# Connally Independent School District



# Connally Primary Improvement Plan

# 2018-2019

The mission of the Connally Independent School District is to ensure the highest quality instruction for all students using methods which will show positive gains in academic performance to the maximum of each student’s abilities. By involving the total school community, Connally Independent School District will equip students with the lifelong skills of effective communication, problem solving, technological literacy, job responsibility, and team work necessary for productive citizenship and leadership in our global society.

# Connally ISD Board of Trustees

Steven Carter, President

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# Campus Site-Based Decision Making Committee

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Primary Teacher Representatives | | |  | Parent Representatives | | |
| Nicole | Brandon | CPS |  |  | Tammy Carter |  |
| Chrysoula | Wasson | CPS |  |  |  |  |
|  |  |  |  |  |  |  |
| Paraprofessional Representative | | |  | Community Representatives | | |
| Christy | Day | CPS |  |  |  |  |
|  |  |  |  |  |  |  |
| At-Large Non-Teaching Campus Based Professional Representatives | | |  | Business Representatives | | |
| Marlo | Moore | CPS |  |  | Anthony Fitz |  |
| Primary Leadership | | | | | | |
| Marlo | Moore | Principal |  | Misty | Gerik | Assistant Principal |
| Kelli | Sims | Counselor |  | LeAnn | Schneider | Instructional Spec. |
| Jennifer | Keen | 2nd grade Teacher |  | Connie | Tynes | Special Education |
|  |  |  |  | Kent | Stevens | GT Teacher |
| Nicole | Brandon | 1st Grade Teacher/ESL |  | Janie | Beheler | 3rd Grade Teacher |
| Carla | Thomas | Interventionist |  | Allie | Bonner | 3rd Grade Teacher |
| Courtney  Elizabeth | Jones  Fuller | Special Education  1st Grade Teacher |  | Kelly | Gipson | GT Teacher |

# **Goal 1:**

Academic achievement as assessed by student performance in all indexes of TAPR accountability will meet or exceed performance targets for all student groups.

* Improve an explicit vocabulary routine for use in all core content areas.
* Improve literacy –reading/writing across content areas
* Utilize AVID strategies in all areas to increase student engagement.
* Implement an effective model for in class support for students with disabilities, including expectations for planning, role and responsibilities ,PD on instruction, and training regarding needs associated with specific learning disabilities

# **Goal 2:**

Connally ISD will collaborate and communicate with the community to promote and provide a safe and stimulating school environment that fosters technological advancement and a college/career readiness culture for all students.

* Increase and improve community and parent involvement to improve public image.
* Utilize Restorative and AVID approaches to build positive relationships with students to improve student behavior, classroom discipline, and student morale.

# **Goal 3:**

Connally ISD will provide and retain highly qualified faculty and staff through active recruitment, competitive benefits and compensation, and targeted efforts to increase staff morale.

* Continue to evaluate competitiveness and continuation of athletic, academic, and shortage area stipends using TASB and data from neighboring districts.
* Continue to review, access, and evaluate all teacher assignments to ensure NCLB-HQ and SBEC requirements.
* Increase staff morale by fostering a culture of pride and belonging.

# Quantitative Data Analysis

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Reading** | | | **Math** | | |
|  | 3rd | | | 3rd | | |
|  | Approaches | Meets | Masters | Approaches | Meets | Masters |
| All | 73 | 34 | 18 | 76 | 41 | 16 |
| Eco | 71 | 30 | 16 | 73 | 39 | 16 |
| AA | 66 | 24 | 12 | 72 | 33 | 9 |
| Hisp | 75 | 30 | 14 | 79 | 49 | 22 |
| LEP | 68 | 28 | 12 | 76 | 48 | 28 |
| Sped | 42 | 8 | 8 | 75 | 8 | 8 |

Attendance and disciplinary data are entered in the table below. District attendance was 95.1%.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Campus | Avg. Attendance |  | Total Discipline Referrals | PEIMS Reported Out of Class Placements | Average Enrollment | Out of Class Placements divided by Average Enrollment |
| Connally Primary | 95.4 |  | 132 | 20 | 546 | 0.1 |

# Data Analysis:

Comprehensive Needs Assessment Summary

The Texas Education Agency released STAAR scores, index scores, and system safeguards later this year. Traditional district view comparisons are unavailable until mid to late September. However, grade and subject are being used to determine areas of need. Based on STAAR data, Writing continues to be an area of Language Learners fell below the 60% mark in many areas as well.

