2, 9	TAIS Leadership Team	Class schedules, lesson plans, weekly common assessments, unit tests, CBAs, Benchmark tests (STAAR release for grades 3-5), STAAR (state exams)			
	Funding Sources: 211-8 Title I - 3500.00					
2) Instructional resources, staff development for furthering student education. Instructional technology and software support for RTI Intervention instructional support (iPads, Apps Cards, laptop, iPad Mobile Storage/charging unit).	4, 9	Administrators, teachers	CBAs, Weekly Common Assessments, Benchmark (STAAR released tests for grades 3-5), State tests (STAAR) results			
	Funding Sources: 211-8 Title I - 500.00					
System Safeguard Strategy 3) Extended day Instruction: identified RTI Tier 2/3 At-Risk students, Economically Disadvantaged, ELL/ESL, and or SPED students struggling in math and reading; provide reading, math writing and science instruction beyond the school day (instructional resources, consumables)	8, 9, 10	TAIS Leadership Team	CBAs, Weekly Common Assessments, IEP Progress Reports, Benchmark (STAAR released tests for grades 3-5), State tests (STAAR) results			
	Funding Sources: 171-8 State Comp Ed - 7500.00, 211-8 Title I - 0.00					
 = 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: Reading: Increase overall passing rate (Approaches) from 67% to 77% or better in grade 3, from 61% to 71% or better in grade 4, and increase from 84% to 94% or better in grade 5; increase special education passing rate to be equal to above the state average performance rate. Increase the (Masters) rate to 25% or better.
Increase overall reading performance in grades K-3 based on iStation data to equal 17% or less requiring TIER III support by End of Year assessments.

Evaluation Data Source(s) 4: STAAR Reading Results (including second administration for 5th grade)
iStation Reading Assessment Results for students in grades K-3.

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Implementation of Readers Workshop with ongoing professional development requirements (grades 3-5 & introduced to grade 2 classes at beginning of spring semester.) Implementation of Guided Reading	2, 3, 4	Administrators, RTI staff, Grade Level Lead Teachers, Lead Special Education Teacher	iStation progress monitoring, CBAs, Weekly Common Assessments, Benchmark (STAAR released tests for grades 3-5), State tests (STAAR) results			
2) RTI Teachers to provide reading classroom instructional support to Tier II students; provide direct instructional intervention support/supplies in reading to Tier III students SSI Reading intervention support for 5th graders (following first administration of State assessment)Instructional technology and software support for RTI Intervention instructional support (iPads, headsets, Apps Cards, laptop, iPad Mobile Storage/charging unit).	2, 9	Administrators, RTI Facilitator, RTI Teachers	Student improvement on Unit tests, CBAs, Universal Screens, Benchmark (STAAR release for grades 3-5), STAAR results; decreased number of students advancing from to Tier III			
System Safeguard Strategy 3) Identify all students, economically disadvantaged, ESL/ELL, and SPED students who are struggling in reading; provide reading tutoring beyond the school day (instructional resources, consumables, snacks, and attendance incentives).	9	Administrators, RTI Facilitators, Teachers (General Ed, ESL, SPED)	CBAs, Weekly Common Assessments, IEP Progress Reports, Benchmark (STAAR released tests for grades 3-5), State tests (STAAR) results, Universal Screens, TELPAS results			
Funding Sources: 171-8 State Comp Ed - 9050.00						
4) Parent Winter/Summer Reading Program: providing reading materials and professional development for parents (to support student literacy over the winter and summer breaks).	6	Administrators, RTI Facilitator, RTI Teachers	parent participation via sign-in sheets			







<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Reading Lab - computer lab will be available to students to participate in iStation reading intervention lessons from 2:45 - 3:30, Tuesday-Thursday. The computer lab assistant, a paraprofessional, will provide instructional support and monitor the students.</p>	<p>2, 9</p>	<p>RTI Facilitator, Technology Lab Assistant, Teachers, Administration</p>	<p>iStation data reports (monitored through monthly iStation assessment) will indicate student participation and improvement in reading. Individual student participation records/sign in sheets will be monitored by the RTI Facilitator.</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 5: Writing: Increase grade 4 passing rate from 58% to 70% or better; increase special education passing rate to be equal to above the state average performance rate. Increase the (Masters) rate to 25% or better.

