San Antonio Independent School District

Miller Elementary

2019-2020 Campus Improvement Plan

Mission Statement

To transform Dorie Miller elementary into a successful, equitable school where every child is focused on the future and is educated so that he or she is prepared to be a contributing member of the community.

Vision

The Dorie Miller Community's purpose is to grow all students into successful thinkers, learners and leaders by creating opportunities for high levels of learning and achievement in a safe and caring school.

Core Values

- Student Centered
- Commitment
- Teamwork

Caring Practices

- We believe in the reciprocation of teaching and learning between teachers and students
- We have high academic and behavioral expectations of all students and staff.
- We work to understand and have empathy toward others.
- We build relationships inside and outside of the school in order to meet the needs of all students.
- Adults collaborate to ensure students receive the programs and serves they need to be successful.
- We maintain our physical environment by respecting property, taking care of our school and advocating for equity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Miller is a generational campus with many families having attended prior to their children. It is located on the East side of San Antonio. The community is protective of their school and will become active when needed. Many of our families attend our evening events and support their students with the extended learning by allowing them to stay late or to come to school on Saturdays. The school's mobility rates is approximately 34%, which means that over 1/3 of our student body changes throughout the year. Despite this turnover, the students are well-behaved and Miller does not face significant discipline concerns. We have reduced the number of out of school suspension to less than 20, choosing instead to work with our students on positive choices and restorative practices.

Miller currently has 284 students from grades PK-5th. Our student body is 48% female and 52% male. 13% of our population is Black, 85% is Hispanic, 1% is White and 1% is categorized as two or more races. Our LEP population includes 115 students; 106 of those students are enrolled in bilingual classrooms. 96% of the children are economically disadvantaged. 73% of our students are considered to be At-Risk. 2.8% of our students are homeless. We have 41 students who receive special education services which is 14% of the student body. 9 of our students receive gifted and talented programming. We have experienced an increase in our first year immigrant population with a recent increase of students from Honduras - we currently have 27 first year immigrant students at Miller.

Miller's family engagement and family outreach has increased significantly with the additon of a professional Family Engagement Specialist and Community in Schools counselor on the campus. Miller has maintained partnerships with 13 community businesses. The local Rotary sponsors Snack Packs for Kids for 60 students. We have 12 UTSA mentors working with 24 students. We have had volunteers throughout the school year.

The campus has an instructional team that consists of content area Instructional Specialists in reading, math, early childhood education and technology. In addtion the leadership team has a Systems Data Analyst and an Extended Day Site Coordinator. With this increase in instructional support the school provided an additional 150 minutes per week of extended learning time for all students. In addition all students were provided extended learning opportunties through tutoring with our 3rd through 5th grade students receiving extended learning on a weekly basis. We have held 5 Science Academies on Saturdays and will increase that to 7 in the 19-20 school year.

12/22 of the teachers hold a Bachelors degree, 10/22 hold a Master's degree, and the Assistant Principal holds 2 Masters' Degrees, and the Principal holds a Doctoral degree in Educational Leadership. 10/22 teachers have 10 or fewer years of teaching experience, 10 teachers have between 11-19 years, and 2 teachers have over 20 years of teaching experience.

Demographics Strengths

Our extended learning opportunities for students has been a huge strength for preparing our students for achievement.

We provided 5 Science academies and 5,310 additional minutes of instructional time over the course of the school year. We also provided additional tutoring to all students throughout the year and concentrated tutoring on 3rd-5th grade as STAAR approached. Teachers also provided club time for kids in American Heritage, Scrabble, gardening, book, maker space and UIL.

The expertise of the staff is another strength - 10 Master Teachers provided instruction that allowed our students to show significant growth in all areas.

MAP Accountability by Teacher

Using highest score between Spanish and English.

	Math APP	Math MTS	Math MAS	Math GM	Rdg APP	Rdg MTS	Rdg MAS	Rdg GM
Arevalo	53%	26%	0%	61%	37%	26%	11%	28%
Martinez (Non H/G)	73%	38%	0%	60%	38%	19%	0%	NA
Mercado	60%	30%	5%	79%	28%	16%	4%	47%
Trevino (Non H/G)	41%	41%	16%	38%	16%	0%	0%	NA
Lugo	79%	57%	43%	73%	43%	29%	0%	46%
Smith	7%	0%	0%	67%	0%	0%	0%	42%
Maltos (Acc)	61%	31%	21%	79%	46%	15%	0%	NA
Moore	93%	38%	7%	100%	71%	21%	0%	69%
Palacios (Acc)	25%	0%	0%	46%	25%	0%	0%	NA
Bermea	22%	11%	0%	40%	41%	29%	18%	40%
Coronado	24%	17%	12%	69%	29%	12%	6%	63%

	Math APP	Math MTS	Math MAS	Math GM	Rdg APP	Rdg MTS	Rdg MAS	Rdg GM
Mulcahy	50%	21%	0%	38%	71%	29%	14%	62%
Rubio (Acc)	71%	38%	21%	86%	57%	38%	14%	NA

Problem Statements Identifying Demographics Needs

Problem Statement 1: 73% of our students are at-risk and 96% live in poverty which brings the need to approach teaching and learning in a way that encourages learning and social-emotional development **Root Cause**: Our primary grade levels are just now beginning to provide a solid instructional foundation in literacy. Historical Data indicates that more than 50% of our current 3rd-5th grade students continue to read below grade level. This is due to a lack of foundational skills from primary grade instruction. In addition our mobility rate is 34% which means many of our student move in and out of the school throughout the school year. These two factors have caused gaps in instruction which require remediation.

Problem Statement 2: Over the last three years, over 60% of ESL(3-8) students did not meet the standard in all content areas. **Root Cause**: There is inconsistent differentiation in Tier 1 core instruction and intervention.

Problem Statement 3: Over the last three years, over 60% of ESL(3-8) students did not meet the standard in all content areas. **Root Cause**: There is inconsistent differentiation in Tier 1 core instruction and intervention.

Problem Statement 4: There is a need to increase the number of English Learners who are attaining "Meets" on the STAAR/EOC state assessment. Currently, 30% of students in Bilingual Education and 11% of students in ESL have achieved "Meets" on the STAAR/EOC assessments. **Root Cause**: Teachers of English Learners need to linguistically accommodate instruction by implementing high yield instructional strategies that engage students in listening, speaking, reading and writing.

Student Academic Achievement

Student Academic Achievement Summary

At Miller Elementary, MAP assessments and Fountas and Pinnell Benchmark Assessments are administered three times during the school year. Teachers at Miller use MAP data to determine what standards/objectives their students are ready to learn in Math and Reading. They also use the MAP data to determine strengths and weaknesses in their students. This helps teachers form intervention groups based on students' areas of need. Fountas and Pinnell Benchmark Assessments allow teachers to determine their students' instructional and independent reading levels. This enables them to better design targeted group instruction. Miller teachers also use unit CFAs, semester exams and STAAR simulation assessments to monitor students' progress, determine growth, and plan for instruction. Teachers gain an understanding of what skills/objectives students have mastered and determine the skills that need to be retaught or reviewed. Teachers examine the data and determine the most frequently missed questions/TEKS. In this way they are able to formulate groups based on students' shared instructional leave.

Our Eduation Systems Analyst (ESA), Content Specialists (IC), classroom teachers and students use several measures to track progress. The students use individual data binders and monitor their own progress toward MAP goals, Independent Reading Levels, and benchmark growth. Our ESA tracks individual grade level and overall campus progress every three weeks and updates all staff on current development. Administrators at Dorie Miller track all of the teachers' progress throughout the year. The administration team does multiple walk through observations as well as two formal TTESS observations for each teacher. Administrators debrief with each teacher after a walk-through and provides opportunities for growth. TEA keeps track of our district data and our growth measures using STAAR results as well as quarterly check-ins. Miller is also piolting the new Effective School Framework diagnostic with TEA and will receive observational and diagnostic data to help inform Improvement and TTIPS plans.

Students at each grade level monitor their own academic progress in various ways. In the primary grades students receive scaffolding from teachers to be able to track and monitor their growth. During small group, teachers assist students to mark individual tracking sheets that are organized by skills. In some classrooms students earn stickers on a chart whenever they reach or surpass their goals, while in others they use a combination of bar graphs and growth mindset tools to make each student accountable.All students at Miller have a folder or binder for data tracking in at least reading and math, if not all 4 subjects. At the end of every 3, 6, and 9 week session they take an assessment in which they analyze with a data tracker. These trackers break down every question according to each standard or skill, but are written in student-friendly language. Each student must then go back to review the questions from the standard where they scored the lowest. Students are then expected to set a goal for the next assessment and to explain how they will reach that goal. (i.e. staying for tutoring, reading during recess, implementing different strategies).

MTSS is in place to ensure those needs are met. Support is given through small groups, centers, and tutoring groups. Students are also given several opportunities to attend tutoring before and after school, which is tailored to students individual needs. Some of the interventions that are implemented at Miller Elementary to close the student achievement gap are: access to 10 Master Teachers, 6 Instructional Coaches, including a Bilingual Coach, various educational technology tools and an extended school day.

Student Academic Achievement Strengths

5th grade students are showing higher scores in comparison data STAAR 2018 and the simulation in 2019 using the same assessment.

All PK are showing developmental growth in LAP3 in the cognitive and language domains.

MAP MOY data indicates that 1st, 2nd, 3rd, and 5th grades met projected growth exceeded expected growth in math - 3rd grade by 113%

MAP MOY data indicates that 3rd and 5th grade met or exceeded projected growth in reading

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: In every grade level there are groups of students who are not meeting or exceeded projected growth by the MAP MOY reading or math assessment. **Root Cause**: Historical and current data indicates that the levels of rigor and complexity of lessons and activities has not matched the level of rigor and complexity required for students to master grade level standards.

Problem Statement 2: Our most current STAAR data indicates an increase in reading performance overall, but the school continues to score low compared to the state average. While this is improving, it indicates a need for more focused reading instruction. **Root Cause**: Prior to 2017-18 all reading instruction was done as a whole group. The improved overall performance shows that the use of small group and targeted instruction in all content areas impacted growth and achievement. But a continued focus on complex on-grade level reading is still needed.

Problem Statement 3: Students are challenged to meet the academic goals identified by the state. **Root Cause**: The SAISD community is a high poverty district promoting an unstable community affecting the child's ability to learn

Problem Statement 4: Students are challenged to meet the academic goals identified by the state. **Root Cause**: The SAISD community is a high poverty district promoting an unstable community affecting the child's ability to learn

School Processes & Programs

School Processes & Programs Summary

Miller was awarded the TTIPS grant starting the 2017-18 school year which enabled us to provide our students and teachers with instructional coaches for content, technology, and data and high tech equipment with SMART boards in classrooms and 1:1 Ipads for students. In addition all classrooms were outfitted with flexible furniture in order to provide fluid learnig environments. Miller then became a two-way dual language program in grades PK -2nd in 2018, which allowed parents to choose to put English speaking students into bilingual classrooms to develop Spanish as a second language

At Miller, Pre K through 5th grades are based on flexible grouping models. Students move to different groups and different rooms based on academic needs. We have 6 bilingual classrooms and 8 general ed classrooms. We have 5 Master Teachers on the campus who serve students in mixed grade level groups, 1 Special Education Master Teacher, and 4 Master Teachers who serve students in self-contained classrooms. Our 1st through 5th grade bilingual teachers serve split grade level classrooms Master teachers departmentalize at 4th and 5th grade for reading, math, writing, and science. Instructional coaches and teachers work together to provide small targeted, skills-based groups daily.

The leadership team consists of a principal, assistant principal, counselor, 6 instructional coaches, a data analyst, a family engagment specialist, a community in schools specialist, and an extended day site coordinator.

We currently use TEKS Resource System, Think through Math, Stem Scopes, Scholastic Classroom Libraries, Dreambox, Lightsail, Fast Forword, Mentoring Minds and various apps/software to help students reach success. Miller has a variety of technology resources. We have SMART boards in every classroom and 1-1 Ipads for all students. Miller uses a variety of formal and informal assessment tools to monitor student progress to include MAP, common grade level assessments, release STAAR assessments, Fountas and Pinnell, and American Reading Company.

Curriculum at Miller aligns with the Texas Essentials Knowledge Skills (TEKS) and the English Language Proficiency Standards (ELPS). All grade levels utilize the TEKS Resource System as one of the key planning components. The TEKS are arranged by grade level and are broken down into units. Each unit includes academic vocabulary, unit understating, performance assessments and possible student misconceptions. We also incorporate the Vertical Alignment Document from TEKS Resource to observe TEKS across grade levels and ensure depth and rigor are being met.

Teachers are evaluated yearly on the state approved evaluation system T-TESS. To ensure teacher quality, the administration and the instructional coaches provide frequent walkthroughs and feedback sessions with over 115 formal walkthroughs conducted by administration from September through March. Miller anticipates a reduction in staff due to changes in the school and the district for the 2019-20 school year.

Miller uses a two-tiered organizational administrative system which includes a lead team and a instructional team. The lead team is used to disseminate information in various areas including instruction, discipline and PBIS. Master Teachers lead their grade levels in instructional practice and data analysis. Weekly PLC allows teams to work directly with each other, specialists, and administration to make instructional plans based on the most current assessment data.

We use MTSS, LPAC, 504/dyslexia, Special Education, and At-risk identification to identify and monitor individual student needs.

Master Teachers were recruited by administration from various district job fairs and have been on the campus for 2 full school years. These teachers are required to maintain performance based results on MAP and T-TESS to maintain Master Teacher status. Hours of providing extended learning time is also required. All students at Miller are now taught with highly qualified teachers who know how to differentiate instruction to meet individual needs. We have provided accelerated programs for our over age and struggling learners in addition to enriched learning opportunities for both English and Spanish speaking students. Teacher have departmentalized at some grade levels to provide more specific instruction in reading, math, science, and writing. All new teachers are assigned a Master Teacher to mentor them and receive 1:1 isntructional coaching by the IC team. We also host 7 student interns from UTSA who spend the whole school year on our campus learning from Master Teachers directly in the classroom. In 2019-20 classrooms will be mainly self-contained, but departmentalizing in reading and math will occur in some grade levels and the learning needs of overage and struggling learners will be addressed through extended learning times by Master Teachers daily.

School Processes & Programs Strengths

Weekly 90-minute PLC for each grade level, lead by the data analyst, Master Teachers and IS team, is differentiated to meet individual needs.

Having an Education Systems Analyst has been beneficial in order to track student data as a constant flow from data to planning to instruction. She has been instrumental in training teachers to work with data in a fluid way and to make them more confident in their abilities to use data digitally.

