

San Antonio Independent School District
Miller Elementary
2018-2019 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
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- 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.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Miller celebrated its 70th year this school year. It 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 264 students from grades PK-5th. We have 123 female students and 141 male students. 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 104 students; 95 of those students are enrolled in bilingual classrooms. 96.6% or 255 children are economically disadvantaged. 220 or 83.3% of our students are considered to be At-Risk. 2.7% of our students are homeless. We have 38 students who receive special education services which is 14% of the student body. 11 of our students receive gifted and talented programming.

Miller's family engagement and family outreach has increased significantly with the addition of a professional Family Engagement Specialist and Community in Schools counselor on the campus. Miller has maintained partnerships with 6 community businesses. The local Rotary sponsors Snack Packs for Kids for 60 students. We have 11 UTSA mentors working with 93 students. We have had 16 volunteers throughout the school year. The first curriculum nights this year evidenced solid family attendance with 65 families for literacy night and 40 families for math night. We unfortunately do not have an active PTA at this time - 4 parents have done fundraisers to provide awards at the end of the year.

The campus has an instructional team that consists of content area Instructional Specialists in reading, math, science, early childhood education and technology. In addition 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 opportunities through tutoring with our 3rd through 5th grade students receiving extended learning on a weekly basis. We have held 3 Science Academies and 2 STAAR blitzes on Saturdays and will increase that in the 2018-19 school year.

12/22 of the teachers hold a Bachelor's 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.

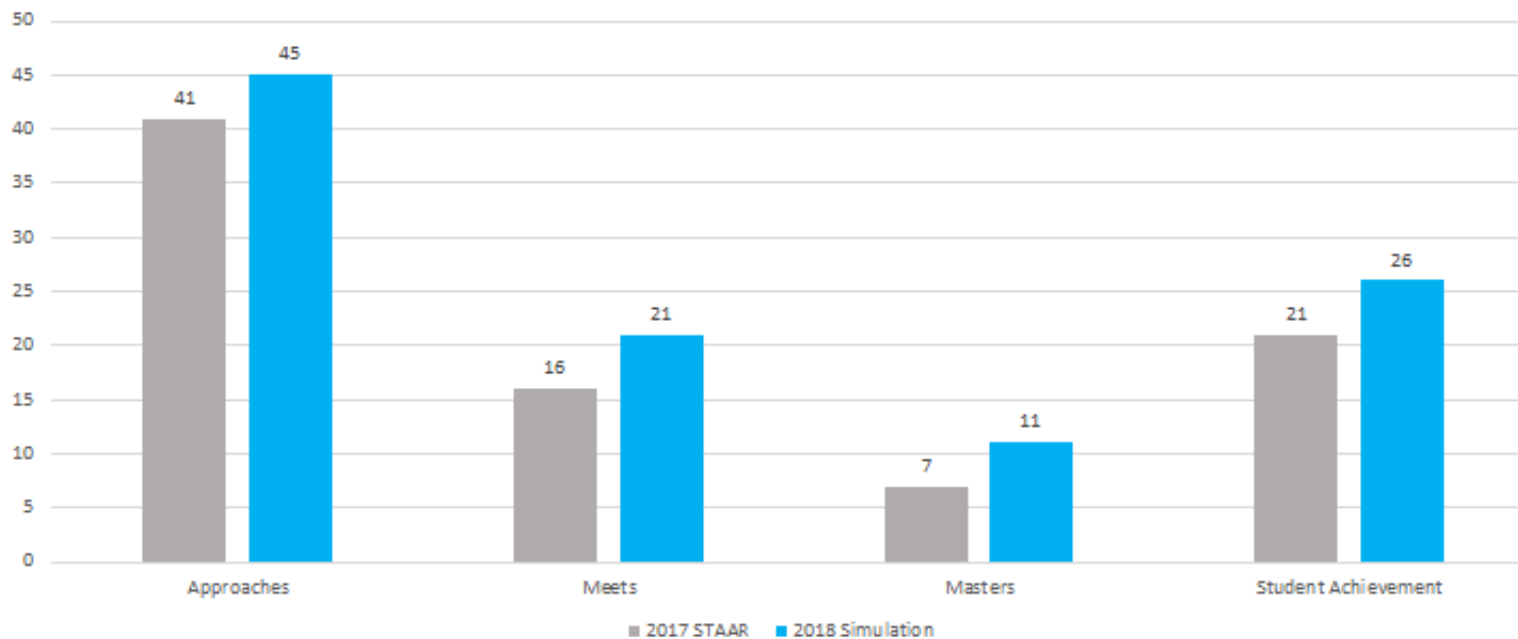
Demographics Strengths

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

We provided 5,310 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 coding, American Heritage, comic books, recycling, and art.

The expertise of the staff is another strength - 8 Master Teachers and an additional 7 highly qualified teachers provided instruction that allowed our students to show significant growth in all areas. A comparison of released STAAR assessments indicates growth- see below

2017 March STAAR vs 2018 Simulation Campus Totals



Problem Statements Identifying Demographics Needs

Problem Statement 1: While parent engagement has increased based on the amount of support and outreach provided by our new Family Engagement Specialist, 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 with parents and the community. While teachers have increase contact with parents, few parents are engaging in planning with teachers for their child and are not interested yet in participating in our home visit program or our goal setting program. Current socio-political climate creates fear among families.

Problem Statement 2: 83% 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. Data indicates that 50% of our 3rd-5th grade students read below grade level. In addition our mobility rate is 34% which means many of our student move in and out of the school throughout the school year. This causes gaps in instruction which require remediation.

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.

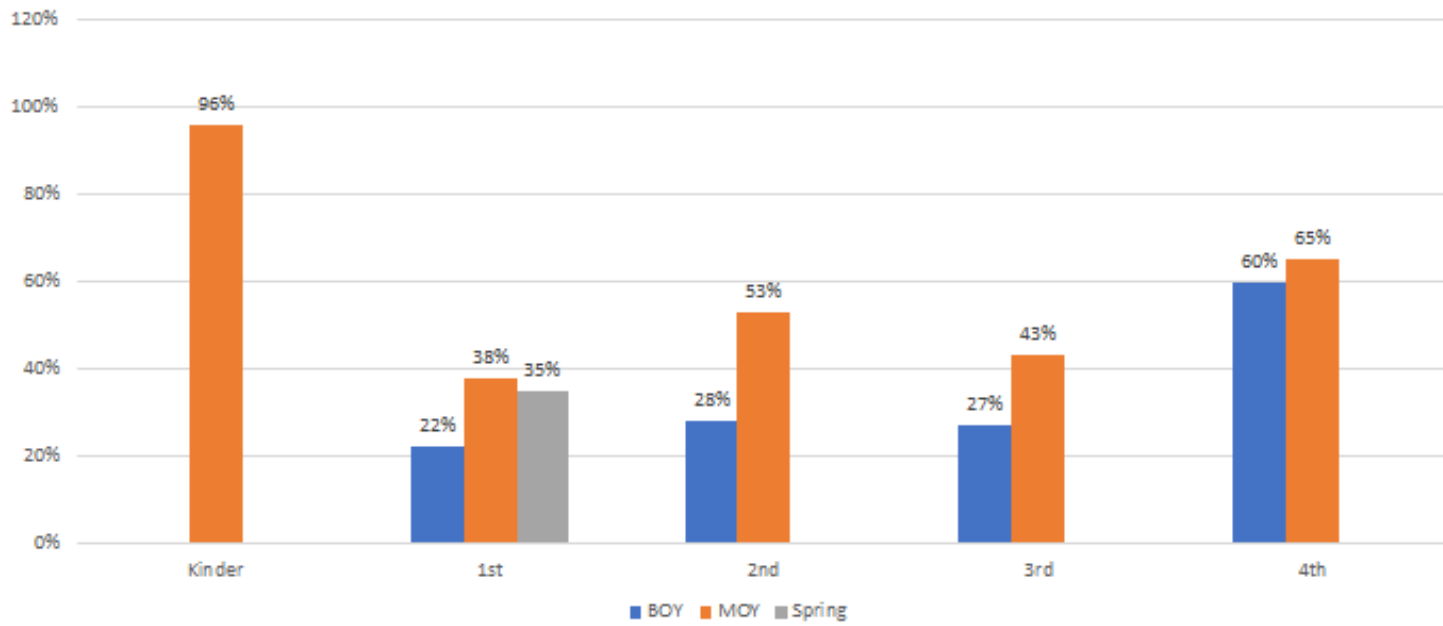
Our Data Implementation Specialist, Content Specialists, students, and classroom teachers use several measures to track progress. The students use individual data binders and monitor their own progress toward MAP goals, Independent Reading Levels, and benchmark growth. Our Data Implementation Specialist 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 formative TTESS observations for each teacher. Administrators debrief with each teacher after a walk-through and provides opportunities for growth. San Antonio ISD keeps track of district progress and uses our campus Data Implementation Specialist to bring back important growth measures and any other vital data that pertains directly to Dorie Miller. TEA keeps track of our district data and our growth measures using STAAR results as well as quarterly check-ins.