**3rd Grade STAAR Reading Spring 2018: TEKS Cluster Analysis**

Fiction 72%

Poetry 62%

Area of Concern:

Expository 59%

**3rd Grade STAAR Math Spring 2018: TEKS Cluster Analysis**

3.2 Representing and Comparing Whole Numbers 66% 3.4/3.5 Addition and Subtraction of Whole numbers 61%

3.4/3.5 Multiplication and Division of Whole Numbers 64% 3.3 Fractions 68%

3.7 Measurement 66%

3.8 Data Analysis 64%

3.9 Personal Financial Literacy 88%

Area of Concern:

3.6 Geometry 43%

# Title I, Part A

**School-wide Components:**

1. **Comprehensive Needs Assessment**--A comprehensive needs assessment of the entire school including taking into account the needs of migratory children that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards.
2. **Reform Strategies**--School-wide reform strategies that provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school-wide program.
3. **Instruction by highly qualified teachers**
4. **High-Quality Professional Development**--High-quality and on-going professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s students’ academic standards.
5. **Strategies to attract high-quality teachers to high-need schools**
6. **Strategies to increase parental involvement**
7. **Transition**--Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. **Teacher Decision Making Regarding Assessments**--Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall educational program.
9. **Effective and Timely Assistance to Students**--Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. **Coordination and Integration**--Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

# Critical Success Factors for School Improvement:

* Improve Academic Performance
* Increase the Use of Quality Data to Drive Instruction
* Increase Leadership Effectiveness
* Increase Family and Community Engagement
* Increased Learning Time
* Improve School Climate
* Increase Teacher Quality

