

Cedar Hill Independent School District
Waterford Oaks Elementary School
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Top 25% Student Progress



Mission Statement

The mission of Waterford Oaks Elementary School is to provide a meaningful foundation that fosters a love of learning by engaging students in rigorous and relevant academic opportunities.

Vision

The vision of Waterford Oaks Elementary is to provide cutting-edge and challenging opportunities for students today in ways that promote the development of productive and caring citizens prepared to meet the world challenges of tomorrow.

Value Statement

Our values are based upon the Six Pillars of Character. Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship shape who we are, what we do and how we educate our students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Waterford Oaks Elementary School's enrollment for 2016-2017 is 574 students in grades Pre-Kindergarten-Fifth. There are 46% female students and 54% males students. We serve less than 1% (4) Asian/Pacific Islander students, 1% (7) White students, 8% (46) Hispanic students, and 90% (517) African American students. 92% of our students are Economically Disadvantaged and 40 of our students receive Special Education Services 25 of which are SKILL, 12 of our students receive ESL services, and 16 of our students have been identified as Gifted and Talented. Our attendance rate from the most recent AEIS report was 97.5%.

In the 2015-2016 school year, the students will be educated by 32 highly qualified teachers, 11 support para professionals, 1 counselor, 1 nurse para professional, 1 librarian (part-time), and 2 campus administrators. Instructional Staff Experience: 5 teachers have 21 or more years of experience 11 teachers have 10-20 years of experience 6 teachers have 6-9 years of experience 10 teachers have 1-5 years of experience

Demographics Strengths

Waterford Oaks educates students from various ethnic and socio-economic backgrounds. Parents are increasingly showing support of the teachers and of the new leadership of the Waterford Oaks.

Demographics Needs

Due to the number of students who are identified as at-risk, all staff members need a deep understanding of research-based interventions and instructional practices that meet the diverse learning needs of At-Risk students. Instructional staff will receive training on Response to Intervention and Professional development for educators will be an area of focus. Professional Learning Communities (PLCs) will include discussions on lesson planning, student expectations and outcomes, instructional strategies, plan/write/and analyze common assessments, student interventions and participate in campus Learning Walks.

Student Achievement

Student Achievement Summary

During the 2015-2016 school year, Waterford Oaks Elementary received a Met Standard rating. We also received 1 distinction in Top 25% Student Progress.

Performance Index	State Target Score	Waterford Oaks
Index 1: Student Achievement	60	66
Index 2: Student Progress	32	46
Index 3: Closing Performance Gaps	28	35
Index 4: Post Secondary Readiness	12	26

Reading

	2016					2015				
	Level II Phase-in	Level II Recommended	Level III Advanced	Met or Exceeded Growth	Exceeded Growth	Level II Phase-in	Level II Recommended	Level III Advanced	Met or Exceeded Growth	Exceeded Growth
3rd Grade	63%	27%	14%	NA	NA	72%	34%	16%	NA	NA
4th Grade	61%	24%	9%	55%	10%	62%	36%	18%	46%	9%
5th Grade	84%	41%	16%							

Math

	2016					2015				
	Level II Phase-in	Level II Recommended	Level III Advanced	Met or Exceeded Growth	Exceeded Growth	Level II Phase-in	Level II Recommended	Level III Advanced	Met or Exceeded Growth	Exceeded Growth
3rd Grade	56%	21%	6%	NA	NA	65%	30%	7%	NA	NA
4th Grade	57%	23%	10%	47%	12%	74%	28%	11%	NA	NA
5th Grade	79%	33%	14%						NA	NA

Grade 4 Writing

	2016					2015				
	Level II Phase-in	Level II Recommended	Level III Advanced	Met or Exceeded Growth	Exceeded Growth	Level II Phase-in	Level II Recommended	Level III Advanced	Met or Exceeded Growth	Exceeded Growth
Waterford Oaks	61%	30%	10%	NA	NA	71%	26%	5%		

Grade 5 Science

2016

2015

	Level II Phase-in	Level II Recommended	Level III Advanced	Met or Exceeded Growth	Exceeded Growth	Level II Phase-in	Level II Recommended	Level III Advanced	Met or Exceeded Growth	Exceeded Growth
Waterford Oaks	55%	16%	3%	NA	NA				NA	NA

Student Achievement Strengths

The 2015-2016 Accountability Rating for Waterford Oaks Elementary School was Met Standard and received 1 distinction for Top 25% Student Progress.