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. Teachers also have various visuals up in their classrooms that display each student's growth progress. The charts show growth in MAP, sight words, phonics development, Fountas & Pinnell reading level and achievement per standard. 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.

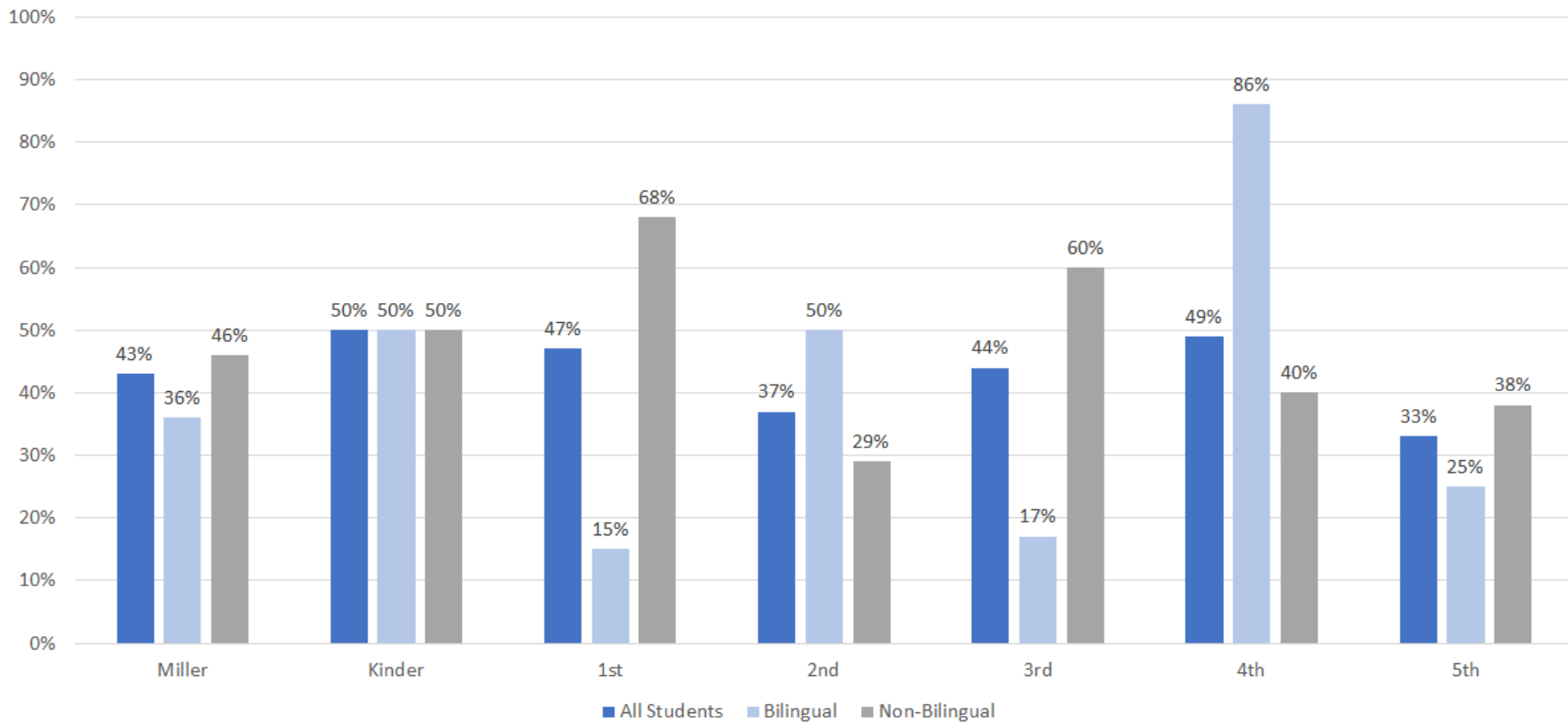
Upper elementary students use either data binders that are organized according to the core subjects. At the end of every Unit they take a summative assessment which they analyze with a data tracker. These trackers break down every question according to each standard or skill, but are written in student-friendly language. After reviewing the assessments and clearing misconceptions, students shade in every correct response in green and every incorrect response in red. Each student must then go back to review the questions from the standard where they scored the lowest. They use a strategy called the "Fixer Upper" where they must analyze every part of the question, ranging from the visuals that were presented, to the vocabulary used, to taking ownership for it being a careless mistake or if they truly needed more information on the topic.

Following this, each student chooses from a variety of intervention activities, such as sorting activities, writing a script, creating a comic strip, etc. They calculate the percentage correct and compare it to how well they did this time versus the previous one. 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).

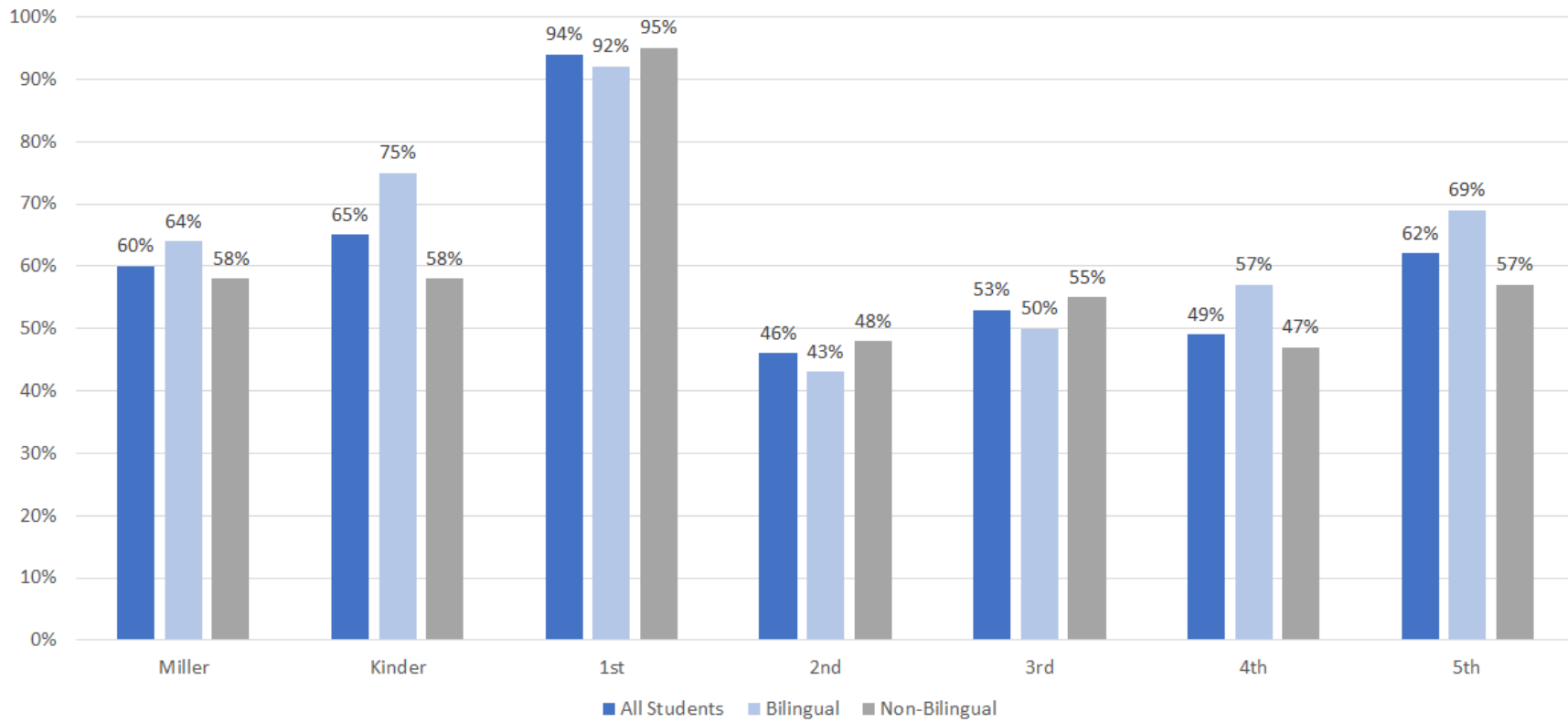
F&P On Grade Level BOY vs. MOY



Percent of Students Who Met or Exceeded Expected Growth on Reading MAP from Fall 2017 to Winter 2018