All needed training for instructional programs has been provided either during PLC or PD days that is embedded in the day and provided by the lead team of specialists to meet the distinct needs of the Miller campus.

The Instructional Coaches has been providing 1:1, differentiated coaching for all teachers. In addition the IS team provides addtional instructional support by providing targeted small groups and by co-teaching with teachers daily.

Our increased impact on families provided by having a professional Family Engagement Specialist has been key to academic improvement. More families are participating in structured planning and goal setting with teachers.

Extended learning time has been provided in a variety of ways - we added 30 minutes to each instructional day and we offer extended learning opportunities in our after school program and by providing clubs and activities for students. This is all coordinated by having a professional site coordinator as part of our lead team. She also organizes a 6-week summer program for our students to help alleviate the regression experienced every year at Miller.

Miller's biggest strength is are the Master Teachers working closely with the lead team. Every layer of the team works together to ensure students are receiving individualized and targeted instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student individual academic needs were not addressed adequately due to a lack of implementation of targeted, skill specific interventions and small group instruction prior to this school year. **Root Cause**: Historically, resources and teacher capacity for implementation of effective intervention and small group instruction has been lacking for a variety of reasons to include: a shift in district instructional focus, availability of resources, and lack of PD and preparation for the shift of instructional focus.

Problem Statement 2: Student services were inadequate due to the systems in place prior to the 2017-18 school year. Students were not identified correctly for services and teachers were not prepared to provide the differentiated instruction needed to work in a low performing school. Gaps in learning and poor development of foundational skills led to students falling further and further behind. **Root Cause**: The district has assigned only one person, the Assistant Principal, as the coordinator and monitor of all major services provided to students. One person being the campus assessment coordinator, the LPAC coordinator, the 504/dyslexia coordinator, the MTSS coordinator, etc is an ineffective way to monitor those services and provide them to the extent possible. Other members of the campus did not actively participate in the referral process and refused to provide individualized services for students. These two things caused students to be left without the programming they needed to be successful.

Perceptions

Perceptions Summary

For years Miller had been a low performing school and was not held in high regard by the school district. The administration came on board in a turn around process during the 2016-17 school year. The first year of that administration was dedicated to addressing ineffective teaching practice, cleaning up the school, and establishing a system of manangement that focused on students and their success. As a result Miller missed met standard on STAAR in 2017 by only 3 points in Index 3. For the 2017-18 school year, Miller was cleaned up, had new teachers, and had established a momentum of change. Miller was, also, awarded two grants (TIF and TTIPS) to help meet the instructional needs of the campus. The TIF grant provided 8 Master Teachers and the TTIPS grant provided instructional specialists, technology, extended learning opportunities and extra materials and resources. Miller pulled itself out of Improvement Required status in 2018 with an overal grade of a C - with a sub grade of D in student achievement, a B in student progress, and a C in closing the achievement gaps. In 2018-19 the plan is to continue impementation of the TTIPS and TIF grant requirements, maintain the focus on instruction, keep the school out of IR, and keep making the school fun and inviting for children and families.

We are a Dual Language campus, so to ensure that students and families are comfortable and receiving information that is relatable to them, we offer translation services by having equipment available that allows us to translate through the use of headphones provided by the Family Engagement Department. We also as a staff ensure that someone who is bilingual is available to translate for our families regardless of why they are on campus. All of our information, like flyers and phone calls are distributed in both English and in Spanish as well. All of our families are our priority, so ensuring that they are aware of all that is happening with their child and the campus is a priority to us.

Parents surveyed appreciate our focus groups that target math and reading strategies for parents. Parents also like coming to campus to see their children actively involved in programs such as, plays, musicals, and UIL.

According to the student survey completed by Kindergarten through 5th grade students regarding school culture and climate, an overwhelming majority have a good relationship with their teachers and peers. All grade levels expressed that they feel safe in their classroom with their teachers. Miller students are building thier confidence academically and are participating more in UIL and GT events and activities. Students express happiness about thier school and teachers.

When asked to reflect on their own behavior, almost all students gave a positive response. In contrast, when asked about their peers' behavior, over half of the students said there was room for improvement.

New students can find support upon enrollment through conversations thier classmates about the the school-wide PBIS plan (splash cards, sprinkles, silver spoon) and information about their new teacher. WEhave started an ambassador program -students will now be greeting new students and visitors to our campus and will be able to answer questions about our school and Dorie Miller.

Currently the school utilizes a schoolwide PBIS plan that includes consistent recognition for following school rules and following the core beliefs of the

campus. Grade levels were given the opportunity to personalize the common plan to the needs of their classrooms and expectations. Student participation is high with approximatley 60 students a month receiving recognition for appropriate school behavior. In addtion, the attendance committe actively seeks ways to reinforce school attendance and the students have had numerous opportunities to participate in the incentive plans. Our overall attendance rate is 95%. We also have reduced our number of out of school suspensions to less than 20 and have organized the discipline management system to effectively document and intervene upon behavior issues before they become too serious. We have had 4 students placed in DAEP for persistent or inappropriate behaviors this year despite numerous interventions on the campus.

Partnering with community organizations helps to promote community engagement. The local rotary currently sponsors the school through Snack Packs for Kids, funding dinners for curricumlum nights and parent meetings, being a part of our Campus Leadership Team, and making books and materials purchases. We have UTSA mentor for our students and a Community in Schools counselor that works with many of our students in 1:1 counseling sessions. In addtion, our Family Engagement department has procured donations of food, back packs, and services to provide our families with resources and has organized fund raisers to provide recognitions for our students throughout the year.

Perceptions Strengths

Community Partnerships with the Rotary,HEB, the Blue Ribbon Task Force, the Shriners

school wide PBIS plan that includes recognition for appropriate behavior - SPLASH cards, prizes, special time with adults. and monthly assemblies

Increased parent attendance at the evening events.

Increased parent communication - through principal letters, facebook, class newsletter, phone messages, and face-to-face with family engagement specialist

availability of technology in classrooms and for students with SMART boards and I-pads

Problem Statements Identifying Perceptions Needs

Problem Statement 1: While parent engagement has increased based on the amount of support and outreach due to the efforts of our Family Engagement team, teachers, and administrators participation as partners is still low with no active PTA and lack of involvement in the educational planning for our students. **Root Cause**: Historical information indicates a lack of communication by the school and school district with parents and the community. While teachers have increased contact with parents, parents are not engaging in planning with teachers for their child and are only slightly in participating in our home visit program and our goal setting program. Current socio-political climate creates fear among families.

Problem Statement 2: Despite gains in this area with the Caring Practices and PBIS, students continue to struggle with solving conflicts in socially acceptable, positive, ways. **Root Cause**: Student to student interactions are often adversarial. Conflict resolution strategies required by the school

community differ from the norms and processes used in the home/neighborhood. We have yet to find a way to encourage students to use conflict resolution strategies when tempers are high and situations escalate.

Priority Problem Statements

Problem Statement 1: 73% of our students are at-risk and 96% live in poverty which brings the need to approach teaching and learning in a way that encourages learning and social-emotional development

Root Cause 1: Our primary grade levels are just now beginning to provide a solid instructional foundation in literacy. Historical Data indicates that more than 50% of our current 3rd-5th grade students continue to read below grade level. This is due to a lack of foundational skills from primary grade instruction. In addition our mobility rate is 34% which means many of our student move in and out of the school throughout the school year. These two factors have caused gaps in instruction which require remediation.

Problem Statement 1 Areas: Demographics

Problem Statement 1: Students are at high risk of dropping out of school due to lack of supports in areas to include motivational, academic and social/emotional

Root Cause 1: The SAISD community has a very high propensity of poverty and a serious lack of homes for the families.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: SAISD students do not meet and exceed state and national averages on assessments in rigorous courses or for college admissions.

Root Cause 2: Students and teachers need skills and strategies for success such as those provided by AVID to promote successful learning in rigorous courses.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Over the last three years, over 60% of ESL(3-8) students did not meet the standard in all content areas.

Root Cause 3: There is inconsistent differentiation in Tier 1 core instruction and intervention.

Problem Statement 3 Areas: Demographics

Problem Statement 3: Students are challenged to meet the academic goals identified by the state.

Root Cause 3: The SAISD community is a high poverty district promoting an unstable community affecting the child's ability to learn

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 3: Student individual academic needs were not addressed adequately due to a lack of implementation of targeted, skill specific interventions and small group instruction prior to this school year.

Root Cause 3: Historically, resources and teacher capacity for implementation of effective intervention and small group instruction has been lacking for a variety of reasons to include: a shift in district instructional focus, availability of resources, and lack of PD and preparation for the shift of instructional focus.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Student services were inadequate due to the systems in place prior to the 2017-18 school year. Students were not identified correctly for services and teachers were not prepared to provide the differentiated instruction needed to work in a low performing school. Gaps in learning and poor development of foundational skills led to students falling further and further behind.

Root Cause 4: The district has assigned only one person, the Assistant Principal, as the coordinator and monitor of all major services provided to students. One person being the campus assessment coordinator, the LPAC coordinator, the 504/dyslexia coordinator, the MTSS coordinator, etc is an ineffective way to monitor those services and provide them to the extent possible. Other members of the campus did not actively participate in the referral process and refused to provide individualized services for students. These two things caused students to be left without the programming they needed to be successful.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 4: Students are challenged to meet the academic goals identified by the state.

Root Cause 4: The SAISD community is a high poverty district promoting an unstable community affecting the child's ability to learn

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 4: Over the last three years, over 60% of ESL(3-8) students did not meet the standard in all content areas.

Root Cause 4: There is inconsistent differentiation in Tier 1 core instruction and intervention.

Problem Statement 4 Areas: Demographics

Problem Statement 4: There is a need to increase the number of English Learners who are attaining "Meets" on the STAAR/EOC state assessment. Currently, 30% of students in Bilingual Education and 11% of students in ESL have achieved "Meets" on the STAAR/EOC assessments.

Root Cause 4: Teachers of English Learners need to linguistically accommodate instruction by implementing high yield instructional strategies that engage students in listening, speaking, reading and writing.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Despite gains in this area with the Caring Practices and PBIS, students continue to struggle with solving conflicts in socially acceptable, positive, ways.

Root Cause 5: Student to student interactions are often adversarial. Conflict resolution strategies required by the school community differ from the norms and processes used in the home/neighborhood. We have yet to find a way to encourage students to use conflict resolution strategies when tempers are high and situations escalate.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: In every grade level there are groups of students who are not meeting or exceeded projected growth by the MAP MOY reading or math assessment.

Root Cause 6: Historical and current data indicates that the levels of rigor and complexity of lessons and activities has not matched the level of rigor and complexity required for students to master grade level standards.

Problem Statement 6 Areas: Student Academic Achievement

Problem Statement 7: Our most current STAAR data indicates an increase in reading performance overall, but the school continues to score low compared to the state average. While this is improving, it indicates a need for more focused reading instruction.

Root Cause 7: Prior to 2017-18 all reading instruction was done as a whole group. The improved overall performance shows that the use of small group and targeted instruction in all content areas impacted growth and achievement. But a continued focus on complex on-grade level reading is still needed.

Problem Statement 7 Areas: Student Academic Achievement

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

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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data

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
- Special education/non-special education population including discipline, progress and participation data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

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

Goals

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 1: READING: Provide a comprehensive reading process to increase Student Achievement, Student Progress, and Closing the Achievement Gap.