Evaluation Data Source(s) 5: STAAR Writing Results

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>System Safeguard Strategy</p> <p>1) Implementation of Writer's Workshop with ongoing professional development resources, books, and materials (grade 4) -incorporates the writing process for narrative and expository prompts; to include resources and materials (composition books, tabs, paper, etc.)</p>	2, 4, 9	Administration, RTI staff, Grade Level Lead Teacher, Lead Special Education Teacher	Increased student performance on STAAR writing grade 4; student writing samples K-5; Writing Journal samples			
Funding Sources: 211-7 - Title I - 300.00						
 = 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: Science: Increase passing rate from 78% to 88% or better; increase special education passing rate to be equal to above the state average performance rate. Increase the (Maters) rate to 25% or better

Evaluation Data Source(s) 6: STAAR Science results

Summative Evaluation 6: Some progress made toward meeting Performance Objective










Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Institute LISTO program.	2, 4, 9	5th grade science teachers	All Grades: Student work samples (journals) aligned with instructional plans/labs; weekly common assessments; CBA's, Release STAAR Results; STAAR science results (grade 5)			
System Safeguard Strategy 2) Identify At Risk, economically disadvantaged, ESL/ELL, and SPED students who are struggling in science and provide tutoring beyond the school day (to include instructional resources, consumables, Mentoring Minds, STAAR Ready etc.)	2, 9	Administrators, RTI Facilitator, 5th Grade RTI Teachers, Teachers	CBA's, Weekly Common Assessments, Benchmark (STAAR released tests for grade 5), State tests (STAAR) results.			
Funding Sources: 171-6 State Compensatory Education - 4000.00						
3) 5th Grade local Science Camp to provide hands on/real world experiences to students	2	Administrators, RTI Teachers, general education teachers	Increased student performance in science common assessments, CBA's, and State Assessment (STAAR) for Grade 5.			
System Safeguard Strategy Critical Success Factors CSF 1 4) Monitor the attendance and grades of students who are identified as homeless or migrant and communicate immediately when barriers or concerns exists for students/families.	9	Administrator, Teacher, Counselor	9 week attendance reports and report cards of students who are identified homeless or migrant.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: To increase student achievement by developing and implementing programs for social and emotional learning as well as improved communication with all stakeholders.

Performance Objective 1: Parental Involvement: increase participation of parents and community members at school events by 5% points over previous year.

Evaluation Data Source(s) 1: Community/Parent event documentation to include agendas, minutes from meetings, and sign-in sheets.

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) On going communication outreach via alert calls, campus web page, marquee and newsletter to inform parents and community members of upcoming events Individual Parent Conferences in the fall and the spring	6	Administrators, Grade Level Lead Teachers, Teachers, Librarian/Media Specialist, Campus Secretary	Increased parent participation; sign in sheets			
2) Materials and resources necessary to carry out parent involvement initiatives (e.g. books for summer reading program for parents and their children)	6	Admin, Teachers	Sign in sheets; SBDM participation			
3) Resources to support ongoing campus/community events/programs to include the following: Campus Safety Presentations, Coffee with the Counselor, Math & Science Night, Literacy Night, Meet the Teacher Night, Open House, Fall Festival, Spring Festival, Grandparents' Day, Bike Rodeo, Parent Conferences, GIST Meetings, Parent Information Night for State Assessments (grades 3-5). Incentives / snacks for parent involvement events	6, 7, 10	Administrators, Grade Level Lead Teachers, RTI Support Staff, Librarian/Media Specialist, Nurse, Counselor				
Funding Sources: 211-8 Title I - 500.00						
4) Resources to support ongoing campus/community events/programs to include Parent Information Night for students transitioning from Grade 5 to Middle School, Grade 6. Resources to support ongoing campus/community events/programs to include Parent Information Night for students transitioning from Pre K to Kindergarten.	6, 7, 10	Administrators, Grade Level Lead Teachers, RTI Support Staff, Librarian/Media Specialist, Nurse, Counselor	Posted Agendas, Meeting Minutes, Parent participation via sign-in sheets, Parent/Community survey			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: To increase student achievement by developing and implementing programs for social and emotional learning as well as improved communication with all stakeholders.

Performance Objective 2: Increase student daily attendance rate to 97% by adding clubs, and parenting classes and a parent center.

Evaluation Data Source(s) 2: Campus and district attendance reports by grading period

Summative Evaluation 2: Some progress made toward meeting Performance Objective







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Provide attendance incentives for students each 9 weeks at assemblies and weekly/biweekly recognition based on classroom attendance goals met. Inform parents of attendance initiatives and incentives per grading period via Blackboard email notices, campus and teacher web pages, teachers newsletters, parent phone calls, home visits, etc.	10	Administrators, Teachers, Attendance Committee	Increased student attendance each grading period; reports from PEIMS Clerk			
Funding Sources: 211-8 Title I - 300.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: To increase student achievement by developing and implementing programs for social and emotional learning as well as improved communication with all stakeholders.