Percent of Students Who Met or Exceeded Expected Growth on MATH MAP from Fall 2017 to Winter 2018



Middle of the Year MAP Data

Student Academic Achievement Strengths

Comparison data from STAAR 2017 and STAAR simulation this year indicates that students are scoring higher this year on the same assessment.

F&P data indicates growth in growth in reading from BOY to MOY with 2nd grade showing the most growth at 53% of students reading at or above grade level

All PK student are showing developmental growth on LAP3

86% of our bilingual 4th grade students met or exceeded projected growth on MAP reading between BOY and MOY

95% of our 1st grade students met or exceeded projected growth on MAP math between BOY and MOY

69% of our bilingual 5th grade students met or exceeded projected growth on MAP math between BOY and MOY

There is a significant improvement on Science Performance with students passing the Science Benchmark are double the rate of those who passed the prior year STAAR Assessment in Science.

Student achievement on Reading has improved this year when compared to last year's STAAR results. All three grade levels have improved reading scores when comparing 2017 Reading STAAR to the 2018 Reading Simulation Assessment.

This year's fifth grade class has shown a higher success in Math, Reading, and Science when compared to last year's fifth grade class.

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 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 continuously increasing standards and this issue is just starting to be addressed this school year.

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. Continued focus on balanced instruction is necessary.

School Processes & Programs

School Processes & Programs Summary

Miller was awarded the TTIPS grant this school year which enabled us to provide our students and teachers with specialists for content, technology and data and high tech equipment with SMART boards in classrooms and 1:1 Ipad for students. In addition all classrooms were outfitted with flexible furniture in order to provide fluid learnig environments.

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 7 bilingual classrooms and 11 general ed classrooms. We have 4 Master Teachers on the campus who serve our overage and significantly struggling students in mixed grade level groups and 2 Master Teachers who serve our higher performing K/1st bilingual and 4th grade students. Master teachers departmentalize at some grade levels. Content specialists and teacher work together to provide small targeted, skills-based groups daily.

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

We currently use TEKS Resource System, Think through Math, Stem Scopes, Scholastic Classroom Libraries, Dreambox, Lightsail, Fast Forward, 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 Ipad 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 TTESS. To ensure teacher quality, the administration and the implementation specialists provide frequent walkthroughs and feedback sessions with over 120 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 2018-19 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. These teachers went through an extensive interview process and 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. In addition, using the TTIPS grant Miller was able to replace most of the remaining teachers with highly qualified teachers who had to prove a successful track record with teaching and STAAR performance. These teachers were recruited using the grant money to provide a stipend for extending work and learning opportunities for students. All students 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 traditional classrooms for both English and Spanish speaking students. Teachers have departmentalized at some grade levels to provide more specific instruction in reading and math. In 2018-19 teachers 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

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

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

Miller's biggest strength is the instructional 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 this school year - this is the first year to truly address the learning needs of this campus **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.

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 management 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. For the first time every grade level will be participating in a field learning experience outside of the San Antonio city limits - 4th and 5th grade students will go to NASA, 2nd and 3rd grade students will spend a day on a working farm, 1st and kindergarten students will experience outdoor adventures and PK will be going to a science museum.

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, however older students expressed some concern about safety on the playground.

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 with the administrative team about the school-wide PBIS plan (splash cards, sprinkles, silver spoon) and information about their new teacher. Ms. Lopez will then give the student and family a quick tour of the campus' common areas. Across grade levels, students do feel they receive the help and support they need to be successful at school.

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 approximately 60 students a month receiving recognition for appropriate school behavior. In addition, the attendance committee 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 94.6% with 31 of our students having perfect attendance for the whole school year. 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 curriculum nights and parent meetings, being a part of our Campus Leadership Team, and making books and materials purchases. We have UTSA mentor for 93 of our students and a Community in Schools counselor that works with many of our students in 1:1 counseling sessions. In addition, our Family Engagement department has procured donations of food, backpacks, 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: Implementation of the PBIS and MTSS plans remains inconsistent **Root Cause:** MTSS is a new plan implemented this school year to replace RtI and is still inconsistently used by teachers. In addition, our PBIS plan is strong, but when used in conjunction with MTSS it is still inconsistently implemented because MTSS systems are lacking.

Problem Statement 2: Many of our students continue to demonstrate behaviors that include fighting, hitting, and teasing or bullying others. **Root Cause:** A standardized social skills plan is not in place

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

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

- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: August 20, 2015

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.

1. All Students

- o Approaches Grade Level from 37% to 57%.
- o Meets Grade Level from 19% to 39%.
- o Masters Grade Level from 7% to 27%.

2. Prior Year Failures from 11% to 31%.

3. Growth from 46% to 57%.

4. Actual Growth for Economically Disadvantaged (Comparison Group)

- o Approaches from 35% to 55%.
- o Meets from 19% to 39%.
- o Masters from 8% to 28%.
- o Regression Score from -11.19 to -2.1.

5. African American students:

- o Approaches from 35% to 55%.
- o Meets from 18% to 38%.
- o Masters from 6% to 26%.

6. Hispanic students:

- o Approaches from 37% to 57%.
- o Meets from 19% to 39%.
- o Masters from 7% to 27%.

7. White students:

- o Approaches from 100% to 100%.
- o Meets from 100% to 100%.
- o Masters from 0% to 100%.

8. ELL (current) students from:

- o Approaches from 31% to 51%.

- o Meets from 12% to 32%.
- o Masters from 4% to 24%.
- 9. ELL (former) students from:
 - o Approaches from 31% to 51%.
 - o Meets from 12% to 32%.
 - o Masters from 4% to 24%.
- 10. Special education (current and former) from 42% to 62%.
- 11. Continuously Enrolled 4 or More Years from 31% to 51%.
- 12. Non-Continuously Enrolled from 44% to 64%.
- 13. TELPAS
 - o Progressing one proficiency level from 33% to 45%.
 - o Reading Beginning Level to Advanced and Advanced-High from 26% to 41%.
 - o 5+ yrs in U.S. schools attaining Advanced-High level from 6% to 29%.