    Evaluation Data Source(s) 1: STAAR
MAP

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 1) Provide consistent, focused PD to teachers through PLC, designated PD days, and coaching on: - Gradual Release of Responsibility planning - GRR implementation - balanced literacy - data analysis - use of student data binders - depth of knowledge/task complexity -use of technology integrated instruction (all TIP)	2.4, 2.5, 2.5, 2.6, 2.6	Implementation Specialists Data Analyst grade level chairs administration	increase in student growth over time (MAP) increase in academic achievement and progress scores (STAAR) ELL students move one level in all areas of TELPAS				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1 **Funding Sources**: 199 - Local Maintenance - 7975.00, 211 - ESEA Title I, Part A - Regular - 13292.00, 280 TTIPS Federal Grant - 390150.00, 470 - Local Supplemental - 30000.00, 276 - TIF Federal Grant - 538960.00, 164 - State Compensatory Education (SCE) - 3536.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 2) Implement to fidelity a Balanced Literacy Instructional Model for English only, bilingual classes, and special education classes to include shared reading, guided reading, and literacy centers that includes providing a variety of reading materials in the classrooms and library. (TIP)	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Implementation Specialist Grade Level Chairs Teachers administrators	increase in student growth over time (MAP) increase in academic achievement and progress scores (STAAR) growth in on grade level reading (F&P) ELL students move one level in all areas of TELPAS				
Problem Statements: Student Academic Achievement 2 **Funding Sources**: 280 TTIPS Federal Grant - 586598.00, 199 - Local Maintenance - 6750.00, 211 - ESEA Title I, Part A - Regular - 14137.00, 276 - TIF Federal Grant - 538960.00, 164 - State Compensatory Education (SCE) - 4536.24							
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 3) Implementation of Gradual Release of Responsibility framework to include the shared instruction (I do), the guided instruction (we do), the collaborative practice (you all do), and the assessment, both formative and summative (you do). (TIP)	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Teachers Grade level chairs Implementation specialists administration	increase in student growth over time (MAP) increase in academic achievement and progress scores (STAAR) growth in on grade level reading (F&P) ELL students move one level in all areas of TELPAS				
Problem Statements: Student Academic Achievement 1, 2 **Funding Sources**: 199 - Local Maintenance - 6750.00, 280 TTIPS Federal Grant - 586598.00, 211 - ESEA Title I, Part A - Regular - 15292.00, 276 - TIF Federal Grant - 538960.00, 164 - State Compensatory Education (SCE) - 3536.00							
Comprehensive Support Strategy **Additional Targeted Support Strategy** 4) Implementation of depth of knowledge into every lesson every day to increase rigor by planning questions/activities for each lesson, maintaining data on question responses, including projects and DOK level 4 activities to show learning (TIP)	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Implementation Specialists Grade Level Chairs teachers administration	increase in student growth over time (MAP) increase in academic achievement and progress scores (STAAR) growth in on grade level reading (F&P) ELL students move one level in all areas of TELPAS				
Problem Statements: Student Academic Achievement 1 **Funding Sources**: 199 - Local Maintenance - 8117.00, 211 - ESEA Title I, Part A - Regular - 15292.00, 280 TTIPS Federal Grant - 319910.00, 276 - TIF Federal Grant - 538960.00, 164 - State Compensatory Education (SCE) - 3536.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 5) Provide targeted, skill-specific interventions at all levels to include enrichment, Tier 2, and Tier 3 based on MAP and campus-based summative and formative assessment strategies (TIP) using MTSS, LPAC, and 504 documentation to ensure effectiveness	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Implementation Specialists Data Analyst Site Coordinator All Teachers Administration Program coordinator	increase in student growth over time (MAP) increase in academic achievement and progress scores (STAAR) growth in on grade level reading (F&P) ELL students move one level in all areas of TELPAS				
Problem Statements: School Processes & Programs 1							
Funding Sources: 211 - ESEA Title I, Part A - Regular - 14137.00, 199 - Local Maintenance - 7357.00, 280 TTIPS Federal Grant - 648838.00, 276 - TIF Federal Grant - 538960.00, 164 - State Compensatory Education (SCE) - 3536.00							
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 6) Provide extended learning opportunities for students through accelerated classrooms, extended day activities, extra day (Saturday) activities and field trips (TIP)	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Site coordinator implementation specialists All teachers Parent engagement specialist administration	increase in student growth over time (MAP) increase in academic achievement and progress scores (STAAR) growth in on grade level reading (F&P) ELL students move one level in all areas of TELPAS				
Problem Statements: Student Academic Achievement 2							
Funding Sources: 199 - Local Maintenance - 7954.00, 280 TTIPS Federal Grant - 704498.00, 276 - TIF Federal Grant - 538960.00, 211 - ESEA Title I, Part A - Regular - 12637.00, 164 - State Compensatory Education (SCE) - 3536.00, 470 - Local Supplemental - 14046.00							
7) Create alternative learning environments for students in order to meet individual learning needs through the use of SMART and iPad/laptop technology and the use of flexible instructional furniture.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	teachers implementation specialists data analyst tech specialist	increase in student growth over time (MAP) increase in academic achievement and progress scores (STAAR) growth in on grade level reading (F&P) ELL students move one level in all areas of TELPAS				
Problem Statements: Student Academic Achievement 1							
Funding Sources: 280 TTIPS Federal Grant - 670631.00, 211 - ESEA Title I, Part A - Regular - 26201.00, 199 - Local Maintenance - 500.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 8) Provide full time, high quality Pre-kindergarten programs in both English and bilingual models	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	PK teachers Administration Instructional Specialists	overall increase in student performance on reading skills, math skills, assessments				
Problem Statements: Demographics 1 **Funding Sources**: 211 - ESEA Title I, Part A - Regular - 81713.00, 280 TTIPS Federal Grant - 60000.00, 199 - Local Maintenance - 6000.00, 164 - State Compensatory Education (SCE) - 3536.00							
Comprehensive Support Strategy 9) Establish an online platform that supports the collaboration, differentiation and intervention planning/monitoring, goal writing, and a resource library for teachers in order to move each student along his or her personal learning continuum. Integration of this platform ensures compliance with Senate Bill 1153 on intervention reporting.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	AP Site Coordinator teachers	increase in student growth over time (MAP) increase in academic achievement and progress scores (STAAR) growth in on grade level reading (F&P)				
Problem Statements: Student Academic Achievement 1, 2 **Funding Sources**: 164 - State Compensatory Education (SCE) - 2835.00							
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 10) maintain staff of master teachers that provide accelerated instruction to students who are below grade level or over-age in an extended learning model with 10 additional schools, and a one-hour longer school day	2.4, 2.5, 2.6	TIF grant coordinators administration TIF instructional coach	1.5 years of growth on EOY MAP assessment 1 grade level growth in reading by EOY STAAR performance that meets growth standards	0%	0%	0%	
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1							
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✕ = Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 73% of our students are at-risk and 96% live in poverty which brings the need to approach teaching and learning in a way that encourages learning and social-emotional development **Root Cause 1**: Our primary grade levels are just now beginning to provide a solid instructional foundation in literacy. Historical Data indicates that more than 50% of our current 3rd-5th grade students continue to read below grade level. This is due to a lack of foundational skills from primary grade instruction. In addition our mobility rate is 34% which means many of our student move in and out of the school throughout the school year. These two factors have caused gaps in instruction which require remediation.

Student Academic Achievement

Problem Statement 1: In every grade level there are groups of students who are not meeting or exceeded projected growth by the MAP MOY reading or math assessment. **Root Cause 1**: Historical and current data indicates that the levels of rigor and complexity of lessons and activities has not matched the level of rigor and complexity required for students to master grade level standards.

Problem Statement 2: Our most current STAAR data indicates an increase in reading performance overall, but the school continues to score low compared to the state average. While this is improving, it indicates a need for more focused reading instruction. **Root Cause 2**: Prior to 2017-18 all reading instruction was done as a whole group. The improved overall performance shows that the use of small group and targeted instruction in all content areas impacted growth and achievement. But a continued focus on complex on-grade level reading is still needed.

School Processes & Programs

Problem Statement 1: Student individual academic needs were not addressed adequately due to a lack of implementation of targeted, skill specific interventions and small group instruction prior to this school year. **Root Cause 1**: Historically, resources and teacher capacity for implementation of effective intervention and small group instruction has been lacking for a variety of reasons to include: a shift in district instructional focus, availability of resources, and lack of PD and preparation for the shift of instructional focus.

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 2: MATH: Ensure that all students receive quality math instruction that is aligned to the new state standards to increase Student Achievement, Student Progress, and Closing the Achievement Gap.

    Evaluation Data Source(s) 2: STAAR

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Provide consistent, focused PD to teachers through PLC, designated PD days, and coaching on: - Gradual Release of Responsibility planning - GRR implementation - data analysis - use of student data binders - depth of knowledge/task complexity (TIP)) - use of technology integrated instruction	2.4, 2.5, 2.6	Implementation Specialists data analyst Grade level chairs Teachers Administration	increase in student growth over time (MAP) increase in academic achievement and progress scores (STAAR)				
Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1							
Funding Sources: 199 - Local Maintenance - 6750.00, 280 TTIPS Federal Grant - 648818.00, 276 - TIF Federal Grant - 538960.00, 211 - ESEA Title I, Part A - Regular - 1155.00							
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Implementation of Gradual Release of Responsibility framework to include: the shared instruction (I do), the guided instruction (we do), the collaborative practice (you all do), and the assessment, both formative and summative (you do).	2.4, 2.5, 2.6	Implementation Specialists Grade level chairs Teachers admin	increase in student growth over time (MAP) increase in academic achievement and progress scores (STAAR)				
Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1							
Funding Sources: 199 - Local Maintenance - 6750.00, 280 TTIPS Federal Grant - 845246.00, 276 - TIF Federal Grant - 538960.00, 211 - ESEA Title I, Part A - Regular - 15292.00, 164 - State Compensatory Education (SCE) - 3536.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) Implementation of depth of knowledge questions/activities into every lesson every day to increase rigor by planning questions/activities for each lesson, maintaining data on question responses, including projects and DOK level 4 activities to show learning (TIP)	2.4, 2.5, 2.6	Implementation Specialists grade level chairs Teachers administration	increase in student growth over time (MAP) increase in academic achievement and progress scores (STAAR)				
	Problem Statements: Student Academic Achievement 2						
	Funding Sources: 199 - Local Maintenance - 6750.00, 280 TTIPS Federal Grant - 586578.00, 276 - TIF Federal Grant - 538960.00, 211 - ESEA Title I, Part A - Regular - 26201.00						
Comprehensive Support Strategy 4) Provide targeted, skill-specific interventions to all levels to include enrichment, Tier 2, and Tier 3 based on MAP and campus-based summative and formative assessment strategies, using materials like Mentoring Minds (TIP)	2.4, 2.5, 2.6	Principal Assistant Principal Implementation Specialist Teachers	observations walk-throughs instructional rounds PLC data reviews Response to Intervention process observation				
	Problem Statements: School Processes & Programs 1						
	Funding Sources: 211 - ESEA Title I, Part A - Regular - 14137.00, 199 - Local Maintenance - 7567.00, 280 TTIPS Federal Grant - 707778.00, 276 - TIF Federal Grant - 538960.00, 164 - State Compensatory Education (SCE) - 3536.00, 470 - Local Supplemental - 9046.00						
Comprehensive Support Strategy 5) Provide extended learning opportunities for students through accelerated classrooms, extended day activities, extra day (Saturday) activities, and field trips (TIP)	2.4, 2.5, 2.6	Site coordinator implementation specialists TIF master teachers TTIPS HQ teachers Family engagement specialist SRG after school program administration	increase in student growth over time (MAP) increase in academic achievement and progress scores (STAAR)				
	Problem Statements: Student Academic Achievement 1						
	Funding Sources: 199 - Local Maintenance - 7062.00, 211 - ESEA Title I, Part A - Regular - 12637.00, 280 TTIPS Federal Grant - 704498.00, 276 - TIF Federal Grant - 538960.00, 164 - State Compensatory Education (SCE) - 3536.00, 470 - Local Supplemental - 14046.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 6) Create alternative learning environments for students in order to meet individual learning needs through the use of flexible furniture and SMART and iPad technology.	2.4, 2.5, 2.6	teachers implementation specialists data analyst tech specialist	increase in student growth over time (MAP) increase in academic achievement and progress scores (STAAR)				
Problem Statements: Student Academic Achievement 1, 2							
Funding Sources: 280 TTIPS Federal Grant - 514448.00, 211 - ESEA Title I, Part A - Regular - 26381.00							
Comprehensive Support Strategy 7) provide a full-time, high quality pre-kindergarten program in both English and bilingual models	2.4, 2.5, 2.6	Pk teachers Administration Instructional Specialists	Increase overall student performance and school success				
Problem Statements: Demographics 1							
Funding Sources: 211 - ESEA Title I, Part A - Regular - 41636.00, 199 - Local Maintenance - 475.00, 280 TTIPS Federal Grant - 60000.00							
Comprehensive Support Strategy 8) Establish an online platform that supports the collaboration, differentiation and intervention planning/monitoring, goal writing, and a resource library for teachers in order to move each student along his or her personal learning continuum. Integration of this platform ensures compliance with Senate Bill 1153 on intervention reporting.	2.4, 2.5, 2.6	AP Site Coordinator Teachers	increase in student growth over time (MAP) increase in academic achievement and progress scores (STAAR) growth in on grade level reading (F&P)				
Problem Statements: School Processes & Programs 1, 2							
Funding Sources: 164 - State Compensatory Education (SCE) - 2835.00							
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 9) maintain staff of master teachers that provide accelerated instruction to students who are below grade level or over-age in an extended learning model with 10 additional schools, and a one-hour longer school day	2.4, 2.5, 2.6	TIF grant coordinators administration TIF instructional coach	1.5 years of growth on EOY MAP assessment STAAR performance that meets growth standards	0%	0%	0%	
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1, 2							

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: 73% of our students are at-risk and 96% live in poverty which brings the need to approach teaching and learning in a way that encourages learning and social-emotional development **Root Cause 1**: Our primary grade levels are just now beginning to provide a solid instructional foundation in literacy. Historical Data indicates that more than 50% of our current 3rd-5th grade students continue to read below grade level. This is due to a lack of foundational skills from primary grade instruction. In addition our mobility rate is 34% which means many of our student move in and out of the school throughout the school year. These two factors have caused gaps in instruction which require remediation.

Student Academic Achievement

Problem Statement 1: In every grade level there are groups of students who are not meeting or exceeded projected growth by the MAP MOY reading or math assessment. **Root Cause 1**: Historical and current data indicates that the levels of rigor and complexity of lessons and activities has not matched the level of rigor and complexity required for students to master grade level standards.

Problem Statement 2: Our most current STAAR data indicates an increase in reading performance overall, but the school continues to score low compared to the state average. While this is improving, it indicates a need for more focused reading instruction. **Root Cause 2**: Prior to 2017-18 all reading instruction was done as a whole group. The improved overall performance shows that the use of small group and targeted instruction in all content areas impacted growth and achievement. But a continued focus on complex on-grade level reading is still needed.

School Processes & Programs

Problem Statement 1: Student individual academic needs were not addressed adequately due to a lack of implementation of targeted, skill specific interventions and small group instruction prior to this school year. **Root Cause 1**: Historically, resources and teacher capacity for implementation of effective intervention and small group instruction has been lacking for a variety of reasons to include: a shift in district instructional focus, availability of resources, and lack of PD and preparation for the shift of instructional focus.

Problem Statement 2: Student services were inadequate due to the systems in place prior to the 2017-18 school year. Students were not identified correctly for services and teachers were not prepared to provide the differentiated instruction needed to work in a low performing school. Gaps in learning and poor development of foundational skills led to students falling further and further behind. **Root Cause 2**: The district has assigned only one person, the Assistant Principal, as the coordinator and monitor of all major services provided to students. One person being the campus assessment coordinator, the LPAC coordinator, the 504/dyslexia coordinator, the MTSS coordinator, etc is an ineffective way to monitor those services and provide them to the extent possible. Other members of the campus did not actively participate in the referral process and refused to provide individualized services for students. These two things caused students to be left without the programming they needed to be successful.

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 3: WRITING: Implement and monitor an aligned and integrated Writing process to increase Student Achievement and Closing the Achievement Gap.

Evaluation Data Source(s) 3: STAAR

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Implementation of Writer's Workshop and common writing and penmanship strategies with specific use of GRR during guided instruction and mini-lessons that include writing and handwriting components (TIP)	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Implementation Specialists all Teachers Administration	increase in academic achievement and progress scores (STAAR) in 4th grade ELL students move one level in all areas of TELPAS				
Problem Statements: School Processes & Programs 1							
Funding Sources: 199 - Local Maintenance - 6750.00, 280 TTIPS Federal Grant - 586578.00, 276 - TIF Federal Grant - 538960.00, 211 - ESEA Title I, Part A - Regular - 27262.00, 164 - State Compensatory Education (SCE) - 3536.00							
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 2) Implementation of Depth of knowledge questions/activities into every lesson every day to increase rigor by planning questions/activities for each lesson, maintaining data on question responses, including projects and DOK level 4 activities to show learning (TIP)	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Implementation Specialists data analyst all teachers administration	increase in academic achievement and progress scores (STAAR) in 4th grade ELL students move one level in all areas of TELPAS				
Problem Statements: Demographics 1 - School Processes & Programs 1							
Funding Sources: 199 - Local Maintenance - 6750.00, 280 TTIPS Federal Grant - 648818.00, 276 - TIF Federal Grant - 538960.00, 263 - ESEA Title III LEP - 6440.00, 211 - ESEA Title I, Part A - Regular - 29262.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 3) Provide targeted, skill-specific interventions to all levels to include enrichment, Tier 2, and Tier 3 based on campus-based summative and formative assessment (TIP)	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Implementation Specialists extended day site coordinator data analyst 4th grade teachers administration	increase in academic achievement and progress scores (STAAR) in 4th grade ELL students move one level in all areas of TELPAS				
Problem Statements: School Processes & Programs 1							
Funding Sources: 199 - Local Maintenance - 6750.00, 280 TTIPS Federal Grant - 977778.00, 276 - TIF Federal Grant - 538960.00, 211 - ESEA Title I, Part A - Regular - 14637.00, 164 - State Compensatory Education (SCE) - 3536.00, 470 - Local Supplemental - 9064.00							

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: 73% of our students are at-risk and 96% live in poverty which brings the need to approach teaching and learning in a way that encourages learning and social-emotional development **Root Cause 1**: Our primary grade levels are just now beginning to provide a solid instructional foundation in literacy. Historical Data indicates that more than 50% of our current 3rd-5th grade students continue to read below grade level. This is due to a lack of foundational skills from primary grade instruction. In addition our mobility rate is 34% which means many of our student move in and out of the school throughout the school year. These two factors have caused gaps in instruction which require remediation.