Performance Objective 3: Decrease the number of student office referrals and student suspensions by 10% points.

Evaluation Data Source(s) 3: Monthly discipline/referrals submitted by teacher.

Summative Evaluation 3: Some progress made toward meeting Performance Objective







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Provide positive behavior intervention strategies/resources to staff, parents, community members . Provide 8 Keys of Excellence awards, incentives for students and staff. Provide Guidance Counseling and small group/individual counseling support to address conflict resolution, violence prevention, and bullying.	2, 4, 6, 10	Administrators, Counselor, Teachers	Decreased number of office referrals by teacher (monthly); Decrease Bully Reports made (monthly); Improve student and staff attendance data.			
	Funding Sources: 211-8 Title I - 1000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: To increase student achievement by developing and implementing programs for social and emotional learning as well as improved communication with all stakeholders.

Performance Objective 4: Campus will host two events targeting "College and Career Readiness" to promote knowledge of career pathways, college/university awareness, and military recruitment benefits.

Evaluation Data Source(s) 4: Campus student interest inventory and sign in sheets from hosted event activities.

Summative Evaluation 4: Some progress made toward meeting Performance Objective







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Campus will host College and Career Day for all grades levels to provide students the opportunity to meet with employers, military personnel, college and university representatives, etc.	10	Administrators, Counselor, Nurse Librarian/Media Specialist	Campus Event Agenda, Participation Sign-in Sheets, Student Interest Inventory Sheets			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: To increase student achievement by developing and implementing programs for social and emotional learning as well as improved communication with all stakeholders.

Performance Objective 5: Campus will host campus professional development and parent event to support and provide training on Social and Emotional Student Success: Positive Behavior Intervention and Strategies, Brain Based Learning, and "The 8 Keys of Excellence" by Dan St. Romain

Evaluation Data Source(s) 5: Agenda, Sign In Sheet, Parent Survey

Summative Evaluation 5: Some progress made toward meeting Performance Objective









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Host parent event to support academic and positive behavior strategies for student success. Positive Behavior Intervention and Strategies, Brain Based Learning, and "The 8 Keys of Excellence" by Dan St. Romain. Academic and Behavior strategies for student success.	2, 4, 6	Administration, Counselor	Increased student academic reports, decreased discipline referrals (monitored each 9 weeks) , decreased suspensions (monitored each week).			
	Funding Sources: 211-8 Title I - 750.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: To increase employee retention and satisfaction making Judson a premier employer

Performance Objective 1: Support teacher professional growth and increase employee satisfaction to minimize the number of teachers resigning at the end of the school year by 5% points.

Evaluation Data Source(s) 1: Campus teacher retention report.

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) Send school representative(s) to Professional development, job fairs and permit teachers and staff to participate in the interview process to recruit and select highly qualified teachers.	5	Administrators, Campus Lead Teachers from all Grade Levels	Decreased teacher turn over rate			
Funding Sources: 211-8 Title I - 500.00						
2) Administrators will participate as active members of TEPSA and will attend TEPSA Conference and supporting TEPSA professional development opportunities to address employee retention, instructional professional development requirements, House Bill updates, etc.	4, 5	Administrators	Decrease teacher turn over rate; Increase teacher effectiveness as measured by student academic performance and growth			
3) New Teacher Mentor Program to include materials, supplies, and resources. New teachers are provided a grade level or special program mentor to assist them in planning and teaching campus curriculum and district initiatives.	3, 4, 5	Lead Mentor Teacher, Administrators	Decrease Teacher Turnover Rate			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement K-5 math with focus on numeracy activities and spiral review.
1	2	1	Implement Balanced Literacy with teacher training and support campus wide
1	3	3	Extended day Instruction: identified RTI Tier 2/3 At-Risk students, Economically Disadvantaged, ELL/ESL, and or SPED students struggling in math and reading; provide reading, math writing and science instruction beyond the school day (instructional resources, consumables)
1	4	3	Identify all students, economically disadvantaged, ESL/ELL, and SPED students who are struggling in reading; provide reading tutoring beyond the school day (instructional resources, consumables, snacks, and attendance incentives).
1	4	5	Reading Lab - computer lab will be available to students to participate in iStation reading intervention lessons from 2:45 - 3:30, Tuesday-Thursday. The computer lab assistant, a paraprofessional, will provide instructional support and monitor the students.
1	5	1	Implementation of Writer's Workshop with ongoing professional development resources, books, and materials (grade 4) - incorporates the writing process for narrative and expository prompts; to include resources and materials (composition books, tabs, paper, etc.)
1	6	2	Identify At Risk, economically disadvantaged, ESL/ELL, and SPED students who are struggling in science and provide tutoring beyond the school day (to include instructional resources, consumables, Mentoring Minds, STAAR Ready etc.)
1	6	4	Monitor the attendance and grades of students who are identified as homeless or migrant and communicate immediately when barriers or concerns exists for students/families.