Evaluation Data Source(s) 1: STAAR

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>PBMAS</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 7</p> <p>1) Provide consistent, focused PD to teachers through PLC, designated PD days, and coaching on:</p> <ul style="list-style-type: none"> - 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) 	2.5, 2.6	Implementation Specialists Data Analyst grade level chairs administration	<p>increase in student growth over time (MAP)</p> <p>increase in academic achievement and progress scores (STAAR)</p> <p>growth in on grade level reading (F&P)</p> <p>ELL students move one level in all areas of TELPAS</p>				
<p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: 199 - Local Maintenance - 6480.00, 211 - ESEA Title I, Part A - Regular - 12411.00, 280 TTIPS Federal Grant - 390150.00, 470 - Local Supplemental - 30000.00, 276 - TIF Federal Grant - 538960.00, 164 - State Compensatory Education (SCE) - 3536.00</p>							

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>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 (TIP)</p>	<p>2.4, 2.5, 2.6</p>	<p>Implementation Specialist Grade Level Chairs Teachers administrators</p>	<p>increase in student growth over time (MAP)</p> <p>increase in academic achievement and progress scores (STAAR)</p> <p>growth in on grade level reading (F&P)</p> <p>ELL students move one level in all areas of TELPAS</p>				
<p>Problem Statements: Student Academic Achievement 2</p> <p>Funding Sources: 280 TTIPS Federal Grant - 586598.00, 199 - Local Maintenance - 6005.00, 211 - ESEA Title I, Part A - Regular - 12411.00, 276 - TIF Federal Grant - 538960.00, 164 - State Compensatory Education (SCE) - 3536.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>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)</p>	<p>2.4, 2.5, 2.6</p>	<p>Teachers Grade level chairs Implementation specialists administration</p>	<p>increase in student growth over time (MAP)</p> <p>increase in academic achievement and progress scores (STAAR)</p> <p>growth in on grade level reading (F&P)</p> <p>ELL students move one level in all areas of TELPAS</p>				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 199 - Local Maintenance - 6005.00, 280 TTIPS Federal Grant - 586598.00, 211 - ESEA Title I, Part A - Regular - 12411.00, 276 - TIF Federal Grant - 538960.00, 164 - State Compensatory Education (SCE) - 3536.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>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)</p>	<p>2.4, 2.5, 2.6</p>	<p>Implementation Specialists Grade Level Chairs teachers administration</p>	<p>increase in student growth over time (MAP)</p> <p>increase in academic achievement and progress scores (STAAR)</p> <p>growth in on grade level reading (F&P)</p> <p>ELL students move one level in all areas of TELPAS</p>				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 199 - Local Maintenance - 7392.00, 211 - ESEA Title I, Part A - Regular - 26201.00, 280 TTIPS Federal Grant - 319910.00, 276 - TIF Federal Grant - 538960.00, 164 - State Compensatory Education (SCE) - 3536.00</p>							

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 6</p> <p>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)</p>	2.4, 2.5, 2.6	<p>Implementation Specialists Data Analyst Site Coordinator All Teachers Administration</p>	<p>increase in student growth over time (MAP)</p> <p>increase in academic achievement and progress scores (STAAR)</p> <p>growth in on grade level reading (F&P)</p> <p>ELL students move one level in all areas of TELPAS</p>				
<p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: 211 - ESEA Title I, Part A - Regular - 12411.00, 199 - Local Maintenance - 6612.00, 280 TTIPS Federal Grant - 648838.00, 276 - TIF Federal Grant - 538960.00, 164 - State Compensatory Education (SCE) - 3536.00</p>							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>6) Provide extended learning opportunities for students through accelerated classrooms, extended day activities, extra day (Saturday) activities and field trips (TIP)</p>	2.4, 2.5, 2.6	<p>Site coordinator implementation specialists All teachers Parent engagement specialist administration</p>	<p>increase in student growth over time (MAP)</p> <p>increase in academic achievement and progress scores (STAAR)</p> <p>growth in on grade level reading (F&P)</p> <p>ELL students move one level in all areas of TELPAS</p>				
<p>Problem Statements: Student Academic Achievement 2</p> <p>Funding Sources: 199 - Local Maintenance - 7325.00, 280 TTIPS Federal Grant - 704498.00, 276 - TIF Federal Grant - 538960.00, 211 - ESEA Title I, Part A - Regular - 12911.00, 164 - State Compensatory Education (SCE) - 3536.00, 470 - Local Supplemental - 14046.00</p>							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>7) Create alternative learning environments for students in order to meet individual learning needs through the use of SMART and iPad technology.</p>	2.4, 2.5, 2.6	<p>teachers implementation specialists data analyst tech specialist</p>	<p>increase in student growth over time (MAP)</p> <p>increase in academic achievement and progress scores (STAAR)</p> <p>growth in on grade level reading (F&P)</p> <p>ELL students move one level in all areas of TELPAS</p>				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 280 TTIPS Federal Grant - 670631.00, 211 - ESEA Title I, Part A - Regular - 26201.00, 199 - Local Maintenance - 480.00</p>							
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>8) Provide full time, high quality Pre-kindergarten programs in both English and bilingual models</p>	2.4, 2.5, 2.6	<p>PK teachers Administration Instructional Specialists</p>	<p>overall increase in student performance on reading skills, math skills, assessments</p>				
<p>Problem Statements: Demographics 2</p> <p>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</p>							

Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 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, 2.5, 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: Student Academic Achievement 2 Funding Sources: 164 - State Compensatory Education (SCE) - 2835.00						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 83% 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 2: Our primary grade levels are just now beginning to provide a solid instructional foundation in literacy. Data indicates that 50% of our 3rd-5th grade students read below grade level. In addition our mobility rate is 34% which means many of our student move in and out of the school throughout the school year. This causes 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 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 continuously increasing standards and this issue is just starting to be addressed this school year.
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. Continued focus on balanced instruction is necessary.
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.

1. All Students

o Approaches Grade Level from 52% to 72%.

o Meets Grade Level from 28% to 48%.

o Masters Grade Level from 13% to 33%.

2. Prior Year Failures from 23% to 43%.

3. Growth from 49% to 60%.

4. Actual Growth for Economically Disadvantaged (Comparison Group)

o Approaches from 53% to 73%.

o Meets from 29% to 49%.

o Masters from 13% to 33%.

o Regression Score from -0.19 to 2.3.

5. African American students:

o Approaches from 47% to 67%.

o Meets from 29% to 49%.

o Masters from 24% to 44%.

6. Hispanic students:

o Approaches from 52% to 72%.

o Meets from 27% to 12%.

o Masters from 12% to 32%.

7. White students:

o Approaches from 100% to 100%.

o Meets from 100% to 100%.

o Masters from 100% to 100%.

8. ELL (current) students:

o Approaches from 49% to 69%.

o Meets from 24% to 44%.

o Masters from 4% to 24%.

9. ELL (former) students:

o Approaches from 49% to 69%.

o Meets from 24% to 44%.

o Masters from 4% to 24%.

10. Special education (current and former) from 54% to 64%.


- 11. Continuously Enrolled 3 or More Years from 31% to 51%.
- 12. Non-Continuously Enrolled from 44% to 64%.

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 Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 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: School Processes & Programs 1 Funding Sources: 199 - Local Maintenance - 6005.00, 280 TTIPS Federal Grant - 648818.00, 276 - TIF Federal Grant - 538960.00			
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7 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: School Processes & Programs 1 Funding Sources: 199 - Local Maintenance - 6005.00, 280 TTIPS Federal Grant - 845246.00, 276 - TIF Federal Grant - 538960.00, 211 - ESEA Title I, Part A - Regular - 12411.00, 164 - State Compensatory Education (SCE) - 3536.00			

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>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)</p>	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)				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>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 (TIP)</p>	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				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Provide extended learning opportunities for students through accelerated classrooms, extended day activities, extra day (Saturday) activities, and field trips (TIP)</p>	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)				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>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.</p>	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)				

Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 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 2 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 Critical Success Factors CSF 1 CSF 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.	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)				
	Funding Sources: 164 - State Compensatory Education (SCE) - 2835.00						
							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 83% 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 2: Our primary grade levels are just now beginning to provide a solid instructional foundation in literacy. Data indicates that 50% of our 3rd-5th grade students read below grade level. In addition our mobility rate is 34% which means many of our student move in and out of the school throughout the school year. This causes 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 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 continuously increasing standards and this issue is just starting to be addressed this school year.
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. Continued focus on balanced instruction is necessary.
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 3: WRITING: Implement and monitor an aligned and integrated Writing process to increase Student Achievement and Closing the Achievement Gap.

1. All Students

- o Approaches Grade Level from 41% to 61%.
- o Meets Grade Level from 18% to 38%.
- o Masters Grade Level from 3% to 23%.

2. African American:

- o Approaches from 50% to 70%.
- o Meets from 33% to 53%.
- o Masters from 0% to 20%.

3. Hispanic students:

- o Approaches from 39% to 59%.
- o Meets from 15% to 35%.
- o Masters from 3% to 23%.

4. White students:

- o Approaches from n/a.
- o Meets from n/a.
- o Masters from n/a.

5. ELL (current) students:

- o Approaches from 38% to 58%.
- o Meets from 6% to 26%.
- o Masters from 0% to 20%.

6. ELL (former) students from _____ to _____.

- o Approaches from 38% to 58%.
- o Meets from 6% to 26%.
- o Masters from 0% to 20%.