Student Achievement Needs

Waterford Oaks did not meet System Safeguards in Science with less than 60% of students meeting passing standard in three categories: "All Students" "African American" and "Economically Disadvantaged".

Although Waterford Oaks met the target score in math, there is a downward trend in performance in our current 5th grade students. Overall, from 3rd grade to 4th grade 17% less students met passing standards with 74% meeting expectations in 2015 and 57% in 2016.

School Culture and Climate

School Culture and Climate Summary

The culture and climate goal for Waterford Oaks is to foster a strong sense of community. Overall, students and staff feel that Waterford Oaks is safe, caring and an inviting place to work and learn. We find that school-wide academic and behavior initiatives are the means by which we will attain our goal of a strong sense of community. We have developed and implemented a campus discipline management plan that incorporates an incentive and recognition system for students. Disciplinary policies are proactive with the implementation of a campus discipline management plan, a discipline matrix, and discipline training for teachers. We have also developed and implemented a recognition system for teachers and parents in the All STAAR breakfast and Longhorn of the month.

We provide programs that promote students' strengths and interests. We have also added Student Council. We believe that empowering students with leadership opportunities will positively impact the culture and climate of our school. Students are actively involved in extra curricular programs such as robotics, Dynamic Drummers, Choir, boys and girls clubs, and basketball. All activities are voluntarily led by staff.

School Culture and Climate Strengths

We have a campus discipline management plan that incorporates incentives and recognition. We have the Sock Hops for behavior and attendance; All Star Breakfasts to recognize students who have made significant improvement; A and A/B Honor Roll Parades; and All STAR Breakfasts that recognize a teacher, parent, and students.

School Culture and Climate Needs

Although we have a campus discipline management plan, we need to continue to implement it with consistency across the campus. We also need to continue to build upon/develop student interests and skills in STEM via clubs and extracurricular activities.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All of the professional and support staff meet highly qualified standards. Each new teacher receives support through the District Mentor/Mentee program and Campus Administration conducts monthly meetings and Learning Walks with new teachers as an added support.

In order to build capacity, teachers and paraprofessionals assume leadership roles as:

- Grade level lead teachers and committee chairpersons
- Site-Based Decision Making Committee Members (SBDM) and Campus Instructional Leadership Team Members (CILT)
- Professional Development presenters (PLCs and Staff Meetings)
- Mentors for first year teachers and new to district teachers
- Student Council Advisors
- Sponsors of Student Clubs
- Crisis Team Members
- Interview Panel Members

Professional Staff is evaluated utilizing the state appraisal system, T-TESS. Goal Setting Conferences are held with all teachers. Teachers will receive a full or partial evaluation based upon district criteria. Walk-throughs help to ensure implementation of strategies to improve instruction.

Staff Quality, Recruitment, and Retention Strengths

There are approximately seven staff members who have been with the school for 10 years or longer, demonstrating their commitment to the school and acting as historians by which we continue to build our culture. We have staff members who have presented at district and regional level professional development sessions. Teams of teachers have attended regional or district professional development (Lead4ward, Math Solutions, Region 10 Figure 19, Empowering Writers, and Kelly Young- High Yield Instructional Strategies) and returned to campus to present during campus professional development sessions in the previous school year. This practice will continue in the 2016-2017 school year.

Weekly PLC meetings provide staff ongoing opportunities to develop professionally and meet with colleagues to analyze data, share instructional strategies and reflect on their practice. PLC meetings reinforce campus and district initiatives, allow teachers to discuss implementation and collaborate on lesson planning.