State Compensatory

Personnel for Eloff Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cassandra Jennings	SCE RTI Teacher	SCE RTI	1.0
Jorge Gallegos	SCE RTI Teacher	SCE RTI	1.0

Title I

Schoolwide Program Plan

ESEA Section 1114 (b) (1) requires a Title I schoolwide program plan to contain each of the following ten components as well as related measurable goals and strategies for implementation:

1. A comprehensive needs assessment of the entire school (including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to the state academic content standards as described in Section 1111(b)(1).
2. Schoolwide reform strategies that:
 - a. Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).
 - b. Use effective methods and instructional strategies based on scientific research that:
 - Strengthen the core academic program in the school.
 - Increase the amount and quality of learning time, by providing an extended school year, before- and after-school and summer programs and opportunities, and an enriched and accelerated curriculum.
 - Include strategies for meeting the educational needs of historically under-served populations.
 - c. Address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the schoolwide program. The services of such a program include:
 - Counseling, pupil services, and mentoring services.
 - College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies.
 - The integration of vocational and technical education programs.
 - d. Address how the school will determine if such needs have been met.
 - e. Are consistent with the state plan and any local improvement plans.
3. Instruction by highly qualified teachers.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards in accord with Section 1119 and subsection 1114 (a)(4).
5. Strategies to attract highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services in accord with Section 1118.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
8. Measures to include teachers in decisions regarding the use of academic assessments (described in Section 1111[b][3]) to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standards as

required by Section 1111(b)(1). Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance.

10. Coordination and integration of federal, state, and local services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

1. Identify and provide support services to struggling students from all grade levels, sub populations, and special programs to increase academic performance, increase campus attendance, and decrease negative behavioral/discipline reports/consequences.

2: Schoolwide Reform Strategies

1. Student Awards for conduct/attendance achievements.
2. Guidance counseling for classes, social services and counseling for individuals, small groups, and parents/guardians.
3. Staff recognition for improved attendance, instructional support to the campus, presentations, etc.
4. Ensure all campus members are provided a safe environment to work and or learn.
5. Ensure that students from special populations and programs (ELL, SPED, 504, etc.) receive appropriate instruction to ensure academic success.

3: Instruction by highly qualified professional teachers

1. Ensure all campus teachers are qualified to instruct the grade level/special programs assigned.
2. New teachers to the district and campus (as teachers new to their position) will participate in the Campus District Mentor program along with Mentor teachers.
3. Ensure all paraprofessionals meet the qualifications of NCLB.
4. Conduct routine classroom observations and provide immediate feedback and conferences to teachers.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

1. Staff will participate in team-building activities as they broaden curriculum knowledge in content areas at staff development activities throughout the year.
2. Staff members will participate in district and campus professional development activities to enhance personal growth.
3. Region 20 Education Service Center will provide instructional support/behavioral support for teachers in all content areas.
4. Professional staff book studies
5. Staff will complete surveys/feedback requests following professional development activities.
6. Administrators will attend leadership conferences such as TEPSA.

5: Strategies to attract highly qualified teachers

1. Ensure all campus teachers are identified as highly qualified to instruct the grade level/special program assigned.
2. Ensure all paraprofessionals meet the qualifications of NCLB certification.
3. Improve Staff attendance to a minimum of 97%.
4. Provide instructional & behavioral staff development opportunities throughout the year (based on student/teacher data and district initiatives).
5. Provide bi-weekly extended planning time for instructional team support.
6. Provide teacher/staff mentoring PD and team building activities.
7. Include teachers in interview process for instructional positions.

6: Strategies to increase parental involvement

1. Create and post "Calendar of Events" at the beginning of the year to recruit parents/volunteers in advance.
2. Provide opportunities for parents to attend curriculum activities where strategies and materials are shared with parents.
3. Increase teacher/staff participation and enrollment in PTO.
4. Actively encourage and seek new parents to participate in PTO.
5. Have student recognition for attendance during six-week assemblies.