7. Special education (current and former) from 38% to 58%.

8. Continuously Enrolled 4 or More Years from 43% to 63%.

9. Non-Continuously Enrolled from _____ to _____.

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 Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 1) Implementation of Writer's Workshop and common writing strategies with specific use of GRR during guided instruction and mini-lesson (TIP)	2.4, 2.5, 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 - 6005.00, 280 TTIPS Federal Grant - 586578.00, 276 - TIF Federal Grant - 538960.00, 211 - ESEA Title I, Part A - Regular - 26381.00, 164 - State Compensatory Education (SCE) - 3536.00			
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 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, 2.5, 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: School Processes & Programs 1 Funding Sources: 199 - Local Maintenance - 6005.00, 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 - 26381.00			
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 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, 2.5, 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 - 6005.00, 280 TTIPS Federal Grant - 977778.00, 276 - TIF Federal Grant - 538960.00, 211 - ESEA Title I, Part A - Regular - 26881.00, 164 - State Compensatory Education (SCE) - 3536.00, 470 - Local Supplemental - 9064.00			
							

Performance Objective 3 Problem Statements:

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.

1. All Students

- o Approaches Grade Level from 36% to 56%.
- o Meets Grade Level from 14% to 34%.
- o Masters Grade Level from 2% to 22%.

2. African American students:

- o Approaches from 17% to 37%.
- o Meets from 17% to 37%.
- o Masters from 0% to 20%.

3. Hispanic students:

- o Approaches from 38% to 58%.
- o Meets from 11% to 31%.
- o Masters from 3% to 23%.

4. White students:

- o Approaches from 100% to 100%.
- o Meets from 100% to 100%.
- o Masters from 0% to 100%.

5. ELL (current) students:

- o Approaches from 33% to 53%.
- o Meets from 11% to 31%.
- o Masters from 0% to 20%.

6. ELL (former) students:

- o Approaches from 33% to 53%.
- o Meets from 11% to 31%.
- o Masters from 0% to 20%.


7. Special education (current and former) from 44% to 64%.

8. Continuously Enrolled 4 or More Years from _____ to _____.

9. Non-Continuously Enrolled from _____ to _____.

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 Targeted Support Strategy Critical Success Factors CSF 1 CSF 7 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, 2.5, 2.6	Implementation Specialists grade level chairs Teachers administration	increase in student growth over time (MAP) increase in academic achievement and progress scores (STAAR) in 5th grade				
				Problem Statements: Demographics 2 Funding Sources: 199 - Local Maintenance - 7085.00, 280 TTIPS Federal Grant - 856578.00, 276 - TIF Federal Grant - 58960.00, 211 - ESEA Title I, Part A - Regular - 26381.00			
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 2) Increase mastery of science TEKS by providing 70% of science instructional time doing hands-on investigations in grades PK -5	2.4, 2.5, 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: Demographics 2 Funding Sources: 199 - Local Maintenance - 7392.00, 280 TTIPS Federal Grant - 856578.00, 211 - ESEA Title I, Part A - Regular - 26381.00, 164 - State Compensatory Education (SCE) - 3536.00			
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 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)	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) in 5th grade completion of vertically planned science projects during the school year				
				Problem Statements: Student Academic Achievement 1 Funding Sources: 199 - Local Maintenance - 1080.00, 164 - State Compensatory Education (SCE) - 3536.00, 211 - ESEA Title I, Part A - Regular - 26381.00			
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 4) 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	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 - 5969.00, 211 - ESEA Title I, Part A - Regular - 26881.00, 470 - Local Supplemental - 14064.00			
							

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: 83% 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 2: Our primary grade levels are just now beginning to provide a solid instructional foundation in literacy. Data indicates that 50% of our 3rd-5th grade students read below grade level. In addition our mobility rate is 34% which means many of our student move in and out of the school throughout the school year. This causes 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 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 continuously increasing standards and this issue is just starting to be addressed this school year.
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 this school year - this is the first year to truly address the learning needs of this campus 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.

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.

1. All Students

- o Students passing with at least 70% on the unit assessment 57%
- o Students passing with at least 80% on the unit assessment 32%
- o Students passing with at least 90% on the unit assessment 27%

3. African American students

- o Students passing with at least 70% on the unit assessment 59%
- o Students passing with at least 80% on the unit assessment 26%
- o Students passing with at least 90% on the unit assessment 26%

4. Hispanic students

- o Students passing with at least 70% on the unit assessment 57%
- o Students passing with at least 80% on the unit assessment 34%
- o Students passing with at least 90% on the unit assessment 27%

6. ELL (current) students







- o Students passing with at least 70% on the unit assessment 51%
- o Students passing with at least 80% on the unit assessment 28%
- o Students passing with at least 90% on the unit assessment 24%

8. Special education (current and former) passing with at least 70% on the unit assessment 62%

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

<p>Critical Success Factors CSF 1 CSF 4</p> <p>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</p>	2.4, 2.5, 2.6	Implementation Specialists Teachers administration	increase understanding of community, national and world events				
	<p>Problem Statements: Student Academic Achievement 2</p> <p>Funding Sources: 199 - Local Maintenance - 5525.00, 280 TTIPS Federal Grant - 856578.00, 276 - TIF Federal Grant - 58960.00, 211 - ESEA Title I, Part A - Regular - 12411.00</p>						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>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</p>	2.4, 2.5, 2.6	Implementation Specialist all teachers administration	increase understanding of community, national and world events				
	<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 199 - Local Maintenance - 5525.00, 211 - ESEA Title I, Part A - Regular - 26381.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 5 Problem Statements:

<p>Student Academic Achievement</p>
<p>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 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 continuously increasing standards and this issue is just starting to be addressed this school year.</p>
<p>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. Continued focus on balanced instruction is necessary.</p>

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
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) provide accelerated instruction in classrooms that are designed around flexible grouping and individualized instruction</p>	2.4, 2.5, 2.6	Implementation Specialists Master Teachers	<p>Increase percent of students meeting or exceeding grade level expectations</p> <p>Increase percent of students meeting requirements for grade advancement</p>				
<p>Problem Statements: Demographics 2 - Perceptions 2</p> <p>Funding Sources: 199 - Local Maintenance - 6449.00, 276 - TIF Federal Grant - 538960.00, 211 - ESEA Title I, Part A - Regular - 26381.00, 164 - State Compensatory Education (SCE) - 3536.00</p>							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> <p>2) provide in-class and resource support to struggling learners through multi-tiered levels of support</p>	2.4, 2.5, 2.6	Special Education Teacher General Education teachers Implementation Specialists Administration Extended Day Site Coordinator	<p>Increase percent of students meeting or exceeding grade level expectations</p> <p>Increase percent of students meeting requirements for grade advancement</p>				
<p>Problem Statements: Demographics 2</p> <p>Funding Sources: 199 - Local Maintenance - 5525.00, 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</p>							

Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 3) implement the use of technology integrated instruction through the use of SMART technology, 1:1 I pads with every students, and flexible furniture	2.4, 2.5, 2.6	All teachers Technology Implementation Specialist Administration	Increase percent of students meeting or exceeding grade level expectations				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 280 TTIPS Federal Grant - 107271.00, 211 - ESEA Title I, Part A - Regular - 40171.00, 164 - State Compensatory Education (SCE) - 3536.00, 199 - Local Maintenance - 5524.00						
							

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 2: 83% 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 2: Our primary grade levels are just now beginning to provide a solid instructional foundation in literacy. Data indicates that 50% of our 3rd-5th grade students read below grade level. In addition our mobility rate is 34% which means many of our student move in and out of the school throughout the school year. This causes 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 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 continuously increasing standards and this issue is just starting to be addressed this school year.
Perceptions
Problem Statement 2: Many of our students continue to demonstrate behaviors that include fighting, hitting, and teasing or bullying others. Root Cause 2: A standardized social skills plan is not in place

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
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) provide PD on a structured school-wide PBIS plan to address expectations and behavior</p>	2.4, 2.5, 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.				
<p>Problem Statements: Perceptions 2</p> <p>Funding Sources: 199 - Local Maintenance - 6917.00, 164 - State Compensatory Education (SCE) - 3536.00, 211 - ESEA Title I, Part A - Regular - 27335.00</p>							

Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 5 CSF 6 2) Implement a positive reinforcement PBIS plan based on the three PBIS school rules and the Caring Practices model	2.4, 2.5, 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: Perceptions 2 Funding Sources: 199 - Local Maintenance - 5525.00, 280 TTIPS Federal Grant - 124667.00, 276 - TIF Federal Grant - 480000.00, 211 - ESEA Title I, Part A - Regular - 14429.00, 212 - ESEA Title I, Part C - Migrant - 13970.00						
Critical Success Factors CSF 1 CSF 6 3) implement a comprehensive PBIS plan for the cafeteria	2.4, 2.5, 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 - 5525.00, 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						
Critical Success Factors CSF 2 CSF 6 4) maintain a PBIS committee that plans and reviews incentives, PBIS activities and campus discipline	2.4, 2.5, 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						
							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Many of our students continue to demonstrate behaviors that include fighting, hitting, and teasing or bullying others. Root Cause 2: A standardized social skills plan is not in place

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 Targeted Support Strategy Critical Success Factors CSF 1 CSF 5 CSF 6 1) create an attendance committee that addresses both the interventions for problems with attendance and incentives to positively reinforce school attendance	2.4, 2.5, 2.6, 3.2	Principal Assistant Principal Counselor teachers Parent Family Liaison Attendance Committee	increase overall student attendance				
				Problem Statements: Demographics 2			
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 2) implement a variety of positive behavior support strategies to recognize school attendance: assemblies awards recognitions	2.4, 2.5, 2.6, 3.2	Principal Assistant Principal teachers Counselor Parent Family Liaison Family Engagement Specialist Attendance Committee	increase overall student attendance				
				Problem Statements: Demographics 2 Funding Sources: 199 - Local Maintenance - 5525.00, 211 - ESEA Title I, Part A - Regular - 12411.00, 164 - State Compensatory Education (SCE) - 3536.00			

Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 3) implement intervention strategies to address continuous school absence parent phone calls home visits After school and Saturday attendance school PENS reminders	2.4, 2.5, 2.6, 3.2	Principal Assistant Principal teachers Counselor Parent Family Liaison Family Engagement Specialist Attendance Committee	increase overall student attendance				
			increase parent participation in increasing student attendance				
Problem Statements: Demographics 1 Funding Sources: 280 TTIPS Federal Grant - 58960.00, 211 - ESEA Title I, Part A - Regular - 2018.00							

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: While parent engagement has increased based on the amount of support and outreach provided by our new Family Engagement Specialist, participation as partners is still low with no active PTA and lack of involvement in the educational planning for our students. Root Cause 1: Historical information indicates a lack of communication with parents and the community. While teachers have increase contact with parents, few parents are engaging in planning with teachers for their child and are not interested yet in participating in our home visit program or our goal setting program. Current socio-political climate creates fear among families.</p>
<p>Problem Statement 2: 83% 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 2: Our primary grade levels are just now beginning to provide a solid instructional foundation in literacy. Data indicates that 50% of our 3rd-5th grade students read below grade level. In addition our mobility rate is 34% which means many of our student move in and out of the school throughout the school year. This causes gaps in instruction which require remediation.</p>

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 Critical Success Factors CSF 1 CSF 6 1) The school will participate in red ribbon week	2.6, 3.2	Counselor Special Events committee	raise awareness of the dangers of drug and alcohol use				
Problem Statements: Perceptions 1							

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Implementation of the PBIS and MTSS plans remains inconsistent Root Cause 1: MTSS is a new plan implemented this school year to replace RtI and is still inconsistently used by teachers. In addition, our PBIS plan is strong, but when used in conjunction with MTSS it is still inconsistently implemented because MTSS systems are lacking.


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
Critical Success Factors CSF 5 CSF 6 1) Professional Family Engagement Specialist (TTIPS)	3.1, 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				
Problem Statements: Perceptions 1 Funding Sources: 280 TTIPS Federal Grant - 58960.00, 211 - ESEA Title I, Part A - Regular - 1768.00							
Critical Success Factors CSF 5 CSF 6 2) family curriculum nights	2.4, 2.5, 2.6, 3.1, 3.2	Family Engagement Specialist Community in School Specialist Extended Day Site Coordinator 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				
Problem Statements: Demographics 1 Funding Sources: 280 TTIPS Federal Grant - 58960.00, 199 - Local Maintenance - 5525.00, 211 - ESEA Title I, Part A - Regular - 1768.00							

Critical Success Factors CSF 5 CSF 6 3) Principal coffees with parents and specific groups	2.6, 3.1, 3.2	Principal Family Engagement Specialist Parent Family Liaison Community in School Specialist Counselor	increased PTA membership				
			increased attendance at important school meetings and events				
Problem Statements: Demographics 1 Funding Sources: 280 TTIPS Federal Grant - 126465.00, 211 - ESEA Title I, Part A - Regular - 1768.00							
Critical Success Factors CSF 5 CSF 6 4) Parent Family Liaison 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, 3.2	PFL Family engagement specialist PTA president 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: Demographics 1 Funding Sources: 211 - ESEA Title I, Part A - Regular - 1268.00							
Critical Success Factors CSF 1 CSF 5 CSF 6 5) Family Engagement Specialist will use the FAST, APTT and PTHV programs to establish a support program for parents	3.1, 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				
			Problem Statements: Demographics 1 - Perceptions 2 Funding Sources: 211 - ESEA Title I, Part A - Regular - 500.00, 280 TTIPS Federal Grant - 120000.00				
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: While parent engagement has increased based on the amount of support and outreach provided by our new Family Engagement Specialist, participation as partners is still low with no active PTA and lack of involvement in the educational planning for our students. Root Cause 1: Historical information indicates a lack of communication with parents and the community. While teachers have increase contact with parents, few parents are engaging in planning with teachers for their child and are not interested yet in participating in our home visit program or our goal setting program. Current socio-political climate creates fear among families.
Perceptions
Problem Statement 1: Implementation of the PBIS and MTSS plans remains inconsistent Root Cause 1: MTSS is a new plan implemented this school year to replace RtI and is still inconsistently used by teachers. In addition, our PBIS plan is strong, but when used in conjunction with MTSS it is still inconsistently implemented because MTSS systems are lacking.







Problem Statement 2: Many of our students continue to demonstrate behaviors that include fighting, hitting, and teasing or bullying others. **Root Cause 2:** A standardized social skills plan is not in place

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 Parent Family Liaison 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
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) build relationships with parents by providing information in more than one way: phone calls newsletters home visits marquee mailed invitations</p>	2.6, 3.1, 3.2	Family Engagement Specialist Parent Family Liaison	increase ways to reach parents so that there is an increase in parent participation in school events.				
<p>Problem Statements: Demographics 1</p> <p>Funding Sources: 280 TTIPS Federal Grant - 58960.00, 211 - ESEA Title I, Part A - Regular - 634.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:


Demographics
<p>Problem Statement 1: While parent engagement has increased based on the amount of support and outreach provided by our new Family Engagement Specialist, participation as partners is still low with no active PTA and lack of involvement in the educational planning for our students. Root Cause 1: Historical information indicates a lack of communication with parents and the community. While teachers have increase contact with parents, few parents are engaging in planning with teachers for their child and are not interested yet in participating in our home visit program or our goal setting program. Current socio-political climate creates fear among families.</p>

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
HB5

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 CSF 5 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	Counselor Technology Implementation Specialist family engagement specialist	increased access to school information for stakeholders				
	Problem Statements: Demographics 1 Funding Sources: 280 TTIPS Federal Grant - 65230.00, 211 - ESEA Title I, Part A - Regular - 13970.00						
Critical Success Factors CSF 3 CSF 5 2) Principal meetings with parents and specific community groups	2.6, 3.1, 3.2	family engagement specialist parent family liaison community in schools specialist Implementation specialists Counselor master teachers administration	increase family engagement in school events and activities				
	Problem Statements: Demographics 1 Funding Sources: 211 - ESEA Title I, Part A - Regular - 7293.00						
							

Performance Objective 3 Problem Statements:

Demographics







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

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
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) develop new partnerships by: making contact with local businesses</p> <p>making contact with local churches</p> <p>soliciting support from various community organizations</p> <p>supporting the needs of local universities for student teachers or students who need campus hours</p>	2.5, 2.6	Principal Assistant Principal Counselor PFL Family engagement specialist Communities in schools	<p>increase in the number of resources and support provided to families</p> <p>increase in the number of mentors and partners for Miller</p>				
<p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: 280 TTIPS Federal Grant - 127505.00, 211 - ESEA Title I, Part A - Regular - 2018.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: While parent engagement has increased based on the amount of support and outreach provided by our new Family Engagement Specialist, participation as partners is still low with no active PTA and lack of involvement in the educational planning for our students. Root Cause 1: Historical information indicates a lack of communication with parents and the community. While teachers have increase contact with parents, few parents are engaging in planning with teachers for their child and are not interested yet in participating in our home visit program or our goal setting program. Current socio-political climate creates fear among families.</p>

Problem Statement 2: 83% 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 2:** Our primary grade levels are just now beginning to provide a solid instructional foundation in literacy. Data indicates that 50% of our 3rd-5th grade students read below grade level. In addition our mobility rate is 34% which means many of our student move in and out of the school throughout the school year. This causes gaps in instruction which require remediation.