Staff Quality, Recruitment, and Retention Needs

Continued professional development to identify and meet the the social, emotional, and academic needs of all special populations, with emphasis on the at-risk, special education and economically disadvantaged is needed.

The focus of staff learning and discussion this year is around Literacy, academic improvement for ALL students, and creating engaging lessons which are aligned to the intent and rigor of state standards and T-TESS Domains and Dimensions. We believe growth and implementation of this learning will aid us in increasing the number of students reaching STAAR Level 3 (advanced academic performance) rating. Staff learning will be done in faculty meetings, Professional Learning Community meetings, early release days and designated Professional Development days.

We also focus on creating an inventory of instructional materials currently on the campus to drive decisions about purchases to support teachers' instructional efforts. Campus administrators plan professional development opportunities to provide staff the opportunity to gain information on content and technology initiatives, team building activities.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Waterford Oaks utilizes the TEKS Resource System which is aligned with the state standards to design a rigorous instructional delivery system across disciplines. Teams meet twice per month for lesson design during grade level planning. The purpose of this cross-curricular collaboration is to improve student achievement and enhance instructional practices. Evidence of these planning sessions is provided via lesson plans, demonstration of mastery, and unit assessments. Additionally, student achievement and progress is measured by formative assessments, common assessments, teacher-made assessments, and district/state assessments. Teachers are required to disaggregate data and present it to their grade level PLC after each unit assessment and district benchmark. Student expectations that have not satisfactorily been met will be spiraled back into the curriculum.

Campus vertical and horizontal Professional Learning Community meetings are executed to improve student achievement via data analysis, dialogue, targeted instructional strategies, and the implementation of researched based instructional strategies.

To increase student achievement, we utilize technology through Istation, Think Through Math, and Accelerated Reader. All classrooms are equipped with SMART Boards and each grade level has a set of 30 chromebooks to integrate technology. Teachers receive ongoing professional development on how to integrate these technologies.

Campus administrators conduct walkthroughs and formal observations to ensure that teachers provide quality instruction and are utilizing best instructional practices. Following walkthroughs and formal observations, campus administration meet with teachers to offer feedback and review student performance data. In an effort to create the spirit of a learning organization, teacher to teacher learning walks will be implemented. Also, calibration walkthroughs will be held so that the administrative team (principal, assistant principal, instructional coach, and instruction support) can calibrate.

Curriculum, Instruction, and Assessment Strengths

The primary focus on teaching and learning has resulted in the following curriculum, instruction, and assessment strengths:

PLCs as a means to provide ongoing review of assessment data followed by the Lesson design meeting where lesson plans and instructional activities can be designed to meet the needs of students.

Teachers receive support from Academic Specialist, Math Support Teachers and Campus Administrators.

Curriculum, Instruction, and Assessment Needs

Ongoing professional development on analyzing data and using the data to make data driven based decisions.

Professional development that is aligned to the needs to teachers.

Implement high yield instructional strategies in math and science.

Develop a viable RTI process that meets the needs to students.

Increase the number of students meeting Level II Recommended and Level III Advanced.

Family and Community Involvement

Family and Community Involvement Summary

At Waterford Oaks, we strive to create and sustain partnerships with our families and the community. PTA and APD continue to be very supportive of campus efforts. Parents are often encouraged to volunteer and become active in the school community.

We started the school year with making a strong statement in the importance of home to community connection through our project to visit our families, welcome them to open house and get them excited about the school year.

Family and Community Involvement Strengths

The campus Community and Student Engagement Accountability Report in 2015-2016 received an exemplary rating in dropout prevention strategies.

Results of the 2015-2016 parent survey show that 90% of parents feel they are treated with respect by staff; 83% agree that methods of communication are effective; 86% believe that the campus provides a safe learning environment.

Family and Community Involvement Needs

40% of parents in the 2015-2016 parent survey responded that the school provides opportunities for students to learn about other languages and cultures. 59% of parents in the 2015-2016 parent survey responded that the campus provides information to students on future careers. 69% of parents in the 2015-2016 parent survey responded that the campus provides opportunities for students to experience the arts.

