

# DeSoto Independent School District

## Ruby Young Elementary School

2019-2020



# Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Achievement	5
School Culture and Climate	6
Staff Quality, Recruitment, and Retention	7
Curriculum, Instruction, and Assessment	8
Parent and Community Engagement	9
School Context and Organization	10
Technology	11
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Goals	16
Goal 1: Improve student achievement performance in reading.	16
Goal 2: Improve student achievement performance in mathematics.	29
Goal 3: Improve our communication and relationships with students and families to strengthen students' learning experiences, culture, and climate within the school community.	41
Comprehensive Support Strategies	45
RDA Strategies	50

# Comprehensive Needs Assessment

Revised/Approved: June 18, 2019

## Demographics

### Demographics Summary

Ruby Young Elementary School is a K-5 campus with an enrollment of 572 students. It is located in DeSoto, Texas, which is an urban community in the Dallas-Fort Worth metroplex. Current demographic statistics are as follows (based on 2017-18 TAPR information):

Black/African-American: 77.4%

Hispanic: 15.9%

White: 3.0%

All Other Ethnicities: 3.6%

Economically Disadvantaged: 69.2%

At-Risk: 62.8%

Mobility: 19.2%

Special Education: 6.8%

### Demographics Strengths

The school represents ethnic and socioeconomic diversity, which enhance students' social-emotional learning and development of collaborative skills. Hispanic communities value family involvement, so parents from that subpopulation frequently attend school events. African-American families value community service, religious beliefs and storytelling, so the oral traditions of instruction are highly effective, and local congregations, as well as retired residents, in the neighborhood provide ongoing volunteer support to assist students in building literacy skills.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** African-American, Economically Disadvantaged, ELL, SpEd and At-Risk students are performing significantly lower than the state averages, in all core tested areas. **Root Cause:** The student sub-populations addressed above are growing faster than the rate at which the teachers are being trained to provide good, first-round instruction, based on research-driven learning strategies.

# Student Achievement

## Student Achievement Summary

Gains in 10/24 STAAR-tested levels

Maintained 4/24 STAAR-tested levels

Declines in 10/24 STAAR-tested levels

9% gain in Academic Growth Measure

## Student Achievement Strengths

8+% growth in STAAR Reading Approaches level for grades 4 and 5 from 2018 to 2019

4+% growth in STAAR Reading Meets level for grades 3 and 5 from 2018 to 2019

6+% growth in STAAR Reading Masters level for grades 3 from 2018 to 2019

10+% growth in STAAR Math Approaches, Meets, *and* Masters levels for grade 5 from 2018 to 2019

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** There are a significant number of students whose current reading levels qualify them for Tier 2 and Tier 3 intervention. As a result, students are barely meeting the state's "Approaches Grade Level" scores. **Root Cause:** Students are not on grade level in the areas of reading fluency and reading comprehension.

**Problem Statement 2:** Mathematics performance on state testing dropped 17% from the previous year. **Root Cause:** Curriculum changes and unclear instructional approaches caused confusion for students, and impacted teacher:student ratios. Additionally, due to problems with Title I funds being released, we were unable to hire a full-time math interventionist until the second semester.

# School Culture and Climate

## School Culture and Climate Summary

The Campus Improvement Team includes parents and community members, as well as campus teachers and administrators, as prescribed by the Texas Education Agency (TEA) and DeSoto ISD Board Policy. The CIT conducts the Campus Needs Assessment process, and operates throughout the year in an advisory capacity. This work includes ongoing monitoring, evaluation, discussion, and adjustments surrounding school culture and climate issues based on the expectations of a safe, nurturing and disciplined school environment that is conducive to teaching and learning. There is an Action Plan Committee which

oversees the key areas of school culture and climate for the campus: safety, discipline management, staff culture, student culture, and PBIS.

Overall, the students, staff, and parents feel positive about the culture of the school, according to stakeholder feedback via email, social media, and communication during campus meetings. Some friction exists between the new teachers and seasoned teachers, when it comes to their pedagogy.

Expectations on campus are high regarding student behavior and academics. Parents are supportive of the school's mission and vision, and are encouraged by

the campus progress. Stakeholders take pride in maintaining a clean and safe facility.

## School Culture and Climate Strengths

This campus welcomes feedback from staff, parents, and students. A culture of problem-solving is fostered, and stakeholders are encouraged to develop action plans in response to their observations regarding opportunities for improvement. Complaints must be accompanied with proposed solutions.

Stakeholders take pride in the campus, and value the importance of maintaining a safe environment in which authentic learning can occur.

Implementation of PBIS/Restorative Discipline Model

CIT participation in campus climate and culture development & maintenance

Development and implementation of campus-wide discipline management plan

Use of RtI as part of addressing students who exhibit more challenging behaviors

Community partnerships with mentors for students

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Discipline management on the campus is inconsistent, and documentation is often not completed. **Root Cause:** Lack of strong classroom management, in addition to a number of students who are defiant to authority figures in school, due to personal negative experiences with authority figures outside of school.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Teachers continue to meet the Highly Qualified requirement. New teachers need coaching and mentoring for instructional best practices and behavior management strategies to be successful in their classrooms. Additional training is needed for teachers of English Language Learners, so they can receive their ESL Supplemental SBEC certificate.

Professional Learning Communities

Annual ESL Training

Annual GT Training

Data Analysis Training (ongoing)

## Staff Quality, Recruitment, and Retention Strengths

Teacher retention from 2017-18 to 2018-19 is 91%. There is a heavy focus on new teachers to give ongoing feedback and support from the start of the school

year, to provide them with opportunities to grow throughout the school year. Weekly data meetings with grade levels and individuals are held to review their

data in order to identify causes for celebration and areas of concern. All district staff are provided with opportunities to complete annual G/T certification requirements.

Campus-Based Professional Development

Interview Teams

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Many teachers lack the resources to implement learner-centered classrooms where instructional time is maximized. **Root Cause:** There is a lack of focus at the district level on where teachers should focus their efforts, and a lack of appropriate professional development to support them in achieving this goal.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Curriculum planning is currently in the restructuring and improvement phase. The lessons presented in the classroom do not always align to the scope and sequence. Quantitative and qualitative data is used to make decisions about tiered intervention and enrichment assignments. Teaching teams follow the YAG, and submit lesson plans in advance for administrator review and feedback. Instructional leaders create calendars that keep teachers on track in their planning, and provide time and resources for re-teach, as needed.