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
Critical Success Factors CSF 3 1) monthly budget meetings with Administrative Assistant to review and manage money	2.6	Principal Administrative Assistant	error free records				
Critical Success Factors CSF 3 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				

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 activities

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 7</p> <p>1) provide opportunities for teachers to assume leadership roles:</p> <p>mentor teachers grade level chairs content representatives committee chairs PD development family engagement/PTA</p>	2.4, 2.5, 2.6	Principal Assistant Principal	<p>number of teachers participating on the campus leadership team</p> <p>grade level representative chairing campus based committees</p> <p>number of teachers participating in district committees</p>				
<p>Critical Success Factors CSF 3 CSF 7</p> <p>2) Professional Learning Communities - hold weekly grade level PLCs to discuss and review instructional practice and student progress (data)</p>	2.4, 2.5, 2.6	Implementation Specialists Data Analyst master teachers grade level chairs administration	<p>number of teachers participating actively in PLC activities to include:</p> <p>observing and evaluating instructional practices</p> <p>utilizing data to inform instruction- student data binders</p>				
<p>Problem Statements: Student Academic Achievement 2</p> <p>Funding Sources: 280 TTIPS Federal Grant - 709817.00, 276 - TIF Federal Grant - 538960.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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. Continued focus on balanced instruction is necessary.

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
Critical Success Factors CSF 3 CSF 7 1) provide access to leadership development through structured PD and PLC specific to master teachers	2.4, 2.5, 2.6	Implementation Specialists Data Analyst Administration	increased teacher-leadership on the campus				
				Problem Statements: School Processes & Programs 1 Funding Sources: 276 - TIF Federal Grant - 538960.00, 280 TTIPS Federal Grant - 62240.00			
Critical Success Factors CSF 7 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			
							

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 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 continuously increasing standards and this issue is just starting to be addressed this school year.
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. Continued focus on balanced instruction is necessary.
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 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
Critical Success Factors CSF 7 1) establish a mentor for each new teacher	2.4, 2.5, 2.6	Technology IC admin	increase new teacher capacity in instructional practice and classroom management				
Problem Statements: Student Academic Achievement 1 Funding Sources: 280 TTIPS Federal Grant - 319910.00							

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 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 continuously increasing standards and this issue is just starting to be addressed this school year.

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 (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)
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	7	Create alternative learning environments for students in order to meet individual learning needs through the use of SMART and iPad technology.
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)
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 (TIP)

Goal	Objective	Strategy	Description
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 strategies with specific use of GRR during guided instruction and mini-lesson (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
1	6	2	provide in-class and resource support to struggling learners through multi-tiered levels of support
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
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

Goal	Objective	Strategy	Description
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:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
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 20, 2018 with a review of the CNA questions provided by Plan4Learning. Each member of the lead team took a section of the questions. On March 29 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 April 18. 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 17, 2018 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, 2018 for revision by staff - no revisions were made at that time.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Dr. Christine A. Weiland, Principal

Ofelia Ramos - Assisant principal

Jose Gonzalez - TIF IS

Grace Davis - Tech IS

Lilia Gomez - Math IS

Veronica Garza- Moreno - Bilingual IS

Yvonne Boullosa - ELAR IS

Kathryn Hoff - ECE IS

Trista Saunders - Site Coordinator

Janell Garcia - Family Engagement Specialist

Martha Ortega - Counselor

Sandy Arevalo - Kinder teacher

Cecilia Martinez - kinder teacher

Barbara Smith - 2nd grade teacher

Krystal Mercado - 1st grade teacher

Erika Trevino - 1st grade teacher

Samantha Bermea - 3rd grade teacher

Leslie Moore - 3rd grade teacher

Valerie Mulcahy - 4th grade teacher

Anna Coronado - 5th grade teacher

Priscilla Rubio - 5th grade teacher

Jennifer Jones - 5th grade teacher

Alejandra Palacios - 4th grade teacher

Michael Castaneda - GEC

Anadyr Maltos - 2nd/3rd grade teacher

Desiree Caldwell - PK teacher

Melinda Godoy - PK teacher

Cynthia Demunbrun - ACE

Tondra Williams - ACE

Jennifer Prudeaux - community rep

Rand Riklin - community member

CIP review took place on March 29, 2018, April 18, 2018, and May 15, 2018

2.2: Regular monitoring and revision

The CIP will be revised during the months of August and September of 2018 after the school year begins and final data is available

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

The CIP is available on campus in English and is reviewed at Campus Leadership Team meetings, staff meetings, and lead team meetings every quarter.

2.4: Opportunities for all children to meet State standards

see CIP in Plan4Learning

2.5: Increased learning time and well-rounded education

see CIP in Plan4 Learning

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

Lisa Moreno - Parent Family Liaison

Selena Duarte - parent

Rosario Rosas - parent

Javier Rosas - parent

this information is kept in a binder by the PFL and counselor and is checked by the district family engagement facilitators periodically.

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 will be having 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 PFL and/or Family Engagement Specialist. We will host 3 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 2018-19 school year.

Bullet 4 - Our PFL (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- third Thursday of every month - 8:15 am, on campus

curriculum nights - 3 per semester - during the school week 5:30-7:00 pm, on campus

Bilingual family meetings - March 6, march 20, March 27 - 4:30 pm, on campus

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

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

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Martha Hernandez	PK Bilingual Assistant	Title I	.5
Sherrie Brown	PK Assistant	Title I	.5

2018-2019 Campus Leadership Team

Committee Role	Name	Position
Administrator	Christine Weiland	principal
IS	Gracie Davis	tech
Non-classroom Professional	Janell Garcia	FES
Community Representative	Jennifer Prudeaux	CIS
IS	Jose Gonzalez	TIF
IS	Kathryn Hoff	ECE
Administrator	Martha Ortega	Counselor
Administrator	Ofelia Ramos	AP
Non-classroom Professional	Stephanie Jones	ESA
Non-classroom Professional	Trista Saunders	Site Coordinator
IS	veronica garza-moreno	Bilingual
IS	Yvonne Boullosa	ELAR

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	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 platform	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
1	6	3	supplies and materials	11 6399.00 153	\$3,536.00
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

					Sub-Total	\$76,390.00
199 - Local Maintenance						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	1	teaching supplies	11-6399.10-153	\$5,525.00	
1	1	1	technology supplies	11-6399.27-153	\$480.00	
1	1	1	PK teaching supplies	11-6399.00-153	\$475.00	
1	1	2	teaching supplies	11-6399.00-153	\$5,525.00	
1	1	2	technology supplies	11-6399.27-153	\$480.00	
1	1	3	teaching supplies	11-6399.00-153	\$5,525.00	
1	1	3	technology supplies	11-6399.27-153	\$480.00	
1	1	4	teaching supplies	11-6399.00-153	\$5,525.00	
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	\$5,525.00	
1	1	5	technology supplies	11-6399.27-153	\$480.00	
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	\$5,525.00	
1	1	6	technology supplies	11-6399.27-153	\$480.00	
1	1	6	science supplies	11-6399.40-153	\$1,080.00	
1	1	6	books & audiovisuals	12-6329.00-153	\$240.00	
1	1	7	technology	11-6399.27-153	\$480.00	
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	\$5,525.00	
1	2	1	technology supplies	11-6399.29-153	\$480.00	
1	2	2	teaching supplies	11-6399.00-153	\$5,525.00	