These areas will be addressed in the 2016-2017 school year with plans on improving parent responses to 85% or more agreement.

Additionally, the campus Community and Student Engagement Accountability Report in 2015-2016 received acceptable ratings in 21st century workforce development, Fine Arts and GT. These areas will be addressed in the CIP to improve rating from Acceptable to Recognized and/or Exemplary in the 2016-2017 school year.

School Context and Organization

School Context and Organization Summary

The context and organization of Waterford Oaks is framed by our student-centered philosophy and team approach. Several committees meet throughout the year to address school context and organization: CILT, SBDM, Attendance/Discipline, and Starshine.

A master schedule was created this year to maximize instructional time while providing time for small group interventions. The master schedule allots time for PLCs to meet weekly and teachers to have individual planning time as well as team planning time. The strategic scheduling allows each grade level the maximum amount of uninterrupted time as possible.

The Campus Instructional Leadership Team (which is comprised of a lead teacher from each grade level including specials, the academic specialist, math support teacher, counselor, assistant principal and principal) meets to discuss, set goals, analyze, review campus initiatives and student performance data. This team follows the Continuous Improvement Cycle in an effort to evaluate program effectiveness. The vision for CILT is to set SMART Goals, write and review the CIP, and discuss and allocate resources based on student achievement data.

Our Site-Based Decision Making Committee (which is made up of representatives from each grade level, specials, parents and a community member), meets to oversee the campus improvement plan, review and discuss professional development goals and needs, and to discuss the budget as it relates to instructional resources and materials. The SBDM also reviews all data (academic, discipline, attendance, etc.) in order to make recommendations for ongoing improvements and to plan for the upcoming school year.

Grade level PLC's are held weekly. PLC's are led by campus admin, district support staff, teachers, the academic specialist, math support teacher, and the counselor. The special education teachers join the grade level PLC which represents the majority of the students they serve. PLC's focus on teacher learning with regard to student achievement.

Waterford Oaks holds one staff meeting a month. Administration works diligently to utilize these meetings as professional development opportunities.

School Context and Organization Strengths

Areas of strength for Waterford Oaks:

- The master schedule was created to allow the maximum amount of instructional time for every grade level
- PLCs, specials and intervention time is scheduled into the master schedule
- Classroom distractions, such as announcements, are kept to a minimum
- Recognition for stakeholders is a significant component of the school context

School Context and Organization Needs

The following needs have been identified:

- Campus Discipline Management Plan/Incentive System
- Professional development on discipline management for administration and Instructional staff
- Provide multiple opportunities for staff to provide feedback from professional development opportunities to evaluate their effectiveness
- Increase the number of community members involved in SBDM
- Continue to monitor the effectiveness of the intervention schedule (Istation/Think Through Math, and ongoing Response to Intervention progress monitoring)

Technology

Technology Summary

Waterford Oaks is committed to equipping all students with the skills necessary to succeed in the 21st Century. Technology is used to complement, enhance and enrich the curriculum. Teachers are expected to incorporate technology into daily lessons to maximize student performance and develop students' technological awareness and skills. All Waterford Oaks students attend a scheduled computer class weekly. Students will rotate through the computer lab or use Chromebooks to access Istation Reading and Think Through Math. Teachers have the opportunity to work with Chromebooks daily. All teachers are encouraged to use technology to teach and assess students with programs such as: Accelerated Reader, Flocabulary, Kahoot, SeeSaw, and other apps/software that is grade level appropriate. The school has access to Connect 2Texas, an . interactive videoconference. The technology liaison provides at least four hours of training for all teachers.

In an effort to improve student achievement and increase teacher effectiveness, teachers utilize AWARE to input, analyze and disaggregated student data.

Each classroom has one teacher computer and one student computer.

Technology Strengths

Teachers are provided professional development to help increase student engagement with the use of technology. Staff members have been provided with professional development on how to incorporate technology into daily lessons. 100% percent of classes have some form of technology such as a projector, student computer, or document camera. The entire building has access to the wireless connection.