## Curriculum, Instruction, and Assessment Strengths

Regular planning and data meetings help ensure that curriculum and instruction is proving successful, based on assessment scores. Learning objectives are aligned, and teachers have a map to get to the desired learning outcomes with their students. Teachers are given the opportunity to review and offer input regarding district-generated common assessments.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Teachers struggle to implement all district directives regarding curriculum and instruction with fidelity. **Root Cause:** Multiple initiatives are rolled out with no clear system for implementation, or training to help teachers use the resources successfully.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Multiple schoolwide events and programs give parents and other stakeholders opportunities to be a part of the school community, and participate in the learning process. Families and communities support the school and its programs. Partnerships with local organizations provide mentors for students, and gestures of teacher appreciation. Campus faculty and staff remains flexible in its understanding of the changing picture of a traditional family, and are aware of the impact home environment dynamics have on students' socio-emotional wellbeing and capacity for learning. All children are welcome; yet high expectations for academic achievement and appropriate behavior are maintained.

## Parent and Community Engagement Strengths

School personnel play a major role in the success of family and community involvement. Events such as "Donuts with Dad," the Principal's Party, Medical and Environmental Science Magnet Academy Showcase, Family Literacy Nights, PALs program, volunteer readers, bring the community into the school. Strong PTA involvement is an active contributing factor to student success. Parents, and the community, partner with faculty and staff, to support students, and help them become the best version of themselves.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Although parent attendance is high for relationship-building events with food, such as the annual school-wide picnic, turnout is very low for events addressing student academic needs, such as our annual "Goals Night," when the summary of achievements, opportunities for growth, and action plans are presented for reflection and discussion. **Root Cause:** Parents often express a lack of self-confidence in their ability to be active participants in their child's educational progress, and feel the school personnel should address the academic needs of their children.

# School Context and Organization

## School Context and Organization Summary

All individuals are expected to be self-motivated, and identify personal and professional opportunities for growth, in order to set high goals for themselves. Everyone is respected as a highly-qualified educator, and is held accountable for speaking, dressing, and behaving in a way to embody the traits of a professional. Campus data from recent years indicates that campus demographics are changing, but teachers are still successfully closing gaps and helping students continue to improve academically. It will be necessary to maintain high personal expectations and work ethics in order to gain achievement, particularly in the areas of reading and writing.

## School Context and Organization Strengths

All academic, behavioral, and campus climate decisions are made with students in mind. Curriculum and instructional approaches are data-driven. Administrators maintain an open-door policy to hear staff, faculty, and parent concerns. Everyone is expected to set, and continually work toward reaching, personal and professional goals.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** The campus is understaffed, which results in individuals completing their job tasks and taking on additional responsibilities. This prevents them from being able to devote their full time and attention to the responsibilities outlined in their job description. **Root Cause:** There are current staff vacancies for the librarian position, as well as Special Education teachers, and a consistent supervisor for ISS.

# Technology

## Technology Summary

Budget constraints result in moderate technology resources and availability. Teachers did receive new laptops for the 2018-19 school year, and all instructional classrooms have a media cart with computer, doc cam, projector, five Chromebooks, and other items as warranted for the content area (i.e. music classroom has microphones). Technology is incorporated into lessons for student-centered learning, including research and presentation design. Magnet academy classrooms receive full class sets of Chromebooks to support their 21st century skill inquiry-based curriculum.

## Technology Strengths

Teachers collaborate with one another, and their students, to learn new technology tools, apps, programs, and resources. Campus staff pool and share resources with one another. Students utilize Chromebooks in small groups to conduct research related to class topics, and create unique presentation formats to share information with peers and instructors.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Limited resources prevent teachers from fully integrating technology into their instruction, or developing lesson plans to facilitate children's abilities to collaborate, communicate, create, and critically analyze through technology. **Root Cause:** The budget allotted for these resources is not adequate to provide enough devices to meet our campus needs, or keep up with changes and updates to hardware and software. Additionally, there are very few opportunities for teachers to receive technology-oriented professional development.

# Priority Problem Statements

**Problem Statement 1:** There are a significant number of students whose current reading levels qualify them for Tier 2 and Tier 3 intervention. As a result, students are barely meeting the state's "Approaches Grade Level" scores.

**Root Cause 1:** Students are not on grade level in the areas of reading fluency and reading comprehension.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Teachers struggle to implement all district directives regarding curriculum and instruction with fidelity.

**Root Cause 2:** Multiple initiatives are rolled out with no clear system for implementation, or training to help teachers use the resources successfully.

**Problem Statement 2 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 3:** Although parent attendance is high for relationship-building events with food, such as the annual school-wide picnic, turnout is very low for events addressing student academic needs, such as our annual "Goals Night," when the summary of achievements, opportunities for growth, and action plans are presented for reflection and discussion.

**Root Cause 3:** Parents often express a lack of self-confidence in their ability to be active participants in their child's educational progress, and feel the school personnel should address the academic needs of their children.

**Problem Statement 3 Areas:** Parent and Community Engagement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## 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 Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- TTESS data
- T-PESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement 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
- Capacity and resources data
- Other additional data

# Goals

Revised/Approved: December 03, 2015

## Goal 1: Improve student achievement performance in reading.

**Performance Objective 1:** By May 31, 2020, build a culture of high-quality instruction to meet the literacy needs of every child in order to achieve 8% academic growth on the 2020 3rd Grade Reading STAAR assessments, compared to 2019.

**Evaluation Data Source(s) 1:** Prior year's STAAR scores, common assessments, benchmarks, ISIP reading assessments, campus-based tests, student work portfolios, current STAAR