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Goal 1: Academic achievement as assessed by student performance in all indexes of TAPR accountability will meet or exceed performance targets for all student groups.** | | | | | | | | | | | |
| **Annual Performance Goal 1**: Increase STAAR performance target for All Students as follows:  **Reading** STAAR scores in grade 3 will increase. As measure in meets blank by 3% at the standard progression.  **Math**: STAAR scores will increase. by 3%.  **Strategy**:  Refine the implementation of Professional Learning Communities to build collaborative cultures, empower teachers, and differentiate instruction to meet the needs of all students.  Continue to more effectively utilize AVID Strategies in all areas to increase student access to rigorous curriculum, thereby increasing student engagement and student achievement by implementing and evaluating AVID Site Team Plans at individual campuses. | | | | | | | | | | | |
| **Summative evaluation:** End of Year student performance on universal screeners and STAAR assessment | | | | | | | | | | | |
| **Problem statement**: Student performance at the Meets and Masters Grade Levels have been lower. State Average for Meets-46% CPS-42%  State Average for Masters-23% CPS-16% | | | | **Possible causes/factors:**  Explicit Academic Vocabulary Instruction  Level of Rigor during intervention  Critical Reading strategies incorporated in core subject areas. | | | | | | | |
| **Critical Success Factor**: Improve Academic Performance, Use of Quality Data to Drive Instruction, and Teacher Quality | | | | | | | | | | | |
| School-wide Component | Funds and Source | Actions for implementation  (Numbered action steps to be taken: How will you accomplish the goal/objective?)  What specific steps do we need to take to accomplish our goal?  Discernible connection to goal/objective  Action verb  Adequate number of steps to comprehend how the goal will be achieved | Person Accountable  Names of person(s) accountable listed for each task to complete the strategy. Distribute tasks to multiple staff members | | Timeline (due dates)  Specific dates for the completion of each task/strategy | Evidence that Demonstrates Success | Formative Checks | | | |
| Nov | Jan | Mar | Jun |
| 1, 2, 3 | $3,000  Local | Implement and monitor best practices along with ideal classroom applications through the use of content and grade level specific teacher guides entitled *Building Foundations: Classrooms the Connally Way* which have resources embedded and linked for ease of teacher use. Emphasis will be vocabulary instruction with AVID strategies, vocabulary instruction, and reading /writing in all content areas. | Moore  Teachers and staff | | Ongoing: August-June | T-Tess Domain Planning  Copy of guides  Agenda  Sign in sheets  Walk through  AVID Certification Self Study  T-Tess Teacher Evaluations  Paraprofessional Evaluations |  |  |  |  |
| 1, 2, 3 | $1500.00  IMA | Teachers will continue to vet and validate assessments and use Lead4ward as a curriculum planning resource | Moore, Teachers and staff | | Ongoing: August-June | T-Tess Domain Planning  Copy of YAG/IFDs, Pacing Guides  5% increase in STAAR scores  3week/6weeks CBA Target 70% Meets  90 Masters  Walk-throughs  Lesson plan  PLC agenda  I-Station Reading/Math resources |  |  |  |  |
| 1, 2, 3, 4,10 | District  $26,000 | AVID Elementary Foundations: Areas of focus: Organization/Binder management; Note taking; Writing to Learn; Reading to Learn; WICOR; Art of Inquiry; Critical Reading; Notetaking 2 column/3 column. Administrators and campus leaders will monitor and support implementation of strategies | Moore  Campus Leadership Team  Teachers  Support Staff | | Ongoing: August-June | T-Tess Domain Planning, Instruction, Learning Environment  Lesson Plan WICOR documentation  Lesson Plan AVID Strategies  Weekly planning sessions  Weekly binder checks  Vertical Alignment  AVID Elementary Foundations/Self Certification Study Student work samples |  |  |  |  |
| 1, 2,3,4 | Local | Implementation of Reading Counts Program | Moore Cantrell  Classroom room teachers | | 1x per month  Sept. 1 | Monthly incentive Class winner, Individual winners Overall top 2 winner of each grade level.  Monthly point report  Teacher posting of student points in hallway. |  |  |  |  |
| 1.2.3.4 | Local | I-Station Class and student goal setting. Student recognition | Moore, Day Teachers | | 1x per month | Class recognition for most growth per reporting period |  |  |  |  |
| 1, 2, 3, 8 | N/A | Walk through focusing on explicit instruction. Lesson design incorporates cross curricular reading in core areas beyond the textbook. Use of AVID/Lead4ward Instructional Playlist Strategies in all areas to increase student engagement. | Moore  Teachers  Support Staff | | Ongoing:  August-June | T-Tess Domain Instruction  Wicorized lesson plan  AVID: Foundations Implementation Resource  Lead4ward Instructional Playlist |  |  |  |  |