School Processes & Programs
Problem Statement 1: Student individual academic needs were not addressed adequately due to a lack of implementation of targeted, skill specific interventions and small group instruction prior to this school year. **Root Cause 1**: Historically, resources and teacher capacity for implementation of effective intervention and small group instruction has been lacking for a variety of reasons to include: a shift in district instructional focus, availability of resources, and lack of PD and preparation for the shift of instructional focus.

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 4: SCIENCE: Provide a rigorous and relevant instructional program to increase Student Achievement and Closing the Achievement Gap.

Evaluation Data Source(s) 4: STAAR

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 1) Provide focused and consistent PD for teachers through PLC, PD, and coaching in Gradual Release of Responsibility Depth of Knowledge questions/activities and project-based activities (TIP)	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Implementation Specialists grade level chairs Teachers administration	increase in student growth over time (MAP) increase in academic achievement and progress scores (STAAR) in 5th grade				
	Problem Statements: School Processes & Programs 1 **Funding Sources**: 199 - Local Maintenance - 7704.00, 280 TTIPS Federal Grant - 856578.00, 276 - TIF Federal Grant - 58960.00, 211 - ESEA Title I, Part A - Regular - 13392.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Improve low-performing schools 2) Increase mastery of science TEKS by providing 70% of science instructional time doing hands-on investigations in grades PK -5	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Implementation Specialists all teachers administration	increase in student growth over time (MAP) increase in academic achievement and progress scores (STAAR) in 5th grade				
	Problem Statements: Student Academic Achievement 1 **Funding Sources**: 199 - Local Maintenance - 8055.00, 280 TTIPS Federal Grant - 856578.00, 211 - ESEA Title I, Part A - Regular - 14137.00, 164 - State Compensatory Education (SCE) - 3536.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Improve low-performing schools 3) Implementation of Depth of knowledge questions/activities into every lesson every day to increase rigor by planning questions/activities for each lesson, maintaining data on question responses, including projects and DOK level 4 activities to show learning (TIP)	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Implementation Specialists grade level chairs Teachers administration	increase in student growth over time (MAP) increase in academic achievement and progress scores (STAAR) in 5th grade completion of vertically planned science projects during the school year				
	Problem Statements: Student Academic Achievement 1						
	Funding Sources: 199 - Local Maintenance - 954.00, 164 - State Compensatory Education (SCE) - 3536.00, 211 - ESEA Title I, Part A - Regular - 26381.00						
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 4) Provide extended learning opportunities for students through accelerated classrooms, extended day activities, extra day (Saturday) activities, and field trips (TIP)	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	teachers instructional coaches	increased student achievement and growth on STAAR in 5th grade				
	Problem Statements: School Processes & Programs 1, 2						
	Funding Sources: 199 - Local Maintenance - 6743.00, 211 - ESEA Title I, Part A - Regular - 12637.00, 470 - Local Supplemental - 14064.00						

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 1: In every grade level there are groups of students who are not meeting or exceeded projected growth by the MAP MOY reading or math assessment. **Root Cause 1**: Historical and current data indicates that the levels of rigor and complexity of lessons and activities has not matched the level of rigor and complexity required for students to master grade level standards.

School Processes & Programs
Problem Statement 1: Student individual academic needs were not addressed adequately due to a lack of implementation of targeted, skill specific interventions and small group instruction prior to this school year. **Root Cause 1**: Historically, resources and teacher capacity for implementation of effective intervention and small group instruction has been lacking for a variety of reasons to include: a shift in district instructional focus, availability of resources, and lack of PD and preparation for the shift of instructional focus.

School Processes & Programs

Problem Statement 2: Student services were inadequate due to the systems in place prior to the 2017-18 school year. Students were not identified correctly for services and teachers were not prepared to provide the differentiated instruction needed to work in a low performing school. Gaps in learning and poor development of foundational skills led to students falling further and further behind. **Root Cause 2**: The district has assigned only one person, the Assistant Principal, as the coordinator and monitor of all major services provided to students. One person being the campus assessment coordinator, the LPAC coordinator, the 504/dyslexia coordinator, the MTSS coordinator, etc is an ineffective way to monitor those services and provide them to the extent possible. Other members of the campus did not actively participate in the referral process and refused to provide individualized services for students. These two things caused students to be left without the programming they needed to be successful.

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 5: Social Studies: Provide a rigorous and relevant instructional program to increase Student Achievement and Closing the Achievement Gap.

Evaluation Data Source(s) 5: campus based assessments

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 1) increase the mastery of social studies TEKS in grades PK-5 by incorporating social studies lessons into reading and writing instruction using GRR to include local formative and summative assessment	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Implementation Specialists Teachers administration	increase understanding of community, national and world events				
Problem Statements: Student Academic Achievement 1 **Funding Sources**: 199 - Local Maintenance - 6250.00, 280 TTIPS Federal Grant - 856578.00, 276 - TIF Federal Grant - 58960.00, 211 - ESEA Title I, Part A - Regular - 14137.00							
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Implementation of Depth of knowledge questions/activities into every lesson every day to increase rigor by planning questions/activities for each lesson, maintaining data on question responses, including projects and DOK level 4 activities to show learning	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Implementation Specialist all teachers administration	increase understanding of community, national and world events				
Problem Statements: Student Academic Achievement 1 **Funding Sources**: 199 - Local Maintenance - 6250.00, 211 - ESEA Title I, Part A - Regular - 13392.00							
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Performance Objective 5 Problem Statements:

Student Academic Achievement

Problem Statement 1: In every grade level there are groups of students who are not meeting or exceeded projected growth by the MAP MOY reading or math assessment. **Root Cause 1**: Historical and current data indicates that the levels of rigor and complexity of lessons and activities has not matched the level of rigor and complexity required for students to master grade level standards.

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 6: RETENTIONS AND TRANSITIONS: (District and all campuses) Provide effective and timely assistance to increase student success and eventual on-time graduation.
1. Increase percent of students meeting or exceeding grade level expectations in all tests taken, especially in transition grades, from 29% to 49%.
2. Increase percent of students meeting requirements for grade advancement from 30% to 50%.

Evaluation Data Source(s) 6: MAP

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 1) provide accelerated instruction in classrooms that are designed around flexible grouping and individualized instruction and are taught by master or TTIPS teachers	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Implementation Specialists Master Teachers TTIPS teachers	Increase percent of students meeting or exceeding grade level expectations Increase percent of students meeting requirements for grade advancement				
Problem Statements: Demographics 1 - Student Academic Achievement 2 - School Processes & Programs 2 **Funding Sources**: 199 - Local Maintenance - 7243.00, 276 - TIF Federal Grant - 538960.00, 211 - ESEA Title I, Part A - Regular - 12137.00, 164 - State Compensatory Education (SCE) - 3536.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 2) provide in-class and resource support to struggling learners through multi-tiered levels of support ; instructional readiness based on individual student evaluations to prepare students for assessments and on time graduation rates	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Special Education Teacher General Education teachers Implementation Specialists Education systems analyst Administration Extended Day Site Coordinator	Increase percent of students meeting or exceeding grade level expectations and accountability ratings Increase percent of students meeting requirements for grade advancement ultimately impacting graduation rates				
	Problem Statements: Demographics 1 - School Processes & Programs 2						
	Funding Sources: 199 - Local Maintenance - 6250.00, 280 TTIPS Federal Grant - 984048.00, 276 - TIF Federal Grant - 538960.00, 164 - State Compensatory Education (SCE) - 3536.00, 211 - ESEA Title I, Part A - Regular - 12411.00						
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 3) implement the use of technology integrated instruction through the use of SMART technology, 1:1 Ipads with every students, and flexible furniture	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	All teachers Technology Implementation Specialist Administration	Increase percent of students meeting or exceeding grade level expectations Increase percent of students meeting requirements for grade advancement				
	Problem Statements: Student Academic Achievement 1						
	Funding Sources: 280 TTIPS Federal Grant - 107271.00, 211 - ESEA Title I, Part A - Regular - 12137.00, 164 - State Compensatory Education (SCE) - 3536.00, 199 - Local Maintenance - 6250.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: 73% of our students are at-risk and 96% live in poverty which brings the need to approach teaching and learning in a way that encourages learning and social-emotional development **Root Cause 1**: Our primary grade levels are just now beginning to provide a solid instructional foundation in literacy. Historical Data indicates that more than 50% of our current 3rd-5th grade students continue to read below grade level. This is due to a lack of foundational skills from primary grade instruction. In addition our mobility rate is 34% which means many of our student move in and out of the school throughout the school year. These two factors have caused gaps in instruction which require remediation.

Student Academic Achievement

Problem Statement 1: In every grade level there are groups of students who are not meeting or exceeded projected growth by the MAP MOY reading or math assessment. **Root Cause 1**: Historical and current data indicates that the levels of rigor and complexity of lessons and activities has not matched the level of rigor and complexity required for students to master grade level standards.

Problem Statement 2: Our most current STAAR data indicates an increase in reading performance overall, but the school continues to score low compared to the state average. While this is improving, it indicates a need for more focused reading instruction. **Root Cause 2**: Prior to 2017-18 all reading instruction was done as a whole group. The improved overall performance shows that the use of small group and targeted instruction in all content areas impacted growth and achievement. But a continued focus on complex on-grade level reading is still needed.

School Processes & Programs

Problem Statement 2: Student services were inadequate due to the systems in place prior to the 2017-18 school year. Students were not identified correctly for services and teachers were not prepared to provide the differentiated instruction needed to work in a low performing school. Gaps in learning and poor development of foundational skills led to students falling further and further behind. **Root Cause 2**: The district has assigned only one person, the Assistant Principal, as the coordinator and monitor of all major services provided to students. One person being the campus assessment coordinator, the LPAC coordinator, the 504/dyslexia coordinator, the MTSS coordinator, etc is an ineffective way to monitor those services and provide them to the extent possible. Other members of the campus did not actively participate in the referral process and refused to provide individualized services for students. These two things caused students to be left without the programming they needed to be successful.

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 7: Office of Organizational Learning: Utilize a comprehensive, systematic process to monitor and evaluate the effectiveness of academic student support programs

Evaluation Data Source(s) 7: Increase STAAR performance at Meets and Masters

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) the instructional team - teachers, ICs and admin - will use Lead4ward to utilize data to focus the design and implementation of effective lessons to increase student achievement	2.4, 2.5, 2.6	teachers ICs ESA admin	increased performance on MAP growth and STAAR achievement, growth and closing the achievement gap scores				
	Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1						
	Funding Sources: 164 - State Compensatory Education (SCE) - 520.24						

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 7 Problem Statements:

Student Academic Achievement
Problem Statement 2: Our most current STAAR data indicates an increase in reading performance overall, but the school continues to score low compared to the state average. While this is improving, it indicates a need for more focused reading instruction. **Root Cause 2**: Prior to 2017-18 all reading instruction was done as a whole group. The improved overall performance shows that the use of small group and targeted instruction in all content areas impacted growth and achievement. But a continued focus on complex on-grade level reading is still needed.

School Processes & Programs
Problem Statement 1: Student individual academic needs were not addressed adequately due to a lack of implementation of targeted, skill specific interventions and small group instruction prior to this school year. **Root Cause 1**: Historically, resources and teacher capacity for implementation of effective intervention and small group instruction has been lacking for a variety of reasons to include: a shift in district instructional focus, availability of resources, and lack of PD and preparation for the shift of instructional focus.

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 8: OFFICE OF ORGANIZATIONAL LEARNING: To increase student's reading comprehension and reading fluency through the use of stations and math, science, and social studies reading kits. The C&I Department will provide students with supplemental reading materials for the 2018-19 school year.

Evaluation Data Source(s) 8:

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	**Jan**	**Mar**	**June**
1) Teacher Created Materials reading kits support the development of literacy in English Language Arts. The readers are designed to align to math, science, and social studies topics, but are used during station work in the English Language Arts instructional block. This purchase is for campuses which have opted into the Action Research cohort.		Executive Director of C & I	Students will have an increase in fluency with reading				
	Funding Sources: 164 - State Compensatory Education (SCE) - 16057.71						

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue	

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 9: MATH: Ensure that all students receive quality math instructions that is aligned to the state standards to increase Student Achievement, Student Progress, and Closing the Achievement Gap.

Evaluation Data Source(s) 9: STAAR
Research and Accountability Reports
PBMAS
MAP

Summative Evaluation 9: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide an adaptive, online math program designed to complement classroom instruction that responds to learners' actions and decisions by continuously adapting to support the complexity of student learning, promoting strategies for fluency and application and provides real time data to inform instruction for targeted intervention.		Directors of Mathematics Instructional Specialists	Students complete 6-10 lessons per week to support increase of math performance to Meet standard and students earn progress measure on STAAR.				
Problem Statements: Student Academic Achievement 3 **Funding Sources**: 164 - State Compensatory Education (SCE) - 6000.00							

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Performance Objective 9 Problem Statements:

Student Academic Achievement
Problem Statement 3: Students are challenged to meet the academic goals identified by the state. **Root Cause 3**: The SAISD community is a high poverty district promoting an unstable community affecting the child's ability to learn

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 10: Teaching & Org Learning will provide professional development in content, coaching, professional learning communities, instructional resources and implementation that is inclusive of flexible pedagogy to increases depth and complexity and relevant curriculum and assessment.

Evaluation Data Source(s) 10:

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Attend professional learning that enhances literacy and biliteracy, sheltered Instruction in the content area, Certification Pathway, technology and strategic planning.		Assistant Superintendent, Teaching and Organizational Learning/ Special Projects Coordinators	Increase teachers' efficacy and provide various high-yielding instructional strategies to address all SAISD students.				
Problem Statements: Student Achievement 1							
Funding Sources: 164 - State Compensatory Education (SCE) - 601.84							
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Performance Objective 10 Problem Statements:

Student Achievement
Problem Statement 1: Students are at high risk of dropping out of school due to lack of supports in areas to include motivational, academic and social/emotional **Root Cause 1**: The SAISD community has a very high propensity of poverty and a serious lack of homes for the families.