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b>  <b>RDA</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            Improve low-performing schools            1) Wisely invest Title I funds to purchase appropriate materials, curriculum, and resources for ELAR and social studies (intended to serve as reading reinforcement) to assist students' comprehension and mastery.</p>	2.4, 2.5	Content leaders, campus administration, interventionist	Enable appropriate differentiation to assist all students to grow from their current ability levels.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>RDA</b> <b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levels</b> Lever 5: Effective Instruction 2) Provide rigorous, measurable, differentiated first-round instruction to raise student achievement by 6% for Approaches, Meets, and Masters levels on 2020 Reading STAAR performance.	2.4, 2.5, 2.6	Grade-level teachers, reading interventionist, instructional coordinator, campus administration	Students will build skills in fluency and comprehension, and progress toward grade-level literacy.				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>RDA</b> <b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levels</b> Lever 5: Effective Instruction 3) Utilize technology as an instructional tool that redefines learning activities for students, rather than as a substitute for traditional worksheets.	2.4, 2.5, 2.6	Content leaders, campus administration, magnet program coordinator, STEM coordinator, interventionist	Students will achieve greater understanding when information is presented in the format that is most familiar to them.				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 4) Close achievement gaps for students testing below grade level, especially among special education and at-risk sub-populations, to help students reach "Approaches" or "Meets" levels of comprehension.	2.4, 2.6	Grade-level teachers, reading interventionist, instructional coordinator, campus administration	Students will build decoding skills, and progress toward grade-level literacy.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            5) Develop a support system in which teachers and interventionists identify RtI Tier 2 and 3 students to receive additional reading assistance.</p>	2.4, 2.6	Grade-level teachers, reading interventionist, instructional coordinator, campus administration	Students will approach or reach grade-level reading fluency and comprehension.				
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            6) Provide supplemental services to students identified as gifted and talented, to help them achieve their potential, and earn, or maintain, Masters level scores on STAAR assessments</p>	2.4, 2.5	STEM instructor, G/T instructor, campus administration	Advanced students will continue to progress ahead of grade level and prepare for honors or AP classes.				
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            Improve low-performing schools  <b>ESF Levers</b>            Lever 2: Effective, Well-Supported Teachers            Lever 4: High-Quality Curriculum            Lever 5: Effective Instruction            7) Ensure teachers attend districtwide PLC/Design Workshop to receive ongoing professional support for high-quality instruction by effectively utilizing foundational documents (YAGs, IPGs, Scope &amp; Sequence) to plan and implement effective lessons with aligned resources.</p>	2.4, 2.5, 2.6	District and campus administration	Increased rigor and relevance for student learning; better preparation for state assessments.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>RDA</b>  <b>TEA Priorities</b>  Recruit, support, retain teachers and principals  Build a foundation of reading and math  Improve low-performing schools  <b>ESF Levers</b>  Lever 1: Strong School Leadership and Planning  Lever 2: Effective, Well-Supported Teachers  Lever 4: High-Quality Curriculum  Lever 5: Effective Instruction</p> <p>8) Strategically meet in horizontally and vertically aligned PLCs each week. Establish clearly-defined expectations of high-quality instruction, including training on gradual release, thorough lesson plans aligned to T-TESS Domain I criteria, submitted in advance, and meaningful assessment design. Determine evidence of high-quality instruction and student work analysis protocol.</p>	2.4, 2.5, 2.6	Classroom teachers, interventionist, instructional coordinator, campus administration	Effective instruction that increases student learning.				
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Additional Targeted Support Strategy</b>  <b>RDA</b>  <b>TEA Priorities</b>  Build a foundation of reading and math  Improve low-performing schools  <b>ESF Levers</b>  Lever 5: Effective Instruction</p> <p>9) Conduct data analysis meetings at least once every 30 days, using district-approved protocol, to review results from Universal screener, campus-based formative assessments, common assessments, in order to monitor student progress and correctly refer students for RtI Tier 2/3, SST, 504, or SpEd additional supports.</p>	2.4, 2.5, 2.6	Classroom teachers, interventionist, instructional coordinator, counselor, campus administration	Provide appropriate supports for students to achieve personal academic growth.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June

**Goal 1:** Improve student achievement performance in reading.

**Performance Objective 2:** By May 31, 2020, build a culture of high-quality instruction to meet the literacy needs of every child in order to achieve 8% academic growth on the 2020 4th Grade Reading STAAR assessments, compared to 2019.

**Evaluation Data Source(s) 2:** Prior year's STAAR scores, common assessments, benchmarks, ISIP reading and math assessments, campus-based tests, student work portfolios, current STAAR

**Summative Evaluation 2:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            Improve low-performing schools            1) Wisely invest Title I funds to purchase appropriate materials, curriculum, and resources for ELAR and social studies (intended to serve as reading reinforcement) to assist students' comprehension and mastery.</p>	2.4, 2.5	Content leaders, campus administration, interventionist	Enable appropriate differentiation to assist all students to grow from their current ability levels.				
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math  <b>ESF Levers</b>            Lever 5: Effective Instruction            2) Provide rigorous, measurable, differentiated first-round instruction to raise student achievement by 6% for Approaches, Meets, and Masters levels on 2020 Reading STAAR performance.</p>	2.4, 2.5, 2.6	Grade-level teachers, reading interventionist, instructional coordinator, campus administration	Students will build skills in fluency and comprehension, and progress toward grade-level literacy.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 5: Effective Instruction 3) Utilize technology as an instructional tool that redefines learning activities for students, rather than as a substitute for traditional worksheets.	2.4, 2.5, 2.6	Content leaders, campus administration, magnet program coordinator, STEM coordinator, interventionist	Students will achieve greater understanding when information is presented in the format that is most familiar to them.				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>RDA</b> <b>TEA Priorities</b> Build a foundation of reading and math 4) Close achievement gaps for students testing below grade level, especially among special education and at-risk sub-populations, to help students reach "Approaches" or "Meets" levels of comprehension.	2.4, 2.6	Grade-level teachers, reading interventionist, instructional coordinator, campus administration	Students will build decoding skills, and progress toward grade-level literacy.				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>RDA</b> <b>TEA Priorities</b> Build a foundation of reading and math 5) Develop a support system in which teachers and interventionists identify RtI Tier 2 and 3 students to receive additional reading assistance.	2.4, 2.6	Grade-level teachers, reading interventionist, instructional coordinator, campus administration	Students will approach or reach grade-level reading fluency and comprehension.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            6) Provide supplemental services to students identified as gifted and talented, to help them achieve their potential, and earn, or maintain, Masters level scores on STAAR assessments</p>	2.4, 2.5	STEM instructor, G/T instructor, campus administration	Advanced students will continue to progress ahead of grade level and prepare for honors or AP classes.				
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            Improve low-performing schools  <b>ESF Levers</b>            Lever 2: Effective, Well-Supported Teachers            Lever 4: High-Quality Curriculum            Lever 5: Effective Instruction            7) Ensure teachers attend districtwide PLC/Design Workshop to receive ongoing professional support for high-quality instruction by effectively utilizing foundational documents (YAGs, IPGs, Scope &amp; Sequence) to plan and implement effective lessons with aligned resources.</p>	2.4, 2.5, 2.6	District and campus administration	Increased rigor and relevance for student learning; better preparation for state assessments.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>TEA Priorities</b>  Recruit, support, retain teachers and principals  Build a foundation of reading and math  Improve low-performing schools  <b>ESF Levers</b>  Lever 1: Strong School Leadership and Planning  Lever 2: Effective, Well-Supported Teachers  Lever 4: High-Quality Curriculum  Lever 5: Effective Instruction</p> <p>8) Strategically meet in horizontally and vertically aligned PLCs each week. Establish clearly-defined expectations of high-quality instruction, including training on gradual release, thorough lesson plans aligned to T-TESS Domain I criteria, submitted in advance, and meaningful assessment design. Determine evidence of high-quality instruction and student work analysis protocol.</p>	2.4, 2.5, 2.6	Classroom teachers, interventionist, instructional coordinator, campus administration	Effective instruction that increases student learning.				
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>TEA Priorities</b>  Build a foundation of reading and math  Improve low-performing schools  <b>ESF Levers</b>  Lever 5: Effective Instruction</p> <p>9) Conduct data analysis meetings at least once every 30 days, using district-approved protocol, to review results from Universal screener, campus-based formative assessments, common assessments, in order to monitor student progress and correctly refer students for RtI Tier 2/3, SST, 504, or SpEd additional supports.</p>	2.4, 2.5, 2.6	Classroom teachers, interventionist, instructional coordinator, counselor, campus administration	Provide appropriate supports for students to achieve personal academic growth.				