| 1,2,3,8 | N/A | Continue the Lead4Ward Vetting and Validation Process for all common assessment items to increase test reliability and validity. | Moore  Teachers | | Ongoing: August-June | T-Tess Domains Planning/Instruction  5% increase of STAAR scores |  |  |  |  |
| 1,2,3 | N/A | Continue to implement Response to Intervention process and monitor identified intervention programs. Provide professional development and support to district and campus administrators and teachers. | Moore,  Teachers  Support Staff | | Ongoing: August-June | T-Tess Domain Instruction/2.4Differentiation  SDI (Specially Designed Instruction)  BOY PD  Scheduled 6wk RTI meetings |  |  |  |  |
| 1,2,3,9 | N/A | Monitor student attendance and PEIMS reporting compliance procedures to ensure adequate time for | Moore  Teachers  Support Staff | | Ongoing: August-June | T-Tess Domain Professional Practices  Daily reporting required at 10:00 a.m. |  |  |  |  |
| 1,2,4,7,8,9 | $1870 | Provide Gifted and Talented program services to students identified as GT/Advanced Learning opportunities for students who are accelerating grade level TEKS. | Moore  Teachers  Support Staff | | Ongoing: August-June | T-Tess Domain: Instruction  90% Target goal on CBA  Calendar for scheduled community service events and projects.  Calendar of projects  Monthly newsletter for parents |  |  |  |  |
| 1,2,4,7,8,9, 10 | $2800 | Provide Special Education program services to identified students. | Moore  Classroom Teachers  Special Education Teachers | | Ongoing: August-June | T-Tess Domain; Instruction/2.4 Differentiation  Improve mastery on STAAR.  SDI(Specially Designed Instruction)  IEP Goals  Co Teaching between Spec Ed/Classroom Teacher  Lesson plan Small group plan |  |  |  |  |
| 2,4,8 | $3900 | Provide ESL and Migrant services. See additional Migrant Section at the end of the plan. | Moore  ESL Teachers | | Ongoing: August-June | T-Tess Domain: Instruction/2.4 Differentiation  ELPS Instructional Tool  5% increase on STAAR |  |  |  |  |
| 1,2,4,7,8,9 | N/A | Continue Career Awareness programs and activities | Counselor, PE Teacher, Librarian  Fine Arts Teacher | | Ongoing: August-June | T-Tess Domain: Professional Practices and Responsibilities  100% of students will participate in career exploration activities |  |  |  |  |
| 1,2,4,7,8,9,10 | N/A | Continue high quality reading intervention geared to the specialized needs of students identified with Dyslexia. | Moore  Classroom Teachers  Intervention Teachers | | Ongoing: August-June | T-Tess Domain: Instruction  SDI(Specially Designed Instruction)  5% increase on STAAR  504 Accommodation Plans  Student Schedules |  |  |  |  |
| 1,2,4,7,8,9,10 | $22000 | Provide At-Risk (State Compensatory Education) program services | Moore  Counselor  Teachers  Support Staff | | Ongoing: August-June | T-Tess Domain: Planning/Instruction  5% increase will meet STAAR standards |  |  |  |  |
| 1,2,4,7,8,9,10 | $500 | Provide Homeless Education program services | Moore | | Ongoing: August-June | T-Tess Domain: Instruction/Professional Practices 100% of homeless students will receive intervention support |  |  |  |  |
|  |  | **Tier 2 and 3/Campus-Wide Intervention** |  | |  |  |  |  |  |  |
| 1, 2, 3, 7, 9, 10 |  | Continue to provide instructional aides and professionals in grades 1-3 to allow for targeted intervention and small group instruction. | Moore  Teachers  Aides | | August | Schedule assignments |  |  |  |  |
| 1, 2, 3, 9, 10 |  | Continue to provide instructional specialist in grades 1-3 to support teachers and instruction. | Moore  Instructional Specialist | | August | Schedule assignments |  |  |  |  |
| 1, 2, 3, 9 |  | Monitor student attendance and PEIMS reporting compliance procedures to ensure adequate time for intervention and prevention of student dropout. | Moore | | Ongoing: August-June | Grading period reports |  |  |  |  |
| 1, 2, 3, 7, 9 |  | Continue the use of APEX for student acceleration and credit recovery. | Moore | | Ongoing: August-June | Usage reports |  |  |  |  |
| 1, 2, 3, 7, 9 |  | Continue to implement and monitor the usage of District RTI Guidelines, including the continuation of identified intervention programs and methodologies (iStation, SRI, Star Math, etc.) | Moore,  All Teachers | | Ongoing: August-June | Universal Screener Results |  |  |  |  |
| 1, 2, 3, 9 |  | Continue the utilization of Imagine Learning to assist English Language Learners with reading and writing with technology integration. | Moore  ESL Teachers | | Ongoing: August-June | Usage reports, student schedules |  |  |  |  |
| 1, 2, 3, 9, 10 |  | Partner with the Institute of Public School Initiatives to provide support to teachers with lesson design, vocabulary, explicit instruction, and linguistic accommodations to support English Language Learners. Continue to support teacher in the use of the ELPS Instructional Tool and Linguistic Instructional Alignment Tool to staff. | Moore, Gerik | | Ongoing: August-June | Sign in sheets, walk throughs, lesson plans |  |  |  |  |