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 11: Library Media Services: 100% of students will have access to both print and digital library resources to read for pleasure and academic achievement; and in support of information literacy, inquiry, reading and digital learning.

    Evaluation Data Source(s) 11: Circulation statistics
Digital resource usage statistics
STAAR Reading

    Summative Evaluation 11: Met Performance Objective

    Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Provide digital and print collections (English and Spanish) and databases		Executive Director, 21st Century Learning Coordinator, Library Media Services Campus Principals	15% increase in circulation Monthly communication of LMS services Increased capacity as measured by the Future-Ready Pathways for technology and Google certifications				
Problem Statements: Demographics 2 - Student Academic Achievement 4 **Funding Sources**: 164 - State Compensatory Education (SCE) - 2240.46							
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Performance Objective 11 Problem Statements:

Demographics

Problem Statement 2: Over the last three years, over 60% of ESL(3-8) students did not meet the standard in all content areas. **Root Cause 2**: There is inconsistent differentiation in Tier 1 core instruction and intervention.

Student Academic Achievement

Problem Statement 4: Students are challenged to meet the academic goals identified by the state. **Root Cause 4**: The SAISD community is a high poverty district promoting an unstable community affecting the child's ability to learn

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 12: Lead4ward training and support designed to help teachers, campus leaders, and implementation specialists utilize data to focus the design and implementation of effective lessons to increase student achievement

Evaluation Data Source(s) 12:

Summative Evaluation 12:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Targeted Support Strategy** **Additional Targeted Support Strategy** **TEA Priorities** Recruit, support, retain teachers and principals 1) Attend professional learning that enhances literacy and biliteracy, sheltered Instruction in the content area, Certification Pathway, technology and strategic planning.	2.4, 2.5	Assistant Superintendent, DCSIs, Teaching and Organizational Learning, Special Project Coordinators	Campuses use Lead4ward data in Eduphoria and the skills learned during training to make decisions regarding teaching and learning with fidelity to skills learned during training.				
Problem Statements: Student Achievement 2 - Demographics 3, 4 **Funding Sources**: 164 - State Compensatory Education (SCE) - 321.08							

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 12 Problem Statements:

Student Achievement
Problem Statement 2: SAISD students do not meet and exceed state and national averages on assessments in rigorous courses or for college admissions. **Root Cause 2**: Students and teachers need skills and strategies for success such as those provided by AVID to promote successful learning in rigorous courses.

Demographics
Problem Statement 3: Over the last three years, over 60% of ESL(3-8) students did not meet the standard in all content areas. **Root Cause 3**: There is inconsistent differentiation in Tier 1 core instruction and intervention.

Demographics

Problem Statement 4: There is a need to increase the number of English Learners who are attaining "Meets" on the STAAR/EOC state assessment. Currently, 30% of students in Bilingual Education and 11% of students in ESL have achieved "Meets" on the STAAR/EOC assessments. **Root Cause 4**: Teachers of English Learners need to linguistically accommodate instruction by implementing high yield instructional strategies that engage students in listening, speaking, reading and writing.

Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

Performance Objective 1: POSITIVE BEHAVIOR INTERVENTION SUPPORT: The district will continue to implement a system of Positive Behavior Intervention and Support at all campuses, to promote character education, foster respect, and develop appropriate decision-making for all students.
- decrease out of school suspension from 48 to 30 or fewer
- increase the use of school-based consequences that promote positive choices and problem solving in lieu of out of school suspension
- increase the number of students participating in Miller's school wide PBIS plan
* 60 or more students will receive PBIS incentives each month
* 60 or more students will participate in PBIS activities each month

    Evaluation Data Source(s) 1: discipline data
    PBIS data

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Additional Targeted Support Strategy TEA Priorities Improve low-performing schools 1) provide PD on a structured school-wide PBIS plan to address expectations and behavior with a challenged population	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Principal Assistant Principal Counselor PBIS committee (teachers)	implementation of a system of Positive Behavior Intervention and Support that promotes character development, fosters respect, and develops appropriate decision-making for all students.				
Problem Statements: Demographics 1 - Perceptions 2							
Funding Sources: 199 - Local Maintenance - 7580.00, 164 - State Compensatory Education (SCE) - 3536.00, 211 - ESEA Title I, Part A - Regular - 12788.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	**Jan**	**Mar**	**June**
Comprehensive Support Strategy **TEA Priorities** Improve low-performing schools 2) Implement a positive reinforcement PBIS plan based on the three PBIS school rules and the Caring Practices model	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Principal Assistant Principal counselor Implementation Specialist Family Engagement Specialist Community in School Specialist Teachers Staff	decreased discipline referrals to administration decreased out of school suspensions increase school attendance				
Problem Statements: Demographics 1 - Perceptions 2							
Funding Sources: 199 - Local Maintenance - 6250.00, 280 TTIPS Federal Grant - 124667.00, 276 - TIF Federal Grant - 480000.00, 211 - ESEA Title I, Part A - Regular - 13689.00							
TEA Priorities Improve low-performing schools 3) implement a comprehensive PBIS plan for the cafeteria	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Assistant Principal counselor Teachers Staff	decreased discipline referrals to administration decreased out of school suspensions increase school attendance				
Problem Statements: Perceptions 2							
Funding Sources: 199 - Local Maintenance - 6250.00, 164 - State Compensatory Education (SCE) - 3536.00, 211 - ESEA Title I, Part A - Regular - 14179.00, 212 - ESEA Title I, Part C - Migrant - 250.00							
TEA Priorities Improve low-performing schools 4) maintain a PBIS committee that plans and reviews incentives, PBIS activities and campus discipline	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	PBIS committee (teachers) Counselor Family Engagement Specialist Behavior Interventionist Administration	decreased discipline referrals to administration decreased out of school suspensions increase school attendance				
Problem Statements: Perceptions 2							

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 73% of our students are at-risk and 96% live in poverty which brings the need to approach teaching and learning in a way that encourages learning and social-emotional development **Root Cause 1**: Our primary grade levels are just now beginning to provide a solid instructional foundation in literacy. Historical Data indicates that more than 50% of our current 3rd-5th grade students continue to read below grade level. This is due to a lack of foundational skills from primary grade instruction. In addition our mobility rate is 34% which means many of our student move in and out of the school throughout the school year. These two factors have caused gaps in instruction which require remediation.

Perceptions
Problem Statement 2: Despite gains in this area with the Caring Practices and PBIS, students continue to struggle with solving conflicts in socially acceptable, positive, ways. **Root Cause 2**: Student to student interactions are often adversarial. Conflict resolution strategies required by the school community differ from the norms and processes used in the home/neighborhood. We have yet to find a way to encourage students to use conflict resolution strategies when tempers are high and situations escalate.

Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

Performance Objective 2: ATTENDANCE: Implement a Campus/District wide system for monitoring student attendance. Increase the attendance rate from 94.42% to 96.2%.

Evaluation Data Source(s) 2: monthly attendance records

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Improve low-performing schools 1) create an attendance committee that addresses both the interventions for problems with attendance and incentives to positively reinforce school attendance	2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.2	Principal Assistant Principal Counselor teachers FACE Specialist Attendance Committee	increase overall student attendance				
Problem Statements: Demographics 1							
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Improve low-performing schools 2) implement a variety of positive behavior support strategies to recognize school attendance: assemblies awards recognitions	2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.2	Principal Assistant Principal teachers Counselor Parent Family Liaison Family Engagement Specialist Attendance Committee	increase overall student attendance				
Problem Statements: Demographics 1							
Funding Sources: 199 - Local Maintenance - 5525.00, 211 - ESEA Title I, Part A - Regular - 12137.00, 164 - State Compensatory Education (SCE) - 3536.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 3) implement intervention strategies to address continuous school absence parent phone calls home visits After school and Saturday attendance school PENS reminders	2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.2	Principal Assistant Principal teachers Counselor Face Specialist Family Engagement Specialist Attendance Committee	increase overall student attendance increase parent participation in increasing student attendance				
Funding Sources: 280 TTIPS Federal Grant - 58960.00, 211 - ESEA Title I, Part A - Regular - 2186.00							

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 73% of our students are at-risk and 96% live in poverty which brings the need to approach teaching and learning in a way that encourages learning and social-emotional development **Root Cause 1**: Our primary grade levels are just now beginning to provide a solid instructional foundation in literacy. Historical Data indicates that more than 50% of our current 3rd-5th grade students continue to read below grade level. This is due to a lack of foundational skills from primary grade instruction. In addition our mobility rate is 34% which means many of our student move in and out of the school throughout the school year. These two factors have caused gaps in instruction which require remediation.

Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

Performance Objective 3: DRUG FREE SCHOOLS: The school will monitor the incidents of student discipline regarding drug, alcohol, and tobacco.

Evaluation Data Source(s) 3: discipline data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **TEA Priorities** Improve low-performing schools 1) The school will participate in red ribbon week	2.4, 2.5, 2.6, 2.6, 3.2	Counselor Special Events committee	raise awareness of the dangers of drug and alcohol use				
	Problem Statements: Perceptions 2						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: Despite gains in this area with the Caring Practices and PBIS, students continue to struggle with solving conflicts in socially acceptable, positive, ways. **Root Cause 2**: Student to student interactions are often adversarial. Conflict resolution strategies required by the school community differ from the norms and processes used in the home/neighborhood. We have yet to find a way to encourage students to use conflict resolution strategies when tempers are high and situations escalate.

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 1: Parent Involvement Activities: Increase parent participation and involvement opportunities by implementing parent/teacher programs as determined by TTIPS

Evaluation Data Source(s) 1: sign in sheets
family engagement reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 1) Professional Family Engagement Specialist (TTIPS)	3.1, 3.2, 3.2	Administration	increased participation in school events 50% of parents in grades K-2 will participate in one of three family engagement programs determined by the TTIPS grant				
Funding Sources: 280 TTIPS Federal Grant - 58960.00, 211 - ESEA Title I, Part A - Regular - 1302.00							
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) family curriculum nights	2.4, 2.5, 2.6, 3.1, 3.2, 3.2	Family Engagement Specialist Community in School Specialist Title I campus committee Implementation Specialists Administration teachers	increase in parent participation in school events increase participation in academic events like parent - teacher conferences over time				
Funding Sources: 280 TTIPS Federal Grant - 58960.00, 199 - Local Maintenance - 6250.00, 211 - ESEA Title I, Part A - Regular - 1302.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 3) Principal coffees with parents and specific groups	2.6, 3.1, 3.1, 3.2, 3.2	Principal Family Engagement Specialist FACE Specialist Community in School Specialist Counselor	increased PTA membership increased attendance at important school meetings and events				
	Problem Statements: Perceptions 2						
	Funding Sources: 280 TTIPS Federal Grant - 126465.00, 211 - ESEA Title I, Part A - Regular - 1302.00						
TEA Priorities Improve low-performing schools 4) FACE specialist will hold different parent classes and training opportunities throughout the year examples include: domestic violence nutrition job preparation wellness and others	2.6, 3.1, 3.1, 3.2, 3.2	FACE specialist Family engagement specialist administration	increase the number of parents who participate in campus held events increase the number of parents who participate in resources provided by the school				
	Problem Statements: Perceptions 2						
	Funding Sources: 211 - ESEA Title I, Part A - Regular - 1268.00						
TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Family Engagement Specialist will use the FAST, APTT and PTHV programs to establish a support program for parents	3.1, 3.1, 3.2, 3.2	Family Engagement Specialist Principal parents	a network of parents will meet and benefit from the FAST counselors and each other - increase student attendance at school and increased participation of families in events and other programs				
	Funding Sources: 211 - ESEA Title I, Part A - Regular - 500.00, 280 TTIPS Federal Grant - 120000.00						

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Despite gains in this area with the Caring Practices and PBIS, students continue to struggle with solving conflicts in socially acceptable, positive, ways. **Root Cause 2**: Student to student interactions are often adversarial. Conflict resolution strategies required by the school community differ from the norms and processes used in the home/neighborhood. We have yet to find a way to encourage students to use conflict resolution strategies when tempers are high and situations escalate.

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 2: Parent involvement: Family Engagement Department - Family Engagement Specialist, Counselor, and FACE Specialist will be utilized to increase the percentage of parents represented at district and campus activities from 12% to 30%

Evaluation Data Source(s) 2: sign in sheets at events

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 1) build relationships with parents by providing information in more than one way: phone calls newsletters home visits marquee mailed invitations	2.6, 3.1, 3.2, 3.2	Family Engagement Specialist FACE specialist Counselor Administration Teachers	increase ways to reach parents so that there is an increase in parent participation in school events.				
Funding Sources: 280 TTIPS Federal Grant - 58960.00, 211 - ESEA Title I, Part A - Regular - 651.00							
100% = Accomplished ➡ = Continue/Modify 0% = No Progress ✖ = Discontinue							

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 3: Communication: Communicate district/school information through consistent and timely messages using multiple forms of communication: website, social media, and printed materials

Evaluation Data Source(s) 3: PENs records
facebook history

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 1) update and maintain Miller's website and facebook to include: staff information mascot current information calendar important dates and parent information	3.1, 3.2, 3.2	Technology Implementation Specialist Family Engagement specialist FACE Specialist Counselor	increased access to school information for stakeholders				
	Funding Sources: 280 TTIPS Federal Grant - 65230.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 4: Partnerships: Foster business and community partnerships through active participation in community-based opportunities and events. Increase partnerships from 2 to 5.

Evaluation Data Source(s) 4: events held
family engagement reports
HB5

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) develop new partnerships by: making contact with local businesses making contact with local churches soliciting support from various community organizations	2.5, 2.6, 2.6	Principal Assistant Principal Counselor FACE Specialist Family engagement specialist Communities in schools	increase in the number of resources and support provided to families increase in the number of mentors and partners for Miller				
supporting the needs of local universities for student teachers or students who need campus hours	**Problem Statements**: Demographics 1 - Perceptions 2 **Funding Sources**: 280 TTIPS Federal Grant - 127505.00, 211 - ESEA Title I, Part A - Regular - 1552.00						
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: 73% of our students are at-risk and 96% live in poverty which brings the need to approach teaching and learning in a way that encourages learning and social-emotional development **Root Cause 1**: Our primary grade levels are just now beginning to provide a solid instructional foundation in literacy. Historical Data indicates that more than 50% of our current 3rd-5th grade students continue to read below grade level. This is due to a lack of foundational skills from primary grade instruction. In addition our mobility rate is 34% which means many of our student move in and out of the school throughout the school year. These two factors have caused gaps in instruction which require remediation.