= Accomplished    
 = Continue/Modify    
 = No Progress    
 = Discontinue

**Goal 1:** Improve student achievement performance in reading.

**Performance Objective 3:** By May 31, 2020, build a culture of high-quality instruction to meet the literacy needs of every child in order to achieve 8% academic growth on the 2020 5th Grade Reading STAAR assessments, compared to 2019.

**Evaluation Data Source(s) 3:** Prior year's STAAR scores, common assessments, benchmarks, ISIP reading assessments, campus-based tests, student work portfolios, current STAAR

**Summative Evaluation 3:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            Improve low-performing schools            1) Wisely invest Title I funds to purchase appropriate materials, curriculum, and resources for ELAR and social studies (intended to serve as reading reinforcement) to assist students' comprehension and mastery.</p>	2.4, 2.5	Content leaders, campus administration, interventionist	Enable appropriate differentiation to assist all students to grow from their current ability levels.				
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math  <b>ESF Levers</b>            Lever 5: Effective Instruction            2) Provide rigorous, measurable, differentiated first-round instruction to raise student achievement by 6% for Approaches, Meets, and Masters levels on 2020 Reading STAAR performance.</p>	2.4, 2.5, 2.6	Grade-level teachers, reading interventionist, instructional coordinator, campus administration	Students will build skills in fluency and comprehension, and progress toward grade-level literacy.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 5: Effective Instruction 3) Utilize technology as an instructional tool that redefines learning activities for students, rather than as a substitute for traditional worksheets.	2.4, 2.5, 2.6	Content leaders, campus administration, magnet program coordinator, STEM coordinator, interventionist	Students will achieve greater understanding when information is presented in the format that is most familiar to them.				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 4) Close achievement gaps for students testing below grade level, especially among special education and at-risk sub-populations, to help students reach "Approaches" or "Meets" levels of comprehension.	2.4, 2.6	Grade-level teachers, reading interventionist, instructional coordinator, campus administration	Students will build decoding skills, and progress toward grade-level literacy.				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 5) Develop a support system in which teachers and interventionists identify RtI Tier 2 and 3 students to receive additional reading assistance.	2.4, 2.6	Grade-level teachers, reading interventionist, instructional coordinator, campus administration	Students will approach or reach grade-level reading fluency and comprehension.				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 6) Provide supplemental services to students identified as gifted and talented, to help them achieve their potential, and earn, or maintain, Masters level scores on STAAR assessments	2.4, 2.5	STEM instructor, G/T instructor, campus administration	Advanced students will continue to progress ahead of grade level and prepare for honors or AP classes.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            Improve low-performing schools  <b>ESF Levers</b>            Lever 2: Effective, Well-Supported Teachers            Lever 4: High-Quality Curriculum            Lever 5: Effective Instruction</p> <p>7) Ensure teachers attend districtwide PLC/Design Workshop to receive ongoing professional support for high-quality instruction by effectively utilizing foundational documents (YAGs, IPGs, Scope &amp; Sequence) to plan and implement effective lessons with aligned resources.</p>	2.4, 2.5, 2.6	District and campus administration	Increased rigor and relevance for student learning; better preparation for state assessments.				
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Recruit, support, retain teachers and principals            Build a foundation of reading and math            Improve low-performing schools  <b>ESF Levers</b>            Lever 1: Strong School Leadership and Planning            Lever 2: Effective, Well-Supported Teachers            Lever 4: High-Quality Curriculum            Lever 5: Effective Instruction</p> <p>8) Strategically meet in horizontally and vertically aligned PLCs each week. Establish clearly-defined expectations of high-quality instruction, including training on gradual release, thorough lesson plans aligned to T-TESS Domain I criteria, submitted in advance, and meaningful assessment design. Determine evidence of high-quality instruction and student work analysis protocol.</p>	2.4, 2.5, 2.6	Classroom teachers, interventionist, instructional coordinator, campus administration	Effective instruction that increases student learning.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 9) Conduct data analysis meetings at least once every 30 days, using district-approved protocol, to review results from Universal screener, campus-based formative assessments, common assessments, in order to monitor student progress and correctly refer students for RtI Tier 2/3, SST, 504, or SpEd additional supports.	2.4, 2.5, 2.6	Classroom teachers, interventionist, instructional coordinator, counselor, campus administration	Provide appropriate supports for students to achieve personal academic growth.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

## Goal 2: Improve student achievement performance in mathematics.

**Performance Objective 1:** By May 31, 2020, build a culture of high-quality instruction to meet the literacy needs of every child in order to achieve 6% academic growth on the 2020 3rd Grade Math STAAR assessments, compared to 2019.

**Evaluation Data Source(s) 1:** Prior year's STAAR scores, common assessments, benchmarks, ISIP reading assessments, campus-based tests, student work portfolios, current STAAR