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| |  | | --- | | **Goal 1:**  Academic achievement as assessed by student performance in all indexes of TAPR accountability will meet or exceed performance targets for all student groups.  **Annual Performance Goal 2:** Increase performance by the Special Population group on STAAR to be at or above state percentage | | | | | | | | | | | | |
| **Strategies:** Continue to implement and refine an effective model for in class support for students with disabilities, including expectations for planning, role and responsibilities, PD on instruction, and training regarding needs associated with specific learning disabilities | | | | | | | | | | | |
| **Summative evaluation (lagging indicator):** End of Year student performance on universal screeners and STAAR assessments | | | | | | | | | | | |
| **Problem statement**: Average content sped group performance was below 5% LEP 11-28% Meets, GT-26-56% | | | | **Root cause analysis (possible causes/factors):**  Provide and expect the level of rigor for special populations.  Explicit instruction using accommodation and or modification for special groups  Differentiated learning for increasing the level of rigor and challenge  Professional Development on instructional needs of students with disabilities  Understanding of student needs relative to their disability | | | | | | | |
| **Critical Success Factor**: Improve Academic Performance, Use of Quality Data to Drive Instruction, and Teacher Quality | | | |  | | | | | | | |
| School-wide Component | Funds and Source | Interventions  (Numbered action steps to be taken: How will you accomplish the goal/objective?)  What specific steps do we need to take to accomplish our goal?  Discernible connection to goal/objective  Action verb  Adequate number of steps to comprehend how the goal will be achieved | Person Accountable  Names of person(s) accountable listed for each task to complete the strategy. Distribute tasks to multiple staff members | | Chronological Timeline (due dates)  Specific dates for the completion of each task/strategy | Evidence that Demonstrates Success (leading indicator) | Formative Checks | | | |
| Nov | Jan | Mar | Jun |
| 1, 2, 3,4,5,9 | $5,000  Sped | Contract with ESC for coaching. ESC 12 coaches will work with co-instructional pairs throughout the year to support effective inclusion support. | Moore  Teachers  Sped teachers | | Sept. 1 | Contract, calendar |  |  |  |  |
| 1, 2, 3, 8 | N/A | Implement information from summer PD on Connecting Standards to instruction and IEP goals setting actions by Lead4ward | McKinley  Moore  Classroom Teachers  Special Ed teachers | | Sept. 1 | Lesson plan observations  Walk through |  |  |  |  |
| 1, 2, 3,4,5,9 | N/A | Teachers will develop lesson plan collaboratively that notate accommodations and scaffolds needed. Co-instructional pairs will plan and teach together, delivering scaffold instruction in the classroom. | Moore  Classroom Teachers | | Nov. 1 | Lesson plans observations |  |  |  |  |
| 1, 2, 3, 4,5 9 |  | Observe instruction for the degree of successful implementation. Ensure instructional time is maximized and all staff are engaged with student learning. Utilization of a specific co instructional model should be evident monitor’s student level data for the degree of successful implementation instruction. | Moore  Classroom Teachers  Special Ed Teachers | | Jan. 1 | Observations |  |  |  |  |
|  |  | **Needs-based Professional Development** |  | |  |  |  |  |  |  |
| 1, 2, 3, 4, 10 | $29,000  Title 1,2  AVID | Provide high quality professional development in effective teaching strategies through T-Tess orientation, Region 12, AVID Summer Institute and Lead4ward | Moore  AP  Campus Leadership Team  Classroom Teachers  Interventionist  All staff | | Monthly | T-Tess Domain: Professional practice and Responsibilities  Roster  Sign-in sheets  PD plan |  |  |  |  |
| 1, 2, 3, 4 | N/A | Provide professional development that supports improvement of instruction includes: T-Tess orientation, calibration of T-Tess modules, explicit vocabulary routine, explicit instruction, AVID strategies. | Moore  Campus Leadership Team  Support Staff  Teachers | | Ongoing: August-June | T-Tess Domain: Professional Practices and Responsibilities  Sign-in sheets  T-Tess Orientation  Campus Orientation  Lesson Design |  |  |  |  |
| 1, 2, 3, 4 | $7800  TLI | Continue to refine peer coach model in Grades 1-3 to aide in the sustainability of the Texas Literacy Initiative. | Moore  Campus Leadership Team  Peer Coaches | | Ongoing: August-June | T-Tess Domain: Planning instruction/Professional Practices Coaching reports  Coaching calendar |  |  |  |  |
| 1, 2, 3, 4 | $10,000  Title 1 | Provide job embedded professional development to be provided to math teachers Grades 1-3 through Region 12 | Moore  Region 12 | | Ongoing: August-June | ESC 12 reports |  |  |  |  |
| 1, 2, 3, 4 | $25,000  Title 1 | Campus and district administrators, teachers will attend and engage in professional development activities that support and are aligned with targeted campus student achievement needs assessments through participation in the enhanced cooperative with ESC 12 and local district efforts. | Moore  Campus Leadership Team  Teachers | | Ongoing: August-June | ESC 12 reports |  |  |  |  |
| 1,2,3,4,5,9 | N/A | Review quarterly data Including Walk-throughs) to monitor implementation. | Moore  Gerik | | Nov.1 Jan1 April 1 June | Student performance data on CBA  Walk through data |  |  |  |  |
| 1, 2, 3,4,5,9 | District  TLI,Local | Administrators and campus leadership site team will provide guidance and training towards implementation AVID by planning and calendar campus dates for explicit instruction, AVID and vocabulary throughout the year. AVID boost on line by Nov. 1 | Moore,  Campus Leadership Team  Peer Coaches  Teachers | | Nov.1  Begin PD Sept. 1 | AVID Elementary Foundations: Resource  PLC agenda  PD plan  Lesson plan |  |  |  |  |
| 1, 2, 3, 8 | Local | Lead4Ward Vetting and Validation Process | Moore Support staff All Teachers | | Sept 22  Ongoing | Assessments  Lead4Ward resources |  |  |  |  |
| 1, 2, 3,4,10 | $4,000  Title 3  TLI | Provide support for teachers with ESL students with a long term goal of having all teachers ESL trained. Continue to support teacher in the use of the ELPS Instructional Tool and Linguistic instructional Alignment Tool. | Moore  Teachers Support Staff | | On-going: September-May | Lesson Plans |  |  |  |  |
| 1, 2, 3, 4,5,9 | N/A | Train new staff on the Explicit Instructional Model | Moore  Campus Leadership Team  Peer Coaches | | September 1 | Agenda  Classroom modeling by coaches.  Coaching Reports  T-Tess lesson plan  PLC agendas  Lesson plan |  |  |  |  |
| 1, 2, 3, 4,5,9 |  | Train new teachers where to find AVID Weekly and set expectations for usage | Moore  Campus Leadership Team  ,All teachers | | 2x or more per month. | Lesson plan  1x per month sample collected into AVID certification folder |  |  |  |  |
| 1, 2, 3, 4, 8 | N/A | Educate staff on the updated walk-through forms for Explicit Instruction | Moore, Gerik | | Sept. 1 | Agenda  Walk through |  |  |  |  |