Perceptions
Problem Statement 2: Despite gains in this area with the Caring Practices and PBIS, students continue to struggle with solving conflicts in socially acceptable, positive, ways. **Root Cause 2**: Student to student interactions are often adversarial. Conflict resolution strategies required by the school community differ from the norms and processes used in the home/neighborhood. We have yet to find a way to encourage students to use conflict resolution strategies when tempers are high and situations escalate.

Goal 4: FISCAL MANAGEMENT: Ensure that the district makes fiscally sound decisions that support student achievement, district initiatives, and maintains a strong financial position.

Performance Objective 1: Oversight: Maintain proper oversight of Campus Budget and Activity Accounts including proper authorization for disbursements, proper record keeping of payments, and safe and secure handling of funds.

Maintain a Student Activity Account that is free of error
Maintain a general budget that is error free

Evaluation Data Source(s) 1: secretary's records
audit accounts

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) monthly budget meetings with Administrative Assistant to review and manage money	2.6	Principal Administrative Assistant	error free records				
2) establish a protocol for: handling and collecting money submitting orders for teachers fundraising for the campus use of hospitality funds purchases	2.5, 2.6	Principal Administrative Assistant	documentation of purchases documentation of orders follow through on directives about handling money error free records				
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 5: TALENT MANAGEMENT: Build a highly effective workforce through strategic recruitment, develop pathways to increase leadership capacity, provide targeted mentoring support, and deliver ongoing job-embedded professional learning opportunities for all staff.

Performance Objective 1: Leadership: Establish a program for training aspiring leaders and implement effective instructional leadership models for site-based decision making practices.

Evaluation Data Source(s) 1: teacher-leader lead activties

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) provide opportunities for teachers to assume leadership roles: mentor teachers grade level chairs content representatives committee chairs PD development family engagement/PTA	2.4, 2.5, 2.6, 2.6	Principal Assistant Principal	number of teachers participating on the campus leadership team grade level representative chairing campus based committees number of teachers participating in district committees				
	Problem Statements: School Processes & Programs 2						
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) Professional Learning Communities - hold weekly grade level PLCs to discuss and review instructional practice and student progress (data)	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Implementation Specialists Data Analyst master teachers grade level chairs administration	number of teachers participating actively in PLC activities to include: observing and evaluating instructional practices utilizing data to inform instruction- student data binders				
	Problem Statements: Student Academic Achievement 2						
	Funding Sources: 280 TTIPS Federal Grant - 709817.00, 276 - TIF Federal Grant - 538960.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
		100% = Accomplished	→ = Continue/Modify	0% = No Progress		✗ = Discontinue	

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: Our most current STAAR data indicates an increase in reading performance overall, but the school continues to score low compared to the state average. While this is improving, it indicates a need for more focused reading instruction. **Root Cause 2**: Prior to 2017-18 all reading instruction was done as a whole group. The improved overall performance shows that the use of small group and targeted instruction in all content areas impacted growth and achievement. But a continued focus on complex on-grade level reading is still needed.

School Processes & Programs
Problem Statement 2: Student services were inadequate due to the systems in place prior to the 2017-18 school year. Students were not identified correctly for services and teachers were not prepared to provide the differentiated instruction needed to work in a low performing school. Gaps in learning and poor development of foundational skills led to students falling further and further behind. **Root Cause 2**: The district has assigned only one person, the Assistant Principal, as the coordinator and monitor of all major services provided to students. One person being the campus assessment coordinator, the LPAC coordinator, the 504/dyslexia coordinator, the MTSS coordinator, etc is an ineffective way to monitor those services and provide them to the extent possible. Other members of the campus did not actively participate in the referral process and refused to provide individualized services for students. These two things caused students to be left without the programming they needed to be successful.

Goal 5: TALENT MANAGEMENT: Build a highly effective workforce through strategic recruitment, develop pathways to increase leadership capacity, provide targeted mentoring support, and deliver ongoing job-embedded professional learning opportunities for all staff.

Performance Objective 2: Professional Development: Build instructional capacity and effectiveness of Master Teachers and all highly qualified TTIPS teachers

    Evaluation Data Source(s) 2: T-TESS goal documentation

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) provide access to leadership development through structured PD and PLC specific to master teachers	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Implementation Specialists Data Analyst Administration	increased teacher-leadership on the campus				
Problem Statements: School Processes & Programs 1, 2							
Funding Sources: 276 - TIF Federal Grant - 538960.00, 280 TTIPS Federal Grant - 62240.00							
2) provide coaching and training specific to individual teachers professional growth needs	2.4, 2.5, 2.6	Implementation Specialists Data Analyst	each teacher will reach professional growth goals set in T-TESS				
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1							
Funding Sources: 280 TTIPS Federal Grant - 382150.00, 276 - TIF Federal Grant - 538960.00, 164 - State Compensatory Education (SCE) - 0.00							
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: In every grade level there are groups of students who are not meeting or exceeded projected growth by the MAP MOY reading or math assessment. **Root Cause 1**: Historical and current data indicates that the levels of rigor and complexity of lessons and activities has not matched the level of rigor and complexity required for students to master grade level standards.

Student Academic Achievement

Problem Statement 2: Our most current STAAR data indicates an increase in reading performance overall, but the school continues to score low compared to the state average. While this is improving, it indicates a need for more focused reading instruction. **Root Cause 2**: Prior to 2017-18 all reading instruction was done as a whole group. The improved overall performance shows that the use of small group and targeted instruction in all content areas impacted growth and achievement. But a continued focus on complex on-grade level reading is still needed.

School Processes & Programs

Problem Statement 1: Student individual academic needs were not addressed adequately due to a lack of implementation of targeted, skill specific interventions and small group instruction prior to this school year. **Root Cause 1**: Historically, resources and teacher capacity for implementation of effective intervention and small group instruction has been lacking for a variety of reasons to include: a shift in district instructional focus, availability of resources, and lack of PD and preparation for the shift of instructional focus.

Problem Statement 2: Student services were inadequate due to the systems in place prior to the 2017-18 school year. Students were not identified correctly for services and teachers were not prepared to provide the differentiated instruction needed to work in a low performing school. Gaps in learning and poor development of foundational skills led to students falling further and further behind. **Root Cause 2**: The district has assigned only one person, the Assistant Principal, as the coordinator and monitor of all major services provided to students. One person being the campus assessment coordinator, the LPAC coordinator, the 504/dyslexia coordinator, the MTSS coordinator, etc is an ineffective way to monitor those services and provide them to the extent possible. Other members of the campus did not actively participate in the referral process and refused to provide individualized services for students. These two things caused students to be left without the programming they needed to be successful.

Goal 5: TALENT MANAGEMENT: Build a highly effective workforce through strategic recruitment, develop pathways to increase leadership capacity, provide targeted mentoring support, and deliver ongoing job-embedded professional learning opportunities for all staff.

Performance Objective 3: New Teacher Support: establish and maintain a mentoring program for teachers new to the profession

      Evaluation Data Source(s) 3: mentoring program documents and records

      Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) establish a mentor for each new teacher	2.4, 2.5, 2.6	Technology IC administration Master teachers	increase new teacher capacity in instructional practice and classroom management				
Problem Statements: Student Academic Achievement 1, 2							
Funding Sources: 280 TTIPS Federal Grant - 319910.00							

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: In every grade level there are groups of students who are not meeting or exceeded projected growth by the MAP MOY reading or math assessment. **Root Cause 1**: Historical and current data indicates that the levels of rigor and complexity of lessons and activities has not matched the level of rigor and complexity required for students to master grade level standards.
Problem Statement 2: Our most current STAAR data indicates an increase in reading performance overall, but the school continues to score low compared to the state average. While this is improving, it indicates a need for more focused reading instruction. **Root Cause 2**: Prior to 2017-18 all reading instruction was done as a whole group. The improved overall performance shows that the use of small group and targeted instruction in all content areas impacted growth and achievement. But a continued focus on complex on-grade level reading is still needed.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide consistent, focused PD to teachers through PLC, designated PD days, and coaching on: - Gradual Release of Responsibility planning - GRR implementation - balanced literacy - data analysis - use of student data binders - depth of knowledge/task complexity -use of technology integrated instruction (all TIP)
1	1	2	Implement to fidelity a Balanced Literacy Instructional Model for English only, bilingual classes, and special education classes to include shared reading, guided reading, and literacy centers that includes providing a variety of reading materials in the classrooms and library. (TIP)
1	1	3	Implementation of Gradual Release of Responsibility framework to include the shared instruction (I do), the guided instruction (we do), the collaborative practice (you all do), and the assessment, both formative and summative (you do). (TIP)
1	1	4	Implementation of depth of knowledge into every lesson every day to increase rigor by planning questions/activities for each lesson, maintaining data on question responses, including projects and DOK level 4 activities to show learning (TIP)
1	1	5	Provide targeted, skill-specific interventions at all levels to include enrichment, Tier 2, and Tier 3 based on MAP and campus-based summative and formative assessment strategies (TIP) using MTSS, LPAC, and 504 documentation to ensure effectiveness
1	1	6	Provide extended learning opportunities for students through accelerated classrooms, extended day activities, extra day (Saturday) activities and field trips (TIP)
1	1	8	Provide full time, high quality Pre-kindergarten programs in both English and bilingual models
1	1	9	Establish an online platform that supports the collaboration, differentiation and intervention planning/monitoring, goal writing, and a resource library for teachers in order to move each student along his or her personal learning continuum. Integration of this platform ensures compliance with Senate Bill 1153 on intervention reporting.
1	2	1	Provide consistent, focused PD to teachers through PLC, designated PD days, and coaching on: - Gradual Release of Responsibility planning - GRR implementation - data analysis - use of student data binders - depth of knowledge/task complexity (TIP)) - use of technology integrated instruction
1	2	2	Implementation of Gradual Release of Responsibility framework to include: the shared instruction (I do), the guided instruction (we do), the collaborative practice (you all do), and the assessment, both formative and summative (you do).
1	2	3	Implementation of depth of knowledge questions/activities into every lesson every day to increase rigor by planning questions/activities for each lesson, maintaining data on question responses, including projects and DOK level 4 activities to show learning (TIP)

Goal	Objective	Strategy	Description
1	2	4	Provide targeted, skill-specific interventions to all levels to include enrichment, Tier 2, and Tier 3 based on MAP and campus-based summative and formative assessment strategies, using materials like Mentoring Minds (TIP)
1	2	5	Provide extended learning opportunities for students through accelerated classrooms, extended day activities, extra day (Saturday) activities, and field trips (TIP)
1	2	6	Create alternative learning environments for students in order to meet individual learning needs through the use of flexible furniture and SMART and iPad technology.
1	2	7	provide a full-time, high quality pre-kindergarten program in both English and bilingual models
1	2	8	Establish an online platform that supports the collaboration, differentiation and intervention planning/monitoring, goal writing, and a resource library for teachers in order to move each student along his or her personal learning continuum. Integration of this platform ensures compliance with Senate Bill 1153 on intervention reporting.
1	3	1	Implementation of Writer's Workshop and common writing and penmanship strategies with specific use of GRR during guided instruction and mini-lessons that include writing and handwriting components (TIP)
1	3	2	Implementation of Depth of knowledge questions/activities into every lesson every day to increase rigor by planning questions/activities for each lesson, maintaining data on question responses, including projects and DOK level 4 activities to show learning (TIP)
1	3	3	Provide targeted, skill-specific interventions to all levels to include enrichment, Tier 2, and Tier 3 based on campus-based summative and formative assessment (TIP)
1	4	1	Provide focused and consistent PD for teachers through PLC, PD, and coaching in Gradual Release of Responsibility Depth of Knowledge questions/activities and project-based activities (TIP)
1	4	2	Increase mastery of science TEKS by providing 70% of science instructional time doing hands-on investigations in grades PK -5
1	4	3	Implementation of Depth of knowledge questions/activities into every lesson every day to increase rigor by planning questions/activities for each lesson, maintaining data on question responses, including projects and DOK level 4 activities to show learning (TIP)
1	4	4	Provide extended learning opportunities for students through accelerated classrooms, extended day activities, extra day (Saturday) activities, and field trips (TIP)
1	6	1	provide accelerated instruction in classrooms that are designed around flexible grouping and individualized instruction and are taught by master or TTIPS teachers
1	6	2	provide in-class and resource support to struggling learners through multi-tiered levels of support ; instructional readiness based on individual student evaluations to prepare students for assessments and on time graduation rates

Goal	Objective	Strategy	Description
1	6	3	implement the use of technology integrated instruction through the use of SMART technology, 1:1 Ipads with every students, and flexible furniture
1	12	1	Attend professional learning that enhances literacy and biliteracy, sheltered Instruction in the content area, Certification Pathway, technology and strategic planning.
2	1	2	Implement a positive reinforcement PBIS plan based on the three PBIS school rules and the Caring Practices model
2	2	1	create an attendance committee that addresses both the interventions for problems with attendance and incentives to positively reinforce school attendance
2	2	2	implement a variety of positive behavior support strategies to recognize school attendance: assemblies awards recognitions
2	2	3	implement intervention strategies to address continuous school absence parent phone calls home visits After school and Saturday attendance school PENS reminders
2	3	1	The school will participate in red ribbon week

State Compensatory

Budget for Miller Elementary:

Account Code	Account Title	Budget
6100 Payroll Costs		
211-11-6112-02-153-7-30-000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$2,000.00
	6100 Subtotal:	**$2,000.00**

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

the lead team began the CNA work on March 4, 2019 with a review of the CNA questions provided by Plan4Learning. Each member of the lead team took a section of the questions. On March 4, 2019 the faculty signed up for a section of the CNA and then met with the lead team member to determine roles and responsibilities. The questions were answered and provided to the administration on March 18, 2019. The lead team then worked together to use the information provided by the teams to complete the the CNA process to include problem statements and root causes. The CNA was presented to the staff on May 20, 2019 to review and approve the CNA. The lead team managed the materials they collected for their teams and they submitted the work to the admin. Admin reviewed the work, but did not keep the worksheets. The CNA was again reviewed on Sept. 21, 2019 for revision by staff - no revisions were made at that time. The CLT was presented the CIP on Oct. 16, 2019 and accepted.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Dr. Christine A. Weiland, Principal

Maria Garza - Assisant principal

Selena Tamez - TIF IS

Jeffrey Shauberger - Tech IS

Lilia Gomez - Math IS

Rosa Rojas - SLAR IS

Mary Jeffreys - ELAR IS

Kathryn Hoff - ECE IS

Janell Garcia - Family Engagement Specialist

Martha Ortega - Counselor

Desiree Caldwell- Kinder teacher

Barbara Smith - 2nd grade teacher

Krystal Mercado - 1st grade teacher

Anna Fritts - 1st grade teacher

Erika Trevino - Kinder teacher

Samantha Bermea - PK teacher

Sania Garcia - 3rd grade teacher

Evelyn Ramos - 3rd grade teacher

Valerie Mulcahy - 5th grade teacher

Anna Coronado - 5th grade teacher

Priscilla Rubio - 3rd grade teacher

Anadyr Maltos - 4th grade teacher

Michael Castaneda - ACE

Carmen Madriz - 1st/2nd grade teacher

Melinda Godoy - PK teacher

Cynthia Demunbrun - ACE

Tondra Williams - GEC

Jennifer Prudeaux - community rep

Rand Riklin - community member

Karen Taylor - parent

CIP review took place on March 20, 2019 and May 20, 2019 and September 2019 with staff and CLT

2.2: Regular monitoring and revision

The CIP was reviewed with no revisions needed on August 6, 2019.