### Summative Evaluation 1:

#### Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>RDA</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 1) Wisely invest Title I funds to purchase appropriate materials, curriculum, and resources for math and science (intended to serve as math reinforcement) to assist students' comprehension and mastery.	2.4, 2.5	Content leaders, campus administration, interventionist	Enable appropriate differentiation to assist all students to grow from their current ability levels.				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 5: Effective Instruction 2) Provide rigorous, measurable, differentiated first-round instruction to raise student achievement by 6% for Approaches, Meets, and Masters levels on 2020 Math STAAR performance.	2.4, 2.5, 2.6	Grade-level teachers, interventionist, instructional coordinator, campus administration	Students will approach, or achieve, grade-level word problem comprehension and calculation skills.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 5: Effective Instruction 3) Utilize technology as an instructional tool that redefines learning activities for students, rather than as a substitute for traditional worksheets.	2.4, 2.5, 2.6	Content leaders, campus administration, magnet program coordinator, STEM coordinator, interventionist	Students will achieve greater understanding when information is presented in the format that is most familiar to them.				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 4) Close achievement gaps for students testing below grade level, especially among special education and at-risk sub-populations, to help students reach "Approaches" or "Meets" levels of comprehension.	2.4, 2.6	Grade-level teachers, interventionist, instructional coordinator, campus administration	Students will approach, or achieve, grade-level word problem comprehension and calculation skills.				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 5) Develop a support system in which teachers and interventionists identify RtI Tier 2 and 3 students to receive additional mathematics assistance.	2.4, 2.6	Grade-level teachers, interventionist, instructional coordinator, campus administration	Students will approach, or achieve, grade-level word problem comprehension and calculation skills.				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 6) Provide supplemental services to students identified as gifted and talented, to help them achieve their potential, and earn, or maintain, Masters level scores on STAAR assessments	2.4, 2.5	STEM instructor, G/T instructor, campus administration	Advanced students will continue to progress ahead of grade level and prepare for honors or AP classes.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            Improve low-performing schools  <b>ESF Levers</b>            Lever 2: Effective, Well-Supported Teachers            Lever 4: High-Quality Curriculum            Lever 5: Effective Instruction</p> <p>7) Ensure teachers attend districtwide PLC/Design Workshop to receive ongoing professional support for high-quality instruction by effectively utilizing foundational documents (YAGs, IPGs, Scope &amp; Sequence) to plan and implement effective lessons with aligned resources.</p>	2.4, 2.5, 2.6	District and campus administration	Increased rigor and relevance for student learning; better preparation for state assessments.				
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Recruit, support, retain teachers and principals            Build a foundation of reading and math            Improve low-performing schools  <b>ESF Levers</b>            Lever 1: Strong School Leadership and Planning            Lever 2: Effective, Well-Supported Teachers            Lever 4: High-Quality Curriculum            Lever 5: Effective Instruction</p> <p>8) Strategically meet in horizontally and vertically aligned PLCs each week. Establish clearly-defined expectations of high-quality instruction, including training on gradual release, thorough lesson plans aligned to T-TESS Domain I criteria, submitted in advance, and meaningful assessment design. Determine evidence of high-quality instruction and student work analysis protocol.</p>	2.4, 2.5, 2.6	Classroom teachers, interventionist, instructional coordinator, campus administration	Effective instruction that increases student learning.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 9) Conduct data analysis meetings at least once every 30 days, using district-approved protocol, to review results from Universal screener, campus-based formative assessments, common assessments, in order to monitor student progress and correctly refer students for RtI Tier 2/3, SST, 504, or SpEd additional supports.	2.4, 2.5, 2.6	Classroom teachers, interventionist, instructional coordinator, counselor, campus administration	Provide appropriate supports for students to achieve personal academic growth.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

**Goal 2:** Improve student achievement performance in mathematics.

**Performance Objective 2:** By May 31, 2020, build a culture of high-quality instruction to meet the literacy needs of every child in order to achieve 6% academic growth on the 2020 4th Grade Math STAAR assessments, compared to 2019.

**Evaluation Data Source(s) 2:** Prior year's STAAR scores, common assessments, benchmarks, ISIP math assessments, campus-based tests, student work portfolios, current STAAR

**Summative Evaluation 2:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            Improve low-performing schools            1) Wisely invest Title I funds to purchase appropriate materials, curriculum, and resources for Math (intended to serve as reading reinforcement) to assist students' comprehension and mastery.</p>	2.4, 2.5	Content leaders, campus administration, interventionist	Enable appropriate differentiation to assist all students to grow from their current ability levels.				
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math  <b>ESF Levers</b>            Lever 5: Effective Instruction            2) Provide rigorous, measurable, differentiated first-round instruction to raise student achievement by 6% for Approaches, Meets, and Masters levels on 2020 Reading STAAR performance.</p>	2.4, 2.5, 2.6	Grade-level teachers, reading interventionist, instructional coordinator, campus administration	Students will build skills in fluency and comprehension, and progress toward grade-level literacy.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 5: Effective Instruction 3) Utilize technology as an instructional tool that redefines learning activities for students, rather than as a substitute for traditional worksheets.	2.4, 2.5, 2.6	Content leaders, campus administration, magnet program coordinator, STEM coordinator, interventionist	Students will achieve greater understanding when information is presented in the format that is most familiar to them.				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 4) Close achievement gaps for students testing below grade level, especially among special education and at-risk sub-populations, to help students reach "Approaches" or "Meets" levels of comprehension.	2.4, 2.6	Grade-level teachers, reading interventionist, instructional coordinator, campus administration	Students will build decoding skills, and progress toward grade-level literacy.				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 5) Develop a support system in which teachers and interventionists identify RtI Tier 2 and 3 students to receive additional reading assistance.	2.4, 2.6	Grade-level teachers, reading interventionist, instructional coordinator, campus administration	Students will approach or reach grade-level reading fluency and comprehension.				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 6) Provide supplemental services to students identified as gifted and talented, to help them achieve their potential, and earn, or maintain, Masters level scores on STAAR assessments	2.4, 2.5	STEM instructor, G/T instructor, campus administration	Advanced students will continue to progress ahead of grade level and prepare for honors or AP classes.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            Improve low-performing schools  <b>ESF Levers</b>            Lever 2: Effective, Well-Supported Teachers            Lever 4: High-Quality Curriculum            Lever 5: Effective Instruction</p> <p>7) Ensure teachers attend districtwide PLC/Design Workshop to receive ongoing professional support for high-quality instruction by effectively utilizing foundational documents (YAGs, IPGs, Scope &amp; Sequence) to plan and implement effective lessons with aligned resources.</p>	2.4, 2.5, 2.6	District and campus administration	Increased rigor and relevance for student learning; better preparation for state assessments.				
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Recruit, support, retain teachers and principals            Build a foundation of reading and math            Improve low-performing schools  <b>ESF Levers</b>            Lever 1: Strong School Leadership and Planning            Lever 2: Effective, Well-Supported Teachers            Lever 4: High-Quality Curriculum            Lever 5: Effective Instruction</p> <p>8) Strategically meet in horizontally and vertically aligned PLCs each week. Establish clearly-defined expectations of high-quality instruction, including training on gradual release, thorough lesson plans aligned to T-TESS Domain I criteria, submitted in advance, and meaningful assessment design. Determine evidence of high-quality instruction and student work analysis protocol.</p>	2.4, 2.5, 2.6	Classroom teachers, interventionist, instructional coordinator, campus administration	Effective instruction that increases student learning.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 9) Conduct data analysis meetings at least once every 30 days, using district-approved protocol, to review results from Universal screener, campus-based formative assessments, common assessments, in order to monitor student progress and correctly refer students for RtI Tier 2/3, SST, 504, or SpEd additional supports.	2.4, 2.5, 2.6	Classroom teachers, interventionist, instructional coordinator, counselor, campus administration	Provide appropriate supports for students to achieve personal academic growth.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

**Goal 2:** Improve student achievement performance in mathematics.

**Performance Objective 3:** By May 31, 2020, build a culture of high-quality instruction to meet the literacy needs of every child in order to achieve 6% academic growth on the 2020 5th Grade Math STAAR assessments, compared to 2019.