Technology Needs

A thorough and reflective analysis of technology reveals the following needs:

- Ongoing professional development for teachers to integrate technology in their daily lessons.

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
- Annual Measurable Achievement Objectives (AMAO) 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

- 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: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (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
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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
- Migrant 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
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data












Goals

Goal 1: Design and implement a rigorous instructional learning system that is data driven, fosters student engagement, and produces college and career-ready students

Performance Objective 1: Launch a STEM Program that promotes critical thinking, problem solving, and collaboration.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Each grade level will integrate a STEM focus throughout the school year. It will include a minimum of one cross-curricular lesson.	Principal Assistant Principal Academic Specialist Instructional Support Teacher Classroom Teachers Counselor	Lesson plans				
2) We will have clubs that provide students with opportunities to explore STEM in a variety of ways including digital learning, robotics, and a recycle club.	Principal Assistant Principal Academic Specialist Instructional Support Teacher Classroom Teachers Counselor	Sign in sheets				
3) Students at each grade level will have a minimum of 1 STEM field experience.	Principal Assistant Principal STEM Committee Chair Teachers	Lesson Plans				
4) We will have a minimum of 2 evening events that provide families with opportunities to experience STEM.	Principal Assistant Principal STEM Committee Chair Teachers	Sign In Sheets				
Funding Sources: 199- General Fund - \$300.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						









Goal 1: Design and implement a rigorous instructional learning system that is data driven, fosters student engagement, and produces college and career-ready students

Performance Objective 2: Meet and exceed state index targets for the 2016-2017 school year.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>1) Provide students with weekly hands on activities, movement, and or integrated technology activities that allow students the opportunity to increase engagement while and experience math and science concepts.</p>	Principal Teacher Instructional Support Teacher	Lesson Plans Unit Assessment/Benchmark Scores Increase STAAR scores				
Funding Sources: 199- General Fund - \$500.00						
<p>State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) Implement the CER Instructional Strategy (Claim, Evidence, Reasoning) in Science and UPS Check (Understand, Plan, Solve) in Math.</p>	Principal Teacher Instructional Support Teacher	Lesson Plans Unit Assessment/Benchmark Scores Increase STAAR scores				
<p>State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>3) We will provide explicit instruction on science vocabulary using Marazano's strategies for Building Academic Vocabulary and Lead4Ward strategies for Building Vocabulary.</p>	Principal Teacher Instructional Support Teacher	Lesson Plans Unit Assessment/Benchmark Scores Increase STAAR scores				
<p>State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>4) Teachers will be provided with support and direct input on their lesson designs in Lesson Design meetings to be held twice per month with an administrator and the instructional support teacher.</p>	Principal Instructional Support Teachers	Lesson Plans Unit Assessment/Benchmark Scores Increase STAAR scores				
<p>5) Increase principal's time in the classrooms providing continuous and timely feedback and follow through</p>	Principal	Walkthrough feedback				








6) Frequent data talks (assessment data, student/teacher attendance, discipline data) that yield in the development of actions plans to address areas of concern.	Principal Assistant Principal Academic Specialist Instructional Support Teacher Counselor Teachers	Sign in sheets Increased achievement scores				
State System Safeguard Strategy 7) Provide at least 4 different instructional strategies that promote engagement (2 strategies per semester) to staff on activities that integrate (music and/or art) and PE (movement) into the curriculum to increase student engagement in core classes.	Principal Assistant Principal Music Teacher PE Teacher Academic Support Teachers	Walkthroughs Lesson Plans Student engagement				
8) Direct instruction on a campus wide organizational system for all students.	Principal Assistant Principal Teachers					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Design and implement a rigorous instructional learning system that is data driven, fosters student engagement, and produces college and career-ready students

Performance Objective 3: Provide academically challenging opportunities for GT and advanced level students.