6. Provide grade level/classroom newsletters to parents/guardians.
7. Provide Parent Volunteer Training.
8. Host community events such as Meet-The-Teacher, Open House, STAAR Information Night, Grandparents' Day, Literacy Night, Math/Science Night, etc.
9. Provide parents with Campus Student Performance Data for State Assessments.
10. Post CIP on school website for parent access.
11. Develop a School/Parent Compact & notify parents that Eloff Elementary is a Title I school.
12. Require all classroom teachers to create and maintain individual web pages and have current parent links updated on the website.
13. Post information for parents and community on the school marquee.
14. Provide informational brochures/newsletters for parents on bullying and a Parent Guidebook for children to be successful in middle school.
15. Celebrate diversity with multicultural events with parents as participants.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

1. Provide programs and events which encourage pre-school families to learn about literacy and other Pre-kindergarten skills. Parents can take home materials for summer activities that will help prepare students for kindergarten.
2. Host Pre-K Parent Night to permit parents to visit with a kindergarten teacher and classroom to discuss academic requirements (TEKS), daily activities, etc.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

1. Campus master schedule is designed to permit common planning time for grade levels.
2. Provide training on the Judson ISD Instructional Planning Process.
3. Provide grade level planning, vertical team meetings, RPM's, PLC meetings, and bi-weekly extended planning time (utilizing the Judson ISD Instructional Planning Process).
4. Meet with Administrative/RTI team to evaluate data and determine strategies aimed at improving instruction.

5. Ongoing analysis of student work and/or data to monitor and adjust lesson plans.
6. Provide instructional feedback from classroom walk-throughs.
7. Document ELL, Special Education and GT accommodations/modifications in weekly lesson plans.
8. Provide Instructional support to teachers of students in Special Education (opportunities to meet with grade level teachers to plan).
9. Provide teachers of ELL students with Sheltered Instructional Support (opportunities to meet with grade level teachers to plan).

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

1. Provide training on RTI, including using data to determine appropriate tiers and interventions to use within each tier.
2. Collect and utilize student data to determine appropriate tiers and interventions.
3. Develop and implement parent involvement activities that support the campus goal of increasing student performance.
4. Conduct data team meetings where RTI data, intervention effectiveness and future implications, and solutions are discussed.
5. Conduct monthly GIST meetings to address student concerns, needs, regression, progress, etc.
6. Provide Tutoring before and after school
7. Provide Homework Center to students in grades 2-5, Monday - Thursday.
8. Facilitate home visits, parent conferences, etc.

10: Coordination and integration of federal, state and local services and programs

1. Guidance Curriculum –Bullying, Drug Education (Drug Free/Weapon Free Environment), Study Skills, relationships, self-esteem and anger management.
2. Provide social services and counseling intervention to assist students and parents, and guardians.
3. Train staff who are in high risk positions in Crisis Prevention Intervention CPI.
4. Conduct monthly evacuation drills.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Claudia Walker	RTI Facilitator	RTI	
Lisa De la Cruz	RTI Teacher	RTI	1.0

Campus Funding Summary

171-8 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Extra Duty Pay for Extended Day Coordinator for At-Risk Students		\$1,000.00
1	3	3	STAAR Reading, Writing, Math and Science Instructional Materials		\$6,500.00
1	4	3	Extra Duty Pay for Extended Day Tutoring		\$2,600.00
1	4	3	General Supplies for STAAR Ready Instructional Materials for At-Risk Students		\$3,000.00
1	4	3	Extra Duty Pay for Extended Day Tutoring		\$2,850.00
1	4	3	Misc. Incentives		\$100.00
1	4	3	Other Professional/Tutoring Coordinator for Extended Day		\$500.00
Sub-Total					\$16,550.00
Budgeted Fund Source Amount					\$22,300.00
+/- Difference					\$5,750.00
211-8 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$3,500.00
1	2	1			\$0.00
1	3	1	Lone Star Math Online Spiral Review	17171111330639900	\$3,500.00
1	3	2			\$500.00
1	3	3			\$0.00
2	1	3	General Supplies / Misc. Incentives (food)		\$250.00
2	1	3	Paper, Print,		\$250.00
2	2	1	Keys of Excellence for Attendance Awards; trophies		\$300.00
2	3	1	8 Keys of Excellence Materials and Incentives/Awards		\$1,000.00
2	5	1	Dan St. Romain to Provide training on Social/Emotional/Academic Student Success:		\$750.00

3	1	1			\$500.00
Sub-Total					\$10,550.00
Budgeted Fund Source Amount					\$10,588.00
+/- Difference					\$38.00
Grand Total					\$27,100.00