**Evaluation Data Source(s) 3:** Prior year's STAAR scores, common assessments, benchmarks, ISIP math assessments, campus-based tests, student work portfolios, current STAAR

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            Improve low-performing schools            1) Wisely invest Title I funds to purchase appropriate materials, curriculum, and resources for math and science (intended to serve as math reinforcement) to assist students' comprehension and mastery.</p>	2.4, 2.5	Content leaders, campus administration, interventionist	Enable appropriate differentiation to assist all students to grow from their current ability levels.				
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math  <b>ESF Levers</b>            Lever 5: Effective Instruction            2) Provide rigorous, measurable, differentiated first-round instruction to raise student achievement by 6% for Approaches, Meets, and Masters levels on 2020 Math STAAR performance.</p>	2.4, 2.5, 2.6	Grade-level teachers, interventionist, instructional coordinator, campus administration	Students will approach, or achieve, grade-level word problem comprehension and calculation skills.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 5: Effective Instruction 3) Utilize technology as an instructional tool that redefines learning activities for students, rather than as a substitute for traditional worksheets.	2.4, 2.5, 2.6	Content leaders, campus administration, magnet program coordinator, STEM coordinator, interventionist	Students will achieve greater understanding when information is presented in the format that is most familiar to them.				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 4) Close achievement gaps for students testing below grade level, especially among special education and at-risk sub-populations, to help students reach "Approaches" or "Meets" levels of comprehension.	2.4, 2.6	Grade-level teachers, interventionist, instructional coordinator, campus administration	Students will approach, or achieve, grade-level word problem comprehension and calculation skills.				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 5) Develop a support system in which teachers and interventionists identify RtI Tier 2 and 3 students to receive additional mathematics assistance.	2.4, 2.6	Grade-level teachers, interventionist, instructional coordinator, campus administration	Students will approach, or achieve, grade-level word problem comprehension and calculation skills.				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 6) Provide supplemental services to students identified as gifted and talented, to help them achieve their potential, and earn, or maintain, Masters level scores on STAAR assessments	2.4, 2.5	STEM instructor, G/T instructor, campus administration	Advanced students will continue to progress ahead of grade level and prepare for honors or AP classes.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            Improve low-performing schools  <b>ESF Levers</b>            Lever 2: Effective, Well-Supported Teachers            Lever 4: High-Quality Curriculum            Lever 5: Effective Instruction</p> <p>7) Ensure teachers attend districtwide PLC/Design Workshop to receive ongoing professional support for high-quality instruction by effectively utilizing foundational documents (YAGs, IPGs, Scope &amp; Sequence) to plan and implement effective lessons with aligned resources.</p>	2.4, 2.5, 2.6	District and campus administration	Increased rigor and relevance for student learning; better preparation for state assessments.				
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Recruit, support, retain teachers and principals            Build a foundation of reading and math            Improve low-performing schools  <b>ESF Levers</b>            Lever 1: Strong School Leadership and Planning            Lever 2: Effective, Well-Supported Teachers            Lever 4: High-Quality Curriculum            Lever 5: Effective Instruction</p> <p>8) Strategically meet in horizontally and vertically aligned PLCs each week. Establish clearly-defined expectations of high-quality instruction, including training on gradual release, thorough lesson plans aligned to T-TESS Domain I criteria, submitted in advance, and meaningful assessment design. Determine evidence of high-quality instruction and student work analysis protocol.</p>	2.4, 2.5, 2.6	Classroom teachers, interventionist, instructional coordinator, campus administration	Effective instruction that increases student learning.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 9) Conduct data analysis meetings at least once every 30 days, using district-approved protocol, to review results from Universal screener, campus-based formative assessments, common assessments, in order to monitor student progress and correctly refer students for RtI Tier 2/3, SST, 504, or SpEd additional supports.	2.4, 2.5, 2.6	Classroom teachers, interventionist, instructional coordinator, counselor, campus administration	Provide appropriate supports for students to achieve personal academic growth.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

### Goal 3: Improve our communication and relationships with students and families to strengthen students' learning experiences, culture, and climate within the school community.

**Performance Objective 1:** By May 31, 2020, we will address students' social and emotional needs to reduce discipline referrals by 6% from 2018-19 to 2019-20.

**Evaluation Data Source(s) 1:** Staff surveys, parent surveys, volunteer participation, attendance at family engagement events

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>TEA Priorities</b> Improve low-performing schools</p> <p><b>ESF Levers</b> Lever 3: Positive School Culture</p> <p>1) Start each day with social-emotional learning circles to focus on respect, empathy, and other essential community participation skills.</p>	2.6	Teachers, counselor, campus administration	Students' second- and third-tier needs of Maslow's hierarchy (sense of security and sense of belonging) will be met, enabling them to better engage in academic learning. Students' self-awareness and global citizenship capacity will increase, resulting in a decline in discipline concerns.				
<p><b>ESF Levers</b> Lever 3: Positive School Culture</p> <p>2) Create, and adhere to, campuswide behavior matrix; use PBIS discipline hierarchy for positive and negative choices, and follow associated escalation procedures for positive and negative consequences.</p>	3.2	PBIS Committee, campus administration	Students' self-awareness and control over choices and responses will increase, resulting in a decline in discipline concerns.				
<p><b>TEA Priorities</b> Improve low-performing schools</p> <p><b>ESF Levers</b> Lever 3: Positive School Culture</p> <p>3) Address CHAMPS elements in lesson plans to minimize student opportunities to cause disruptions.</p>	3.2	Classroom teachers, PBIS committee, campus administration	Structured classroom instruction will drive the way students spend their time and prevent discipline concerns.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>Additional Targeted Support Strategy</b> <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 4) Crisis management team will receive ongoing professional development to reflect on campus situations and appropriate de-escalation techniques, including renewal of CPI certificates every 24 months.	3.2	Campus administration	Ensure safety of students and staff.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Goal 3:** Improve our communication and relationships with students and families to strengthen students' learning experiences, culture, and climate within the school community.

**Performance Objective 2:** By May 31, 2020, we will improve our communication and relationships with families to raise our community feedback score to 50%.