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| **Goal 2: Collaborate and communicate with the community to promote and provide a safe and stimulating school environment that fosters technological advancement and a college readiness culture for all students.** | | | | | | | | | | | |
| **SMART Performance objective** **1**: Secure community and parent involvement in to increase partnerships and improve public image. At least 130 parents will complete Parent Survey.  **Strategies:**  Increase Parent and Community Involvement  Improve perceptions regarding student respect and kindness toward peers | | | | | | | | | | | |
| **Summative evaluation**: Parent Survey | | | | | | | | | | | |
| **Definition of the problem**: Parents are unable to support student’s academic needs at home. Parents support CPS endeavor to provide dedicated time to intervention, but would like to have more time built into the school day for academic help. | | | | **Possible causes/factors**: Parents availability  Lack of understanding of the increased academic requirement.  Parents depend and trust the campus to move struggling students to meet grade level in one year. | | | | | | | |
| **Critical Success Factor**: Increase Parent/Community Involvement; Increased Teacher Quality and Leadership Effectiveness, School Climate | | | | | | | | | | | |
| School-wide Component | Funds and Source | Actions for implementation  (Numbered action steps to be taken: How will you accomplish the goal/objective?)  What specific steps do we need to take to accomplish our goal?  Discernible connection to goal/objective  Action verb  Adequate number of steps to comprehend how the goal will be achieved | Person Accountable  Names of person(s) accountable listed for each task to complete the strategy. Distribute tasks to multiple staff members | | Timeline (due dates)  Specific dates for the completion of each task/strategy | Evidence that Demonstrates Success | Formative Checks | | | |
| Nov | Jan | Mar | Jun |
| 2, 6 | N/A | Work in collaboration with the Connally Cadets Education Foundation and support Connally district activities. | Moore  Teachers  Support Staff | | On-going: September-June | T-Tess Domain: Professional Practices and Responsibilities/4.4 School Community involvement  Three AVID Family Nights  District events |  |  |  |  |
| 2 | N/A | Continue partnerships that enhance educational opportunities and the quality of education for all students. | Moore  Counselor Librarian  Fine Arts Teacher  PE Teacher  Teachers | | On-going: September-June | T-Tess Domain: Professional Practices and Responsibilities/4.4 School Community Involvement  Volunteers  Community Events promotion  Business representatives  Index 5 log |  |  |  |  |
| 2, 6, 10 | $2113 | Develop strategic plans at the campus and district levels to increase parent engagement, including strategies to:   * Educate families on ways to support and help their child at home * Improve and update websites * Improve social media presence * Pursue increased parent/community support and participation to include involvement and leadership opportunities. * Plan coordinate campus activities with parents’ time in mind. * Distribute list of resources to families who may need assistance in various areas. * Encourage and increase parent communication and involvement on all campuses. * De-formalize some parent involvement activities to help parents feel more at-ease. | Moore  Counselor  Librarian  Fine Arts Teacher  PE Teacher  Classroom Teachers | | On-going: September-June | T-Tess Domain: Professional Practices and Responsibilities  Learning experiences  Incentive trips  Fund raising  Grade level programs  UIL  SBDM  District Family events  Fun Days, Class parties  Special class events  VIP program |  |  |  |  |
| 2 | $200 Local | Seek ways to actively, outwardly showcase the district to the community and greater Waco area. | Moore  Office Staff  Teachers  Support Staff | | On-going: September-June | Chamber newspaper  CISD and campus web site  Primary Facebook Site  Class Newsletter |  |  |  |  |
| 2 | N/A | Continue collaboration with Lacy Lakeview Chamber of Commerce | Moore  Office Staff  Teachers  Support Staff | | On-going: September-June | Student of the month  Star students  Chamber newspaper |  |  |  |  |
| 2, 6 | $1200 | Encourage and increase parent communication and involvement on all campuses through direct contact, website notifications, social media, electronic solicitation and telephoning of campus activities. | Moore  Teachers  Support Staff | | August23rd  Ongoing | AVID Family workshop Parent Communication training for binder and folder management.    Web site/email  Monthly calendar  Progress reports/report cards  District call outs  School marquee  Family nights  Grade level programs  Universal breakfast 1-3  AVID Family Workshops |  |  |  |  |
| 2, 6 | $1,000 Title 1 | Provide parent education to families through the intentional distribution of Home/School Connection, etc. newsletters. |  | | On-going: August-June | Home school connection newsletter |  |  |  |  |
| 2, 6 | N/A | Emphasize two-way communication. Listen to parent comments about topics, needs, time availability, and child care. | Moore  Teachers  Support Staff | | On-going: August-June | Parent survey  Fall parent conference  Spring parent conference  Meet the teacher night  Parent orientation night  RTI parent meetings  GPC meetings  Weekly class notes |  |  |  |  |
| 2, 6 | N/A | Establish a team of staff members, parents, and community members to formulate a strategic plan including timelines, events and budget | Moore  Teachers  Support Staff  Counselor  PE Teacher  Librarian  Fine Arts Teacher | | On-going: August-June | Parent survey  Parent volunteers  Evening Meet the Teacher Night  Evening grade level performances  Evening AVID Family Nights |  |  |  |  |
| 2, 6 | N/A | Make intentional efforts to improve the climate of campuses to be welcoming, appreciative, accepting of all parents.  Submit names of staff volunteers and parent volunteers for district level team to address poor parent/community engagement | Moore  Teachers  Support Staff | | On-going: August-June  September 7 | Family and Literacy nights  Grade level program nights  Grandparent’s lunch day  Mother’s day  Lunch opportunities  Raptor sign in once  Class parties  Field trips |  |  |  |  |
| 2, 6 | N/A | Determine what businesses/parents can offer and follow-up to capitalize of strengths. | Moore  Teachers  Support Staff | | On-going: August-June | B&D Design, Sam’s Club, Dee’s Donuts  Shipley Donuts, Bush’s Chicken, Sonic Drive In, Robinson Signs, Double Dave’s  Little Caesars, Chick-Fil-A Bare Foot Designs  Rosa’s, Walmart, Subway Jimmy Johns Casa Ole |  |  |  |  |
| 2, 6 | $100 Local | Continue the GT Advisory Council (which includes teachers and parents). Continue the GT Showcase as an opportunity for students to share their projects with their families and the community. | Moore  Advanced Learning Teachers | | On-going: September-May | Family night  Invitation to classroom  Community service events  Veteran’s Day parade  Leadership opportunities |  |  |  |  |
| 2, 6 |  | Continue to develop, coordinate, and refine Family Literacy events at various campuses throughout the year. |  | | On-going: September-May | Yearly plan |  |  |  |  |
| 2 |  | Identify family needs to establish a trusting relationship. Utilize Restorative and AVID approaches to build positive relationship with students. | Moore  Teachers  Support Staff | | On-going: August-June | T-Tess Domain: Learning Environment  Community resource information  Agency contacts  AVID |  |  |  |  |