Evaluation Data Source(s) 3:

Summative Evaluation 3:







Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide enrichment opportunities (STEM to include music/art/PE) for after school clubs and/or competitions at minimum of twice per semester.	Counselor Principal Teacher	Sign in Sheet				
2) Provide enrichment opportunities during the school day for advanced level students at minimum once per month.	Principal Instructional Aide Academic Specialist	Increase in students reaching Level III				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Design and implement a rigorous instructional learning system that is data driven, fosters student engagement, and produces college and career-ready students

Performance Objective 4: Increase Awareness of College and Careers

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide information to students regarding future career opportunities (STEM include music/art/PE) at least once per semester and the educational experiences required for those careers.	Principal Counselor	Sign in sheets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Remain efficient, trustworthy, and transparent in our financial practices and business processes









Goal 3: Align the budget process to achieve district goals

Goal 4: Recruit, develop, and retain highly effective and engaging employees in an environment that embraces diversity

Performance Objective 1: Implement a campus plan that is geared towards building teacher capacity and teacher effectiveness.

Evaluation Data Source(s) 1:

Summative Evaluation 1:








Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide new teachers opportunities to meet with Campus Administration at minimum once per month as an opportunity to train and develop.	Principal Assistant Principal					
2) Provide opportunities for teachers to present to their colleagues in on-campus trainings and/or take on leadership opportunities.	Principal Assistant Principal	Attendance Rate				
3) Provide a minimum of 4 opportunities for staff development on various ways to engage students including digital learning, instructional strategies that include music and movement, and hands on learning.	Principal Assistant Principal Academic Specialist Instructional Support Teacher.	Sign in sheets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Recruit, develop, and retain highly effective and engaging employees in an environment that embraces diversity

Performance Objective 2: Maintain teacher attendance rate of 98% or higher for the 2016-2017 school year.

Evaluation Data Source(s) 2:

Summative Evaluation 2:








Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teacher recognition incentives at minimum of once per semester.	Principal Counselor					
2) Provide teacher opportunities to participate, present and attend professional development opportunities through PLCs, Learning Walks, math Talks, District and Region 10 PD	Principal Assistant Principal					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Recruit, develop, and retain highly effective and engaging employees in an environment that embraces diversity

Performance Objective 3: Successfully implement T-TESS for the 2016-2017 school year.

Evaluation Data Source(s) 3:

Summative Evaluation 3:










Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Develop TTESS goals for each classroom teacher that are monitored throughout the school year and will impact student achievement.	Principal Assistant Principal	TTESS Documents Assessment Data				
2) Continuous professional development on the TTESS Rubric.	Principal Assistant Principal	TTESS Documentation Sign in sheets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: Provide a safe, efficient, healthy, and orderly learning environment

Performance Objective 1: Implement a campus-wide behavior system from the beginning of the year that all campus staff can utilize and which includes strong systems with clear expectations.

Evaluation Data Source(s) 1:

Summative Evaluation 1:










Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Create and implement a Campus Discipline Management Plan that integrates a system of rewards and consequences.	Principal Assistant Principal Counselor Teachers	Campus Discipline Management Plan Character "Cool Bucks" Store Marking Period Celebrations				
2) All students will complete the I-Safe cyber initiative to promote a safe and responsible digital learning environment.	Technology Liaison Classroom Teachers Principal	I-Safe Completion documentation				
3) Utilize frequent walkthroughs feedback to monitor and ensure a positive climate for students and staff.	Principal Assistant Principal	Walkthrough documentation Faculty Sign-in sheets				
4) Implement a Campus Emergency Response System utilizing monthly drills to promote safety and security.	Campus Incident Response Team (CIRT) District Emergency Operations Coordinator	Monthly Safety Drills Documentation				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: Provide a safe, efficient, healthy, and orderly learning environment

Performance Objective 2: Implement a plan that develops student leadership qualities.

Evaluation Data Source(s) 2:

Summative Evaluation 2:










Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Create a student leadership component (Student Council)	3rd, 4th, and 5th Grade Students Teacher Advisors	Meeting agendas and/or flyers				
2) Implement mentoring/buddy program through APD and/or other parent volunteers.	Principal Assistant Principal Counselor	Sign in Sheets Discipline Data				
3) Provide at least 2 opportunities for students to actively participate in, or display their work in STEM which will also include art/music.						
4) Through computer class, students will have opportunities to gather information about future career opportunity (STEM including music/art/PE) at minimum once per month.						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: Provide a safe, efficient, healthy, and orderly learning environment

Performance Objective 3: Implement a plan that builds character and provides students with incentives for various achievements including attendance, behavior, and academics.