**Evaluation Data Source(s) 2:** Dojo reports, parent survey feedback, parent emails, Panorama survey results

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>Additional Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Improve low-performing schools  <b>ESF Levers</b>                      Lever 3: Positive School Culture                      1) Teachers and school organization will regularly communicate with parents, using a variety of platforms (email, Dojo, phone calls, class newsletters) to inform them of current and upcoming TEKS and learning activities.</p>	3.1	Homeroom teachers, campus communication designees (1 teacher, 1 administrator)	Parents will feel connected to their child's education, and able to support students in completing their homework.				
<p><b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Improve low-performing schools  <b>ESF Levers</b>                      Lever 3: Positive School Culture                      2) Create a reputation as a campus of providing excellent customer service to all stakeholders, engaging families in the education of their children, and celebrating success of students and staff publicly within the local and global community.</p>	3.1, 3.2	Teachers, family engagement committee, office staff, campus administration	Build rapport with all stakeholders.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>ESF Levers</b> Lever 3: Positive School Culture 3) Increase parent engagement opportunities, with tailored activities and sessions for various subpopulations (English learners, dyslexia, G/T, personal financial literacy, etc.)	3.1, 3.2	Family engagement committee, ESL coordinator, G/T coordinator, dyslexia instructor, STEM enrichment instructor, campus administrators	Build rapport with all stakeholders.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>= Accomplished</p> </div> <div style="text-align: center;"> <p>= Continue/Modify</p> </div> <div style="text-align: center;"> <p>= No Progress</p> </div> <div style="text-align: center;"> <p>= Discontinue</p> </div> </div>							

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Wisely invest Title I funds to purchase appropriate materials, curriculum, and resources for ELAR and social studies (intended to serve as reading reinforcement) to assist students' comprehension and mastery.
1	1	2	Provide rigorous, measurable, differentiated first-round instruction to raise student achievement by 6% for Approaches, Meets, and Masters levels on 2020 Reading STAAR performance.
1	1	3	Utilize technology as an instructional tool that redefines learning activities for students, rather than as a substitute for traditional worksheets.
1	1	4	Close achievement gaps for students testing below grade level, especially among special education and at-risk sub-populations, to help students reach "Approaches" or "Meets" levels of comprehension.
1	1	5	Develop a support system in which teachers and interventionists identify RtI Tier 2 and 3 students to receive additional reading assistance.
1	1	6	Provide supplemental services to students identified as gifted and talented, to help them achieve their potential, and earn, or maintain, Masters level scores on STAAR assessments
1	1	7	Ensure teachers attend districtwide PLC/Design Workshop to receive ongoing professional support for high-quality instruction by effectively utilizing foundational documents (YAGs, IPGs, Scope & Sequence) to plan and implement effective lessons with aligned resources.
1	1	8	Strategically meet in horizontally and vertically aligned PLCs each week. Establish clearly-defined expectations of high-quality instruction, including training on gradual release, thorough lesson plans aligned to T-TESS Domain I criteria, submitted in advance, and meaningful assessment design. Determine evidence of high-quality instruction and student work analysis protocol.
1	1	9	Conduct data analysis meetings at least once every 30 days, using district-approved protocol, to review results from Universal screener, campus-based formative assessments, common assessments, in order to monitor student progress and correctly refer students for RtI Tier 2/3, SST, 504, or SpEd additional supports.
1	2	1	Wisely invest Title I funds to purchase appropriate materials, curriculum, and resources for ELAR and social studies (intended to serve as reading reinforcement) to assist students' comprehension and mastery.
1	2	2	Provide rigorous, measurable, differentiated first-round instruction to raise student achievement by 6% for Approaches, Meets, and Masters levels on 2020 Reading STAAR performance.

Goal	Objective	Strategy	Description
1	2	3	Utilize technology as an instructional tool that redefines learning activities for students, rather than as a substitute for traditional worksheets.
1	2	4	Close achievement gaps for students testing below grade level, especially among special education and at-risk sub-populations, to help students reach "Approaches" or "Meets" levels of comprehension.
1	2	5	Develop a support system in which teachers and interventionists identify RtI Tier 2 and 3 students to receive additional reading assistance.
1	2	6	Provide supplemental services to students identified as gifted and talented, to help them achieve their potential, and earn, or maintain, Masters level scores on STAAR assessments
1	2	7	Ensure teachers attend districtwide PLC/Design Workshop to receive ongoing professional support for high-quality instruction by effectively utilizing foundational documents (YAGs, IPGs, Scope & Sequence) to plan and implement effective lessons with aligned resources.
1	2	8	Strategically meet in horizontally and vertically aligned PLCs each week. Establish clearly-defined expectations of high-quality instruction, including training on gradual release, thorough lesson plans aligned to T-TESS Domain I criteria, submitted in advance, and meaningful assessment design. Determine evidence of high-quality instruction and student work analysis protocol.
1	2	9	Conduct data analysis meetings at least once every 30 days, using district-approved protocol, to review results from Universal screener, campus-based formative assessments, common assessments, in order to monitor student progress and correctly refer students for RtI Tier 2/3, SST, 504, or SpEd additional supports.
1	3	1	Wisely invest Title I funds to purchase appropriate materials, curriculum, and resources for ELAR and social studies (intended to serve as reading reinforcement) to assist students' comprehension and mastery.
1	3	2	Provide rigorous, measurable, differentiated first-round instruction to raise student achievement by 6% for Approaches, Meets, and Masters levels on 2020 Reading STAAR performance.
1	3	3	Utilize technology as an instructional tool that redefines learning activities for students, rather than as a substitute for traditional worksheets.
1	3	4	Close achievement gaps for students testing below grade level, especially among special education and at-risk sub-populations, to help students reach "Approaches" or "Meets" levels of comprehension.
1	3	5	Develop a support system in which teachers and interventionists identify RtI Tier 2 and 3 students to receive additional reading assistance.
1	3	6	Provide supplemental services to students identified as gifted and talented, to help them achieve their potential, and earn, or maintain, Masters level scores on STAAR assessments