The CIP was presented to the CLT for review in Sept. 2019 with no revisions at that time.

2.3: Available to parents and community in an understandable format and language

The CIP is availabe to parents and community in English and can be translated into Spanish or another language as needed by parents or community, since Spanish is not the only other language spoken in our community.

2.4: Opportunities for all children to meet State standards

All performance objectives and strategies under Goal #1 - academic excellence, Goal #2 - culture shift, Gaol #3 - stakeholder engagement, and Goal #5 talent management address opportunities for all children through teacher development, academic programming, techonology, and teacher quality

2.5: Increased learning time and well-rounded education

All performance objectives and strategies under Goal #1 - academic excellence, Goal #2 - culture shift, Gaol #3 - stakeholder engagement, and Goal #5 talent management highlight where methods and instructional strategies strengthen the instructional program through teacher development, academic programming, techonology, and teacher quality

2.6: Address needs of all students, particularly at-risk

see CIP in Plan4Learning

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

John Alcoces - Family and Community Engagement Specialist

Rand Riklin - community member

Karen Taylor - parent

this information is kept in a binder by the FACE and counselor and is checked by the district family engagement facilitators periodically.It is provided in English and is availabe in an understandable language upon request - always distributed via paper and email to all CLT members in September of every year for review

Bullet 1 - we hold a monthly campus leadership team meeting that community is invited to attend and current assessment data and progress is provided at each of those meetings. We have three parent programs that allows parents and teachers to set academic goals for thier students together - PTHV, APTT, and FAST

Bullet 2 - parent education meetings are held once per month by the FACE and/or Family Engagement Specialist. We will host 4 curriculum nights per semester that provide parents ideas and activities that can be done at home with students.

Bullet 3 - Parents are invited to all Campus Leadership Team Meetings. They are held the 3rd Tues of every month - agenda and minutes posted on the webpage for 2019-20 school year.

Bullet 4 - Our FACE (district funds) our Family Engagement Specialist (federal funds) and Community in Schools counselor (federal funds) collaborate to provide resources, parent education, and outreach to families

Bullet 5 - parents receive school information in both Spanish and English in several formats - flyers, voice messages, letters, parent meetings, family events

Bullet 6 - a federal grant funds a professional family engagement specialist for this campus in addition to a parent family liaison

3.2: Offer flexible number of parent involvement meetings

Parent Education meetings- the 2nd Thursday of most months and the 8 curriculum nights scheduled throughout the school year

curriculum nights - 4 per semester - during the school week 5:30-7:00 pm, on campus

Bilingual family meetings - TBD by bilingual department

Campus Leadership Team - third Thursday of every month from 4:30-5:30, on campus

Parent/Teacher home visits - held by teachers based on their calendars at various times during the school day or in the later afternoon, early evening - in homes of students

Title I Personnel

Name	Position	Program	FTE
Martha Hernandez	PK Bilingual Assistant	Title I	.5

2019-2020 Campus Leadership Team

Committee Role	Name	Position
Classroom Teacher	Anna Coronado	teacher
Classroom Teacher	Barbara Savant-Smith	teacher
Administrator	Christine Weiland	principal
Non-classroom Professional	Janell Garcia	FES
Community Representative	Jennifer Prudeaux	CIS
IS	Kathryn Hoff	ECE
Administrator	Martha Ortega	Counselor
Non-classroom Professional	Stephanie Jones	ESA
IS	Lilia Gomez-Luna	Math IC
IS	Selena Tamez	TIF IC
Classroom Teacher	Valerie Mulcahy	master teacher
Classroom Teacher	Desiree Caldwell	master teacher
Classroom Teacher	Anadyr Maltos-Breiten	master teacher
Classroom Teacher	Samantha Bermea	master teacher
Classroom Teacher	Melinda Godoy	master teacher
Classroom Teacher	Priscilla Rubio	master teacher
Classroom Teacher	Tondra Williams	master teacher
Classroom Teacher	Krystal Mercado	master teacher
Administrator	maria garza	AP
Non-classroom Professional	Mary Jeffreys	IS
Non-classroom Professional	Irene Rojas	IS

Campus Funding Summary

164 - State Compensatory Education (SCE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	supplies &materials	11-6399.00-153	$3,536.00
1	1	2	supplies and materials	11-6399.00-153	$3,536.00
1	1	2	books reading materials library	164-12-6329-00-153-	$1,000.24
1	1	3	supplies and materials	11-6399.00-153	$3,536.00
1	1	4	supplies and materials	11-6399.00-153	$3,536.00
1	1	5	supplies and materials	11-6399.00-153	$3,536.00
1	1	6	supplies and materials	11-6399.00-153	$3,536.00
1	1	8	supplies and materials	11-6399.00-153	$3,536.00
1	1	9	online teacher/staff platform	164-11-6399-65-153-9-30-860	$2,310.00
1	1	9	online teacher/staff platform	164-13-6291-00-153-9-30-860	$525.00
1	2	2	supplies and materials	11-6399.00-153	$3,536.00
1	2	4	supplies and materials	11 6399.00-153	$3,536.00
1	2	5	supplies and materials	11 6399.00 153	$3,536.00
1	2	8	online teacher/staff plaform	164-11-6399-65-153-9-30-860	$2,310.00
1	2	8	online teacher/staff platform	164-13-6291-00-153-9-30-860	$525.00
1	3	1	supplies and materials	11-6399.00-153	$3,536.00
1	3	3	supplies and materials	11-6399.00-153	$3,536.00
1	4	2	supplies and materials	11-6399.00-153	$3,536.00
1	4	3	supplies and materials	11-6399.00-153	$3,536.00
1	6	1	supplies and materials	116399.00 153	$3,536.00
1	6	2	supplies and materials	11 6399.00 153	$3,536.00

164 - State Compensatory Education (SCE)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2	NWEA MAP assessment	164 31 6339 00 153 0 30 945	$0.00
1	6	3	supplies and materials	11 6399.00 153	$3,536.00
1	7	1	lead4ward field guides		$520.24
1	8	1	: Professional Development and Action Research materials Fund: 164		$16,057.71
1	9	1	Instructional Materials		$6,000.00
1	10	1	prof services, related materials		$479.54
1	10	1	teacher resource books		$122.30
1	11	1	print & digital library resources		$1,674.99
1	11	1	print & digital library resources (including digital licenses)		$565.47
1	12	1	subscriptions and professional development		$321.08
2	1	1	supplies and materials	11 6399.00 153	$3,536.00
2	1	3	supplies and materials	11 6399.00 153	$3,536.00
2	2	2	supplies and materials	11 6399.00 153	$3,536.00
5	2	2	Substitutes	164-11-6112-00-153-030-875	$0.00
				Sub-Total	$103,131.57

199 - Local Maintenance

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	teaching supplies	11-6399-10-153	$6,250.00
1	1	1	technology supplies	11-6399.27-153	$500.00
1	1	1	PK teaching supplies	11-6399.00-153	$475.00
1	1	1	STAAR testing substitutes	11-6112.50-153	$750.00
1	1	2	teaching supplies	11-6399.00-153	$6,250.00
1	1	2	technology supplies	11-6399.27-153	$500.00
1	1	3	teaching supplies	11-6399.00-153	$6,250.00
1	1	3	technology supplies	11-6399.27-153	$500.00

199 - Local Maintenance					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	teaching supplies	11-6399.00-153	$6,250.00
1	1	4	PK teaching supplies	11-6399.00-153	$475.00
1	1	4	science supplies	11-6399.00-153	$1,080.00
1	1	4	fieldtrips	11-6494.00-153	$312.00
1	1	5	teaching supplies	11-6399.00-153	$6,250.00
1	1	5	technology supplies	11-6399.27-153	$500.00
1	1	5	PK supplies	11-6399.00-153	$475.00
1	1	5	textbooks	11-6321.00-153	$132.00
1	1	6	teaching supplies	11-6399.00-153	$6,250.00
1	1	6	technology supplies	11-6399.27-153	$500.00
1	1	6	science supplies	11-6399.40-153	$954.00
1	1	6	books & audiovisuals	12-6329.00-153	$250.00
1	1	7	technology	11-6399.27-153	$500.00
1	1	8	PK teaching supplies	11 6399.00 153	$475.00
1	1	8	teaching supplies	11-6399.00-153	$5,525.00
1	2	1	teaching supplies	11-6399.00-153	$6,250.00
1	2	1	technology supplies	11-6399.29-153	$500.00
1	2	2	teaching supplies	11-6399.00-153	$6,250.00
1	2	2	technology supplies	11-6399.27-153	$500.00
1	2	3	teaching supplies	11-6399.00-153	$6,250.00
1	2	3	technology supplies	11-6399.27-153	$500.00
1	2	4	teaching supplies	11-6399.00-153	$6,250.00
1	2	4	technology supplies	11-6399.27 -153	$500.00
1	2	4	textbooks	11-6321.00-153	$117.00
1	2	4	books & audiovisuals	12-6329.00-153	$250.00

199 - Local Maintenance					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	4	PK teaching supplies		$450.00
1	2	5	teaching supplies		$6,250.00
1	2	5	technology supplies		$500.00
1	2	5	student field trips	11-6494.00-153	$312.00
1	2	7	PK teaching supplies	11-6399.00-153	$475.00
1	3	1	teaching supplies	11-6399.00-153	$6,250.00
1	3	1	technology supplies	11.6399.27-153	$500.00
1	3	2	teaching supplies	11-6399.00-153	$6,250.00
1	3	2	technology supplies	11.6399.27-153	$500.00
1	3	3	teaching supplies	11-6399.00-153	$6,250.00
1	3	3	technology supplies	11-6399.27-153	$500.00
1	4	1	teaching supplies	11-6399.00-153	$6,250.00
1	4	1	technology supplies	11-6399.27-153	$500.00
1	4	1	science supplies	11-6399.40-153	$954.00
1	4	2	science supplies	11-6399.40-153	$954.00
1	4	2	teaching supplies	11-6399.00-153	$6,250.00
1	4	2	PK teaching supplies	11-6399.00-153	$475.00
1	4	2	student field trips	1106494.00-153	$376.00
1	4	3	science supplies	11 6399.40 153	$954.00
1	4	4	textbooks	11-6321.00-153	$117.00
1	4	4	Teaching supplies	11-6399.00-153	$6,250.00
1	4	4	student field trips	11.6494.00-153	$376.00
1	5	1	teaching supplies	11 6399.00 153	$6,250.00
1	5	2	teaching supplies	11 6399.00 153	$6,250.00
1	6	1	teaching supplies	11 6399.00 153	$6,250.00

199 - Local Maintenance

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	technology supplies	11 6399.27 153	$500.00
1	6	1	textbooks	11 6321 00 153	$117.00
1	6	1	student field trips	11 6494.00 153	$376.00
1	6	2	teaching supplies	11 6399.00 153	$6,250.00
1	6	3	teaching supplies	11 6399.00 153	$6,250.00
2	1	1	teaching supplies	11 6399.00 153	$6,250.00
2	1	1	student fieldtrips	11 6494.00 153	$376.00
2	1	1	science supplies	116399.40 153	$954.00
2	1	2	teaching supplies	11 6399.00 153	$6,250.00
2	1	3	teaching supplies	11 6399.00 153	$6,250.00
2	2	2	teaching supplies	11 6399.00 153	$5,525.00
3	1	2	teaching supplies	11 6399.00 153	$6,250.00
				Sub-Total	$194,561.00

211 - ESEA Title I, Part A - Regular

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	supplies and materials	211 11 6399.00 153	$12,137.00
1	1	1	substitute teacher	211 11 6112 02 153 030000	$1,155.00
1	1	2	supplies and materials	11-6399.00-153	$12,137.00
1	1	2	other testing materials	211 11 6399 00 153 030000	$2,000.00
1	1	3	supplies and materials	11-6399.00-153	$12,137.00
1	1	3	other testing materials	211 11 6339 00 153 030000	$2,000.00
1	1	3	substitute teachers	211 11 6112 02 153 030000	$1,155.00
1	1	4	supplies and materials	211 11 6399.00 153	$12,137.00
1	1	4	other testing materials	211 11 6339 00 153 030000	$2,000.00
1	1	4	substitute teacher	211 11 6112 02 153 030000	$1,155.00

211 - ESEA Title I, Part A - Regular

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	supplies and materials	211 11 6399.00-153	$12,137.00
1	1	5	other testing materials	211 11 6339 00 153 030000	$2,000.00
1	1	6	supplies - teaching	211 11 6399.00 153	$12,137.00
1	1	6	refreshments tutoring	211 11 6499 00 153	$500.00
1	1	7	technology	11-6399.65-153	$13,790.00
1	1	7	supplies and materials	211 11 6399.00 153	$12,411.00
1	1	8	pre-kindergarten teacher - 2 .5FTE	11-6119.00-153	$55,332.00
1	1	8	supplies- teaching	211 11 6399 00 153	$12,411.00
1	1	8	technology	211 11 6399 65 153	$13,970.00
1	2	1	substitute teacher	211 11 6112 02 153 030000	$1,155.00
1	2	2	supplies and materials	211 11 6399.00 -153	$12,137.00
1	2	2	other testing materials	211 11 6339 00 153 03000	$2,000.00
1	2	2	substitute teacher	211 11 6112 02 153 030000	$1,155.00
1	2	3	supplies - teaching	211 11 6399.00 153	$12,411.00
1	2	3	technology	211 11 6399 65 153	$13,790.00
1	2	4	teaching supplies	211 11 6300.00 153	$12,137.00
1	2	4	other testing materials	211 11 6339 00 153 030000	$2,000.00
1	2	5	teaching supplies		$12,137.00
1	2	5	refreshments tutoring	211 11 649900 153	$500.00
1	2	6	technology	211 11 6399 65 153	$13,970.00
1	2	6	teaching supplies	211 11 6399 00 153	$12,411.00
1	2	7	pre kindergarten teachers - 2 @.5 FTE	11 6119.00-153	$27,666.00
1	2	7	technology	211 11 6399.65-153	$13,970.00
1	3	1	supplies-teaching	211 11 639900-153	$12,137.00
1	3	1	technology	211 11 6399.65-153	$13,970.00