1	2	2	technology supplies	11-6399.27-153	\$480.00
1	2	3	teaching supplies	11-6399.00-153	\$5,525.00
1	2	3	technology supplies	11-6399.27-153	\$480.00
1	2	4	teaching supplies	11-6399.00-153	\$5,525.00
1	2	4	technology supplies	11-6399.27 -153	\$480.00
1	2	4	textbooks	11-6321.00-153	\$132.00
1	2	4	books & audiovisuals	12-6329.00-153	\$240.00
1	2	4	PK teaching supplies		\$450.00
1	2	5	teaching supplies		\$6,150.00
1	2	5	technology supplies		\$528.00
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	\$5,525.00
1	3	1	technology supplies	11.6399.27-153	\$480.00
1	3	2	teaching supplies	11-6399.00-153	\$5,525.00
1	3	2	technology supplies	11.6399.27-153	\$480.00
1	3	3	teaching supplies	11-6399.00-153	\$5,525.00
1	3	3	technology supplies	11-6399.27-153	\$480.00
1	4	1	teaching supplies	11-6399.00-153	\$5,525.00
1	4	1	technology supplies	11-6399.27-153	\$480.00
1	4	1	science supplies	11-6399.40-153	\$1,080.00
1	4	2	science supplies	11-6399.40-153	\$1,080.00
1	4	2	teaching supplies	11-6399.00-153	\$5,525.00
1	4	2	PK teaching supplies	11-6399.00-153	\$475.00
1	4	2	student field trips	1106494.00-153	\$312.00
1	4	3	science supplies	11 6399.40 153	\$1,080.00
1	4	4	textbooks	11-6321.00-153	\$132.00
1	4	4	Teaching supplies	11-6399.00-153	\$5,525.00

1	4	4	student field trips	11.6494.00-153	\$312.00
1	5	1	teaching supplies	11 6399.00 153	\$5,525.00
1	5	2	teaching supplies	11 6399.00 153	\$5,525.00
1	6	1	teaching supplies	11 6399.00 153	\$5,525.00
1	6	1	technology supplies	11 6399.27 153	\$480.00
1	6	1	textbooks	11 6321 00 153	\$132.00
1	6	1	student field trips	11 6494.00 153	\$312.00
1	6	2	teaching supplies	11 6399.00 153	\$5,525.00
1	6	3	teaching supplies	11 6399.00 153	\$5,524.00
2	1	1	teaching supplies	11 6399.00 153	\$5,525.00
2	1	1	student fieldtrips	11 6494.00 153	\$312.00
2	1	1	science supplies	116399.40 153	\$1,080.00
2	1	2	teaching supplies	11 6399.00 153	\$5,525.00
2	1	3	teaching supplies	11 6399.00 153	\$5,525.00
2	2	2	teaching supplies	11 6399.00 153	\$5,525.00
3	1	2	teaching supplies	11 6399.00 153	\$5,525.00
Sub-Total					\$175,712.00

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	\$12,411.00
1	1	2	supplies and materials	11-6399.00-153	\$12,411.00
1	1	3	supplies and materials	11-6399.00-153	\$12,411.00
1	1	4	supplies and materials	211 11 6399.00 153	\$12,411.00
1	1	4	technology	211 11 6399.00 153	\$13,790.00
1	1	5	supplies and materials	211 11 6399.00-153	\$12,411.00
1	1	6	supplies - teaching	211 11 6399.00 153	\$12,411.00
1	1	6	refreshments tutoring	211 11 6499 00 153	\$500.00
1	1	7	technology	11-6399.00-153	\$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	2	supplies and materials	211 11 6399.00 -153	\$12,411.00
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	\$12,411.00
1	2	4	technology	211 11 6399 65 153	\$13,970.00
1	2	5	teaching supplies		\$12,411.00
1	2	5	technology	211 11 6399 65 153	\$13,970.00
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	\$12,411.00
1	3	1	technology	211 11 6399.65-153	\$13,970.00
1	3	2	supplies - teaching	211 11-6399.00-153	\$12,411.00
1	3	2	technology	211 11 6399.65 153	\$13,970.00
1	3	3	supplies - teaching	211 11 6399.00 153	\$12,411.00
1	3	3	technology	211 116399.65 153	\$13,970.00
1	3	3	refreshments tutoring	211 11 6499.00153	\$500.00
1	4	1	supplies-teaching	211 11 6399.00 153	\$12,411.00
1	4	1	technology	211 11 6399.65 153	\$13,970.00
1	4	2	supplies-teaching	211-11-6399.00-153	\$12,411.00
1	4	2	technology	211 11 16399.65-153	\$13,970.00
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	\$12,411.00
1	4	4	technology	211 11 6399.65 153	\$13,970.00
1	4	4	refreshments tutoring	211 11 6499.00 153	\$500.00
1	5	1	supplies - teaching	211 11 6399.00 153	\$12,411.00
1	5	2	supplies and materials	211 11 6399.00 153	\$12,411.00
1	5	2	technology	211 11 6399.65 153	\$13,970.00
1	6	1	supplies-teaching	211 11 6399.00 153	\$12,411.00
1	6	1	technology	211 11 6399.65 153	\$13,970.00
1	6	2	supplies and materials	211 11 6399.00 153	\$12,411.00
1	6	3	technology		\$13,970.00
1	6	3	supplies and materials	211 11 6399.00 153	\$12,411.00
1	6	3	technology	211 11 6399.65 153	\$13,790.00
2	1	1	supplies and materials	211 11 6399.00 153	\$12,411.00
2	1	1	technology	211 11 6399.65 153	\$13,790.00
2	1	1	refreshments PI	211 61 6499.00 153	\$500.00
2	1	1	refreshments PI	211 61 6499.01 153	\$634.00
2	1	2	supplies-teaching	211 11 6399.00 153	\$12,411.00
2	1	2	refreshments PI	211 61 6499.00 153	\$500.00
2	1	2	refreshments PI	211 61 6499.01 153	\$634.00
2	1	2	supplies PI	211 61 6399.01 153	\$634.00
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	\$12,411.00
2	2	3	suppliesPI	211 61 6399.01 153	\$634.00

2	2	3	refreshments PI	211 61 6499 00 153	\$500.00
2	2	3	refreshments PI	211 61 6499.01 153	\$634.00
2	2	3	PFL local mileage	61-6417.01-153	\$250.00
3	1	1	supplies		\$634.00
3	1	1	refreshments - parent meetings		\$500.00
3	1	1	refreshments		\$634.00
3	1	2	supplies PI	211 61 6399.01 153	\$634.00
3	1	2	refreshments PI	211 61 6499.01 153	\$634.00
3	1	2	refreshments - PI	211 61 6499.00 153	\$500.00
3	1	3	Supplies PI	211 61 6399.01 153	\$634.00
3	1	3	refreshments PI	211 61 6499.01 153	\$634.00
3	1	3	refreshments - PI	211 61 6499.00 153	\$500.00
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	\$634.00
3	3	1	technology	211 11 6399.65 153	\$13,970.00
3	3	2	teaching supplies	11 6399.00 153	\$5,525.00
3	3	2	supplies - PI	211 61 6399.01 153	\$634.00
3	3	2	refreshments - PI	211 61 6499.01 153	\$634.00
3	3	2	refreshments - PI	211 61 6499.00 153	\$500.00
3	4	1	suppliesPI	211 61 6399.01 153	\$634.00
3	4	1	refreshments PI	211 61 6499.01 153	\$634.00
3	4	1	refreshments PI	211 61 6499.00 153	\$500.00
3	4	1	PFL local mileage	61-6417.01 153	\$250.00
Sub-Total					\$761,342.00
212 - ESEA Title I, Part C - Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

2	1	2	technology	211 11 5388.65 153	\$13,970.00
2	1	3	PFL local mileage	61-6417.01153	\$250.00
Sub-Total					\$14,220.00

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
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
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
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
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
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
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
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					\$28,145,170.00