Goal	Objective	Strategy	Description
1	3	7	Ensure teachers attend districtwide PLC/Design Workshop to receive ongoing professional support for high-quality instruction by effectively utilizing foundational documents (YAGs, IPGs, Scope & Sequence) to plan and implement effective lessons with aligned resources.
1	3	8	Strategically meet in horizontally and vertically aligned PLCs each week. Establish clearly-defined expectations of high-quality instruction, including training on gradual release, thorough lesson plans aligned to T-TESS Domain I criteria, submitted in advance, and meaningful assessment design. Determine evidence of high-quality instruction and student work analysis protocol.
1	3	9	Conduct data analysis meetings at least once every 30 days, using district-approved protocol, to review results from Universal screener, campus-based formative assessments, common assessments, in order to monitor student progress and correctly refer students for RtI Tier 2/3, SST, 504, or SpEd additional supports.
2	1	1	Wisely invest Title I funds to purchase appropriate materials, curriculum, and resources for math and science (intended to serve as math reinforcement) to assist students' comprehension and mastery.
2	1	2	Provide rigorous, measurable, differentiated first-round instruction to raise student achievement by 6% for Approaches, Meets, and Masters levels on 2020 Math STAAR performance.
2	1	3	Utilize technology as an instructional tool that redefines learning activities for students, rather than as a substitute for traditional worksheets.
2	1	4	Close achievement gaps for students testing below grade level, especially among special education and at-risk sub-populations, to help students reach "Approaches" or "Meets" levels of comprehension.
2	1	5	Develop a support system in which teachers and interventionists identify RtI Tier 2 and 3 students to receive additional mathematics assistance.
2	1	6	Provide supplemental services to students identified as gifted and talented, to help them achieve their potential, and earn, or maintain, Masters level scores on STAAR assessments
2	1	7	Ensure teachers attend districtwide PLC/Design Workshop to receive ongoing professional support for high-quality instruction by effectively utilizing foundational documents (YAGs, IPGs, Scope & Sequence) to plan and implement effective lessons with aligned resources.
2	1	8	Strategically meet in horizontally and vertically aligned PLCs each week. Establish clearly-defined expectations of high-quality instruction, including training on gradual release, thorough lesson plans aligned to T-TESS Domain I criteria, submitted in advance, and meaningful assessment design. Determine evidence of high-quality instruction and student work analysis protocol.
2	1	9	Conduct data analysis meetings at least once every 30 days, using district-approved protocol, to review results from Universal screener, campus-based formative assessments, common assessments, in order to monitor student progress and correctly refer students for RtI Tier 2/3, SST, 504, or SpEd additional supports.

Goal	Objective	Strategy	Description
2	2	1	Wisely invest Title I funds to purchase appropriate materials, curriculum, and resources for Math (intended to serve as reading reinforcement) to assist students' comprehension and mastery.
2	2	2	Provide rigorous, measurable, differentiated first-round instruction to raise student achievement by 6% for Approaches, Meets, and Masters levels on 2020 Reading STAAR performance.
2	2	3	Utilize technology as an instructional tool that redefines learning activities for students, rather than as a substitute for traditional worksheets.
2	2	4	Close achievement gaps for students testing below grade level, especially among special education and at-risk sub-populations, to help students reach "Approaches" or "Meets" levels of comprehension.
2	2	5	Develop a support system in which teachers and interventionists identify RtI Tier 2 and 3 students to receive additional reading assistance.
2	2	6	Provide supplemental services to students identified as gifted and talented, to help them achieve their potential, and earn, or maintain, Masters level scores on STAAR assessments
2	2	7	Ensure teachers attend districtwide PLC/Design Workshop to receive ongoing professional support for high-quality instruction by effectively utilizing foundational documents (YAGs, IPGs, Scope & Sequence) to plan and implement effective lessons with aligned resources.
2	2	8	Strategically meet in horizontally and vertically aligned PLCs each week. Establish clearly-defined expectations of high-quality instruction, including training on gradual release, thorough lesson plans aligned to T-TESS Domain I criteria, submitted in advance, and meaningful assessment design. Determine evidence of high-quality instruction and student work analysis protocol.
2	2	9	Conduct data analysis meetings at least once every 30 days, using district-approved protocol, to review results from Universal screener, campus-based formative assessments, common assessments, in order to monitor student progress and correctly refer students for RtI Tier 2/3, SST, 504, or SpEd additional supports.
2	3	1	Wisely invest Title I funds to purchase appropriate materials, curriculum, and resources for math and science (intended to serve as math reinforcement) to assist students' comprehension and mastery.
2	3	2	Provide rigorous, measurable, differentiated first-round instruction to raise student achievement by 6% for Approaches, Meets, and Masters levels on 2020 Math STAAR performance.
2	3	3	Utilize technology as an instructional tool that redefines learning activities for students, rather than as a substitute for traditional worksheets.
2	3	4	Close achievement gaps for students testing below grade level, especially among special education and at-risk sub-populations, to help students reach "Approaches" or "Meets" levels of comprehension.

Goal	Objective	Strategy	Description
2	3	5	Develop a support system in which teachers and interventionists identify RtI Tier 2 and 3 students to receive additional mathematics assistance.
2	3	6	Provide supplemental services to students identified as gifted and talented, to help them achieve their potential, and earn, or maintain, Masters level scores on STAAR assessments
2	3	7	Ensure teachers attend districtwide PLC/Design Workshop to receive ongoing professional support for high-quality instruction by effectively utilizing foundational documents (YAGs, IPGs, Scope & Sequence) to plan and implement effective lessons with aligned resources.
2	3	8	Strategically meet in horizontally and vertically aligned PLCs each week. Establish clearly-defined expectations of high-quality instruction, including training on gradual release, thorough lesson plans aligned to T-TESS Domain I criteria, submitted in advance, and meaningful assessment design. Determine evidence of high-quality instruction and student work analysis protocol.
2	3	9	Conduct data analysis meetings at least once every 30 days, using district-approved protocol, to review results from Universal screener, campus-based formative assessments, common assessments, in order to monitor student progress and correctly refer students for RtI Tier 2/3, SST, 504, or SpEd additional supports.

# RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Wisely invest Title I funds to purchase appropriate materials, curriculum, and resources for ELAR and social studies (intended to serve as reading reinforcement) to assist students' comprehension and mastery.
1	1	2	Provide rigorous, measurable, differentiated first-round instruction to raise student achievement by 6% for Approaches, Meets, and Masters levels on 2020 Reading STAAR performance.
1	1	3	Utilize technology as an instructional tool that redefines learning activities for students, rather than as a substitute for traditional worksheets.
1	1	8	Strategically meet in horizontally and vertically aligned PLCs each week. Establish clearly-defined expectations of high-quality instruction, including training on gradual release, thorough lesson plans aligned to T-TESS Domain I criteria, submitted in advance, and meaningful assessment design. Determine evidence of high-quality instruction and student work analysis protocol.
1	1	9	Conduct data analysis meetings at least once every 30 days, using district-approved protocol, to review results from Universal screener, campus-based formative assessments, common assessments, in order to monitor student progress and correctly refer students for RtI Tier 2/3, SST, 504, or SpEd additional supports.
1	2	4	Close achievement gaps for students testing below grade level, especially among special education and at-risk sub-populations, to help students reach "Approaches" or "Meets" levels of comprehension.
1	2	5	Develop a support system in which teachers and interventionists identify RtI Tier 2 and 3 students to receive additional reading assistance.
2	1	1	Wisely invest Title I funds to purchase appropriate materials, curriculum, and resources for math and science (intended to serve as math reinforcement) to assist students' comprehension and mastery.