211 - ESEA Title I, Part A - Regular

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	substitute teacher	211 11 6112 02 153 030000	$1,155.00
1	3	2	supplies - teaching	211 11-6399.00-153	$12,137.00
1	3	2	technology	211 11 6399.65 153	$13,970.00
1	3	2	substitute teacher	211 11 6112 02 153 030000	$1,155.00
1	3	2	other testing materials	211 11 6339 00 153 030000	$2,000.00
1	3	3	supplies - teaching	211 11 6399.00 153	$12,137.00
1	3	3	refreshments tutoring	211 11 6499.00153	$500.00
1	3	3	other testing materials	211 11 6339 00 153 030000	$2,000.00
1	4	1	supplies-teaching	211 11 6399.00 153	$12,137.00
1	4	1	substitute teacher	211 11 6112 02 153 030000	$1,255.00
1	4	2	supplies-teaching	211-11-6399.00-153	$12,137.00
1	4	2	other testing materials	211 11 6339 00 153 030000	$2,000.00
1	4	3	teaching supplies	11-6399.00-153	$12,411.00
1	4	3	technology	211 11 6399.65 153	$13,970.00
1	4	4	supplies and materials	211 11 6399.00 153	$12,137.00
1	4	4	refreshments tutoring	211 11 6499.00 153	$500.00
1	5	1	supplies - teaching	211 11 6399.00 153	$12,137.00
1	5	1	other testing materials	211 11 6339 00 153 030000	$2,000.00
1	5	2	supplies and materials	211 11 6399.00 153	$12,137.00
1	5	2	substitute teacher	211 11 6112 02 153 030000	$1,255.00
1	6	1	supplies-teaching	211 11 6399.00 153	$12,137.00
1	6	2	supplies and materials	211 11 6399.00 153	$12,411.00
1	6	3	supplies and materials	211 11 6399.00 153	$12,137.00
2	1	1	supplies and materials	211 11 6399.00 153	$12,137.00
2	1	1	refreshments PI	211 61 6499.00 153	$651.00

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211 - ESEA Title I, Part A - Regular

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	supplies-teaching	211 11 6399.00 153	$12,137.00
2	1	2	refreshments PI	211 61 6499.01 153	$651.00
2	1	2	supplies PI	211 61 6399.01 153	$651.00
2	1	2	PFL local mileage	61-6417.01153	$250.00
2	1	3	Supplies and materials	211 11 6399.00 153	$12,411.00
2	1	3	supplies PI	211 61 6399.01 153	$634.00
2	1	3	refreshments PI	211 61 6499.00 153	$500.00
2	1	3	refreshments PI	211 61 6499.01 153	$634.00
2	2	2	supplies and materials	211 11 6399.00 153	$12,137.00
2	2	3	suppliesPI	211 61 6399.01 153	$634.00
2	2	3	refreshments PI	211 61 6499.01 153	$651.00
2	2	3	PFL local mileage	61-6417.01-153	$250.00
2	2	3	parent and family engagement supplies	31 6329.45	$651.00
3	1	1	supplies		$651.00
3	1	1	refreshments		$651.00
3	1	2	supplies PI	211 61 6399.01 153	$651.00
3	1	2	refreshments PI	211 61 6499.01 153	$651.00
3	1	3	Supplies PI	211 61 6399.01 153	$651.00
3	1	3	refreshments PI	211 61 6499.01 153	$651.00
3	1	4	supplies PI		$634.00
3	1	4	refreshments PI		$634.00
3	1	5	refreshments - parent activities		$500.00
3	2	1	supplies PI	211 61 6399.01 153	$651.00
3	4	1	suppliesPI	211 61 6399.01 153	$651.00
3	4	1	refreshments PI	211 61 6499.01 153	$651.00

211 - ESEA Title I, Part A - Regular

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	1	PFL local mileage	61-6417.01 153	$250.00
				Sub-Total	$594,918.00

212 - ESEA Title I, Part C - Migrant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	PFL local mileage	61-6417.01153	$250.00
				Sub-Total	$250.00

263 - ESEA Title III LEP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	american reading		$6,440.00
				Sub-Total	$6,440.00

276 - TIF Federal Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Implementation Specialist - TIF		$58,960.00
1	1	1	Master Teachers - TIF		$480,000.00
1	1	2	implementation specialist - TIF		$58,960.00
1	1	2	Master Teachers - TIF		$480,000.00
1	1	3	implementation specialist - TIF		$58,960.00
1	1	3	master teachers - TIF		$480,000.00
1	1	4	implementation specialist - TIF		$58,960.00
1	1	4	master teachers - TIF		$480,000.00
1	1	5	implementation specialist - TIF		$58,960.00
1	1	5	master teachers - TIF		$480,000.00
1	1	6	implementation specialist - TIF		$58,960.00
1	1	6	master teachers - TIF		$480,000.00
1	2	1	implementation specialist -TIF		$58,960.00

276 - TIF Federal Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	master teachers - TIF		$480,000.00
1	2	2	implementation specialist - TIF		$58,960.00
1	2	2	Master Teachers		$480,000.00
1	2	3	implementation specialist - TIF		$58,960.00
1	2	3	master teachers - TIF		$480,000.00
1	2	4	implementation specialist - TIF		$58,960.00
1	2	4	master teachers - TIF		$480,000.00
1	2	5	implementation specialist - TIF		$58,960.00
1	2	5	master teachers - TIF		$480,000.00
1	3	1	implementation specialist - TIF		$58,960.00
1	3	1	master teachers - TIF		$480,000.00
1	3	2	implementation specialists - TIF		$58,960.00
1	3	2	master teachers -TIF		$480,000.00
1	3	3	implementation specialist -TIF		$58,960.00
1	3	3	master teachers		$480,000.00
1	4	1	implementation specialist -TIF		$58,960.00
1	5	1	implementation specialists -TIF		$58,960.00
1	6	1	implementation specialist -TIF		$58,960.00
1	6	1	master teachers		$480,000.00
1	6	2	implementation specialist -TIF		$58,960.00
1	6	2	master teachers		$480,000.00
2	1	2	master teachers - TIF		$480,000.00
5	1	2	implementation specialist -TIF		$58,960.00
5	1	2	master teachers -TIF		$480,000.00
5	2	1	implementation specialist -TIF		$58,960.00

276 - TIF Federal Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	master teachers -TIF		$480,000.00
5	2	2	implementation specialist - TIF		$58,960.00
5	2	2	master teachers -TIF		$480,000.00
				Sub-Total	$10,838,160.00

280 TTIPS Federal Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and other materials - TTIPS		$8,000.00
1	1	1	implementation specialists - TTIPS		$319,910.00
1	1	1	education system analyst - TTIPS		$62,240.00
1	1	2	Supplies and other materials - TTIPS		$8,000.00
1	1	2	implementation specialists - TTIPS		$319,910.00
1	1	2	supplies and materials -TTIPS		$258,688.00
1	1	3	supplies and other materials - TTIPS		$8,000.00
1	1	3	implementation specialists - TTIPS		$319,910.00
1	1	3	supplies and materials -TTIPS		$258,688.00
1	1	4	implementation specialists - TTIPS		$319,910.00
1	1	5	supplies and other materials - TTIPS		$8,000.00
1	1	5	supplies and materials -TTIPS		$258,688.00
1	1	5	implementation specialists - TTIPS		$319,910.00
1	1	5	data analyst -TTIPS		$62,240.00
1	1	6	supplies and other materials - TTIPS		$8,000.00
1	1	6	extended day site coordinator - TTIPS		$58,960.00
1	1	6	family engagement specialist - TTIPS		$58,960.00
1	1	6	supplies and materials - TTIPS		$258,668.00
1	1	6	implementation specialists - TTIPS		$319,910.00

280 TTIPS Federal Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Implementation Specialists		$319,910.00
1	1	7	education systems analyst		$62,240.00
1	1	7	apple technology student		$186,611.00
1	1	7	netsync-airwatch		$8,598.00
1	1	7	technology/digital data		$12,667.00
1	1	7	apple technology teacher		$11,613.00
1	1	7	technology - implementation specialists		$6,270.00
1	1	7	technology admin		$2,508.00
1	1	7	technology family support		$1,254.00
1	1	7	extended day site coordinator - TTIPS		$58,960.00
1	1	8	instructional specialist		$60,000.00
1	2	1	Supplies and other materials - TTIPS		$8,000.00
1	2	1	supplies and materials - TTIPS		$258,668.00
1	2	1	implementations specialists - TTIPS		$319,910.00
1	2	1	data analyst - TTIPS		$62,240.00
1	2	2	supplies and other materials - TTIPS		$8,000.00
1	2	2	implementation specialists - TTIPS		$319,910.00
1	2	2	supplies and materials - TTIPS		$258,668.00
1	2	2	supplies and materials - TTIPS		$258,668.00
1	2	3	supplies and other materials - TTIPS		$8,000.00
1	2	3	supplies and materials - TTIPS		$258,668.00
1	2	3	implementation specialists - TTIPS		$319,910.00
1	2	4	supplies and other materials - TTIPS		$8,000.00
1	2	4	supplies and materials - TTIPS		$258,668.00
1	2	4	implementation specialists - TTIPS		$319,910.00

280 TTIPS Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	4	data analyst - TTIPS		$62,240.00
1	2	4	extended day site coordinator - TTIPS		$58,960.00
1	2	5	supplies and other materials - TTIPS		$8,000.00
1	2	5	supplies and materials - TTIPS		$258,668.00
1	2	5	extended day site coordinator - TTIPS		$58,960.00
1	2	5	implementation specialists - TTIPS		$319,910.00
1	2	5	family engagement specialist - TTIPS		$58,960.00
1	2	6	implementation specialists - TTIPS		$319,910.00
1	2	6	data analyst - TTIPS		$62,240.00
1	2	6	flex furniture		$88,400.00
1	2	6	apple technology student		$12,601.00
1	2	6	netsync-airwatch		$8,598.00
1	2	6	technology/digital data room		$12,667.00
1	2	6	technology implementation specialist		$6,270.00
1	2	6	tech admin		$2,508.00
1	2	6	technology family support		$1,254.00
1	2	7	instructional specialist		$60,000.00
1	3	1	supplies and other materials - TTIPS		$8,000.00
1	3	1	supplies and materials - TTIPS		$258,668.00
1	3	1	implementation specialists -TTIPS		$319,910.00
1	3	2	supplies and other materials - TTIPS		$8,000.00
1	3	2	supplies and materials - TTIPS		$258,668.00
1	3	2	implementation specialists -TTIPS		$319,910.00
1	3	2	data analyst -TTIPS		$62,240.00
1	3	3	supplies and other materials -TTIPS		$8,000.00

280 TTIPS Federal Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	supplies and materials - TTIPS		$528,668.00
1	3	3	implementation specialists - TTIPS		$319,910.00
1	3	3	data analyst		$62,240.00
1	3	3	extended day site coordinator		$58,960.00
1	4	1	supplies and other materials -TTIPS		$8,000.00
1	4	1	supplies and materials - TTIPS		$528,668.00
1	4	1	implementation specialists - TTIPS		$319,910.00
1	4	2	supplies and other materials - TTIPS		$8,000.00
1	4	2	supplies and materials - TTIPS		$528,668.00
1	4	2	implementation specialists - TTIPS		$319,910.00
1	5	1	supplies and other materials - TTIPS		$8,000.00
1	5	1	supplies and materials -TTIPS		$528,668.00
1	5	1	implementation specialists TTIPS		$319,910.00
1	6	2	supplies and other materials -TTIPS		$8,000.00
1	6	2	supplies and materials- TTIPS		$528,668.00
1	6	2	implementation specialists -TTIPS		$319,910.00
1	6	2	extended day site coordinator -TTIPS		$58,960.00
1	6	2	data analyst - TTIPS		$62,240.00
1	6	2	technology implementation specialist -TTIPS		$6,270.00
1	6	3	flex furniture		$88,400.00
1	6	3	technology implementation specialist		$6,270.00
1	6	3	Apple Technology student		$12,601.00
2	1	2	family engagement specialist -TTIPS		$58,960.00
2	1	2	communities in schools -TTIPS		$65,707.00
2	2	3	family engagement specialist		$58,960.00

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280 TTIPS Federal Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	family engagement specialist		$58,960.00
3	1	2	family engagement specialist TTIPS		$58,960.00
3	1	3	family engagement specialist		$58,960.00
3	1	3	Communities in Schools		$67,505.00
3	1	5	fundiing for parent programs		$60,000.00
3	1	5	family engagement specialist		$60,000.00
3	2	1	family engagement specialist		$58,960.00
3	3	1	technology implementation specialist		$6,270.00
3	3	1	family engagement specialist		$58,960.00
3	4	1	family engagement specialist		$60,000.00
3	4	1	communities in schools		$67,505.00
5	1	2	implementation specialists -TTIPS		$319,910.00
5	1	2	data analyst -TTIPS		$62,240.00
5	1	2	digital data room		$12,667.00
5	1	2	teacher incentive pay -TIF		$315,000.00
5	2	1	data analyst -TTIPS		$62,240.00
5	2	2	implementation specialists -TTIPS		$319,910.00
5	2	2	data analyst		$62,240.00
5	3	1	implementation specialists		$319,910.00
				Sub-Total	$16,182,640.00

470 - Local Supplemental

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	subs for PD and campus review		$20,000.00
1	1	1	subs for teachers		$10,000.00
1	1	6	supplemental resources	470-11-6494-93-153-9-11-000	$5,000.00

470 - Local Supplemental					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6	supplemental resources	470-11-6118-93-153-9-11-000	$9,046.00
1	2	4	supplemental funds	470-11-6118-93-153-9-11-000	$9,046.00
1	2	5	supplemental funds	470-11-6118-93-153-9-11-000	$9,046.00
1	2	5	supplemental funds	470-11-6494-93-153-9-11-000	$5,000.00
1	3	3	supplemental resources	470-11-6118-93-153-9-11-000	$9,064.00
1	4	4	supplemental resources	470-11-6118-93-153-9-11-000	$9,064.00
1	4	4	supplemental resources	470-11-6494-93-153-9-11-000	$5,000.00
				Sub-Total	$90,266.00
				Grand Total	$28,010,366.57