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| **Goal 2:** Collaborate and communicate with the community to promote and provide a safe and stimulating school environment that fosters technological advancement and a college/career readiness culture for all students.  **Annual Performance Goal 2:** Improve attendance, student behavior, classroom discipline, and student morale. | | | | | | | | | | | |
| **Strategy:** Utilize Restorative and AVID approaches to build positive relationship with students. | | | | | | | | | | | |
| **Summative evaluation:** TAPR Attendance reports, End of Year behavior reports, End of Year student surveys | | | | | | | | | | | |
| **Problem Statement: Out of class disciplinary placements are higher for African American and Special Education students. Students continue to report lack of kindness/respect and a presence of bullying among students.** | | | | **Root cause analysis (possible causes/factors):**  Instructional quality , including:   * Society changes o * Lack of behavioral supports for special education students from special education department. | | | | | | | |
| **Critical Success Factor**: Increased Teacher Quality and Leadership Effectiveness, School Climate | | | | | | | | | | | |
| School-wide Component | Funds and Source | Actions for implementation  (Numbered action steps to be taken: How will you accomplish the goal/objective?)  What specific steps do we need to take to accomplish our goal?  Discernible connection to goal/objective  Action verb  Adequate number of steps to comprehend how the goal will be achieved | Person Accountable  Names of person(s) accountable listed for each task to complete the strategy. Distribute tasks to multiple staff members | | Timeline (due dates)  Specific dates for the completion of each task/strategy | Evidence that Demonstrates Success | Formative Checks | | | |
| Nov | Jan | Mar | Jun |
| 2, 4 | $1,200 Title 2 | Provide safe and orderly school environment that fosters and enhances student learning and achievement with the implementation of CHAMPS, a school-wide positive behavior support system focusing on consistent and appropriate classroom environments to support TBSI. | Moore  AP  Counselor  All staff | | On-going: August-June | T-Tess Domain: Learning Environment  Classroom resources  Walk-throughs |  |  |  |  |
| 2,4 |  | CPI campus wide training and continue Conscious Discipline implementation. | Principal and all staff members | | On-going: August-June | Disciplinary data |  |  |  |  |
| 2, 10 | $2,000  Local | Develop and implement an initiative targeted at supporting kindness counts and respect each other.  Reduce the presence of bullying. | Moore  Counselor  Teachers | | On-going: August-June | T-Tess Domain: learning Environment  Classroom Guidance activities |  |  |  |  |
| 2 | N/A | Contract with ESC 12 to develop with Asst. Principals a comprehensive approach to behavior support, behavior RTI, etc. to improve climate on campuses. | Moore  Teachers  Support Staff | | On-going: August-June | T- Tess Domain: Learning Environment  Surveys,  Discipline reports  Incentives |  |  |  |  |
| 2, 4 | $2,000 Local | Provide training to teachers on Behavior RTI and classroom procedures, district discipline policies, student code of conduct, conflict resolution, violence prevention/intervention, physical/verbal aggression, and drug use prevention. Asst. Principals will meet quarterly to discuss progress and mid-course corrections. | Moore  Counselor  Mentor Teachers  PBS | | On-going: August-June | T-Tess Domains: learning Environment/professional Practices and responsibilities  Discipline referrals  Classroom call reports  PBS documentation |  |  |  |  |
| 2 | N/A | Hold teachers accountable for classroom management plans and expectations | Moore,  All staff | | On-going: August-June | T-Tess Domain: Learning Environment  PBS Calls  Walk-throughs  Disciplinary data |  |  |  |  |
| 2 | N/A | The district will review and revise campus and district student handbooks and code of conduct | Moore  Campus Leadership Site team | | March, May | Proposed revisions |  |  |  |  |