Evaluation Data Source(s) 3:

Summative Evaluation 3:












Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Promote safe and orderly classrooms by providing guidance lessons on the Six Pillars of Character and safety.	Counselor Principal Teachers	Counseling Logs				
2) Create a systematic plan to recognize students, Longhorn of the Month, an academic incentive program (ALL Star Students/ A and A/B Honor Roll Celebrations, Perfect Attendance Sock Hops.)	Attendance Clerk Teachers Assistant Principal Principal Counselor	Attendance Data Discipline Data Report Cards				
3) Create cultural awareness and diversity through announcements and events (i.e., Black History Month Hispanic Heritage month, Cinco De Mayo).	Principal Assistant Principal Counselor Teachers Instructional Coach Title 1 Specialist	Announcements Event Flyers Sign-In Sheets				
4) Implement Response to Intervention(RTI) to identify academic/behavioral strategies to aid in student improvement.	Principal Assistant Principal Counselor Instructional Coach Title 1 Specialist Teachers	RTI Documentation				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: Foster an environment of respect, cooperation, and open communication with parents and community partners

Performance Objective 1: Create a culture where parents feel welcomed and valued.

Evaluation Data Source(s) 1:

Summative Evaluation 1:








Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Create opportunities for parents to become involved in the school (PTA, 12 Days of Literacy, Literacy/Math/Technology Nights/Parent Workshops, All Pro Dads, SBDM, Career Day, Open House, Room Parents, 4th and 5th grad CCR field trip) STEM Night.	Parent Liaison Principal Teachers	PTA Agenda Parent Volunteer Sign-in sheets SBDM Sign-in-sheets				
2) Create Parent Recognition Program - Longhorn of the Month	CILT Parent Liaison Principal	School Marquee School website				
3) Build partnerships with local business/organizations including: Zula B Wylie Library, Cedar Heights Baptist Church, Mathnasium, Texas Wildlife, and Dogwood Canyon.	Principal Assistant Principal Academic Specialist/Liaison Counselor					
4) Hold a Fall PTA membership drive that encourages parent and staff membership.	Principal Academic Specialist PTA President	Paid membership dues.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: Foster an environment of respect, cooperation, and open communication with parents and community partners

Performance Objective 2: Create a culture of open communication.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Multiple modes of communication to parents. Utilize Skyward for weekly communications to parents from the principal, students have a school news folder in their binder, student planners, and school website. We also use Twitter, Facebook, and the campus marquee	Principal Assistant Principal Academic Specialist/Liaison Counselor Teachers	Parent Survey Skyward School News Campus webpage Marquee				
2) Conduct a minimum of 3 parent informational events.	Academic Specialist Principal Teachers	Sign in Sheets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	Provide students with weekly hands on activities, movement, and or integrated technology activities that allow students the opportunity to increase engagement while and experience math and science concepts.
1	2	2	Implement the CER Instructional Strategy (Claim, Evidence, Reasoning) in Science and UPS Check (Understand, Plan, Solve) in Math.
1	2	3	We will provide explicit instruction on science vocabulary using Marazano's strategies for Building Academic Vocabulary and Lead4Ward strategies for Building Vocabulary.
1	2	4	Teachers will be provided with support and direct input on their lesson designs in Lesson Design meetings to be held twice per month with an administrator and the instructional support teacher.
1	2	7	Provide at least 4 different instructional strategies that promote engagement (2 strategies per semester) to staff on activities that integrate (music and/or art) and PE (movement) into the curriculum to increase student engagement in core classes.

Campus Funding Summary

199- General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Decorations, Guest speakers/community partners		\$300.00
1	2	1			\$500.00
Sub-Total					\$800.00
Grand Total					\$800.00