| 2 | N/A | Monitor discipline referrals on a six weeks basis to identify patterns and possible interventions | Moore  Assistant Principal | | On-going: August-June | Disciplinary data |  |  |  |  |
| 2, 10 | $2,380 Title 2 | Counselors will follow suicide prevention, conflict resolution, dating violence prevention, internet safety, and bullying prevention best practices. They will participate in the Counselors’ Coop through ESC 12. Counselors will meet collectively throughout the year to address progress and needs. | Moore  Counselor | | On-going: August-June | ESC 12 reports |  |  |  |  |
| 2 | $5,000 Local funds | Continue to increase security through the addition of video surveillance cameras. | Moore | | On-going: August-June | Security updates |  |  |  |  |
| 2 | N/A | Continue to support and monitor the use of controlled building access to include RAPTOR and ID badges | Moore, Office staff, All staff | | On-going: August-June | Usage reports |  |  |  |  |
| 2 | N/A | Continue to monitor compliance of District and Campus Emergency Operations Plan through drills and audits. | Moore  Teachers  Support Staff | | On-going: August-June | After action reports |  |  |  |  |
|  | $500 | Campuses will institute specific campus based plans to systematically increase student attendance. | Moore, All Staff | | On-going: August-June | 6 week incentive |  |  |  |  |
| 1, 2, 3 | (accounted for in Goal 1) | Teams of leaders and teachers attend AVID Summer Institute. | M. Moore | | July | Certificates of attendance |  |  |  |  |
| 1, 2, 3 | N/A | Campus leaders develop and share campus wide approach to RD and relationship building as well as plan and calendar relationship building focus or activity throughout the year. | M. Moore | | August | PD agenda |  |  |  |  |
| 1, 2, 3 | N/A | Campus leaders share tips on building relationships to sustain efforts. | M. Moore | | On-going: August-June | Emails, paper copies |  |  |  |  |
| 1, 2, 3 | N/A | Teachers attend relationship building sessions at district convocation (Cadet Cornerstones). | District | | August | Sign-in sheets |  |  |  |  |
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| 1, 2, 3 | N/A | Teachers attend refreshers focused on relationship building throughout the year. Teachers will implement and support campus wide approach to RD and relationship building as well as utilize activities to improve classroom climate and engagement. |  | | November-June | PD agenda |  |  |  |  |
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| **Goal 3: Provide and retain highly qualified faculty and staff through active recruitment, competitive benefits and compensation, and targeted efforts to increase staff morale.** | | | | | | | | | | | |
| **SMART Performance objective 1**: Increase morale among all stakeholders. In spring 2015 teacher surveys, 80% or greater will report that they love working at their school, and more than 70% will say that morale is high on the part of teacher, students, support staff, and administrators. | | | | | | | | | | | |
| **Summative evaluation: End of the year reports** | | | | | | | | | | | |
| **Definition of the problem**:  Staff, students, and administrators feel underappreciated and under-recognized for good work  Staff feel that the climate at the campus could be more positive and supportive | | | | **Possible causes/factors:**  Lack of recognition for students and staff  Administrators perceive they are recognizing staff, but the message may not be clear, meaningful, or received  Accountability demands have overshadowed relational activities and “fun” | | | | | | | |
| **Critical Success Factor**: Improve Teacher Quality and School Climate | | | |  | | | | | | | |
| School-wide Component | Funds and Source | Actions for implementation  (Numbered action steps to be taken: How will you accomplish the goal/objective?)  What specific steps do we need to take to accomplish our goal?  Discernible connection to goal/objective  Action verb  Adequate number of steps to comprehend how the goal will be achieved | Person Accountable  Names of person(s) accountable listed for each task to complete the strategy. Distribute tasks to multiple staff members | | Timeline (due dates)  Specific dates for the completion of each task/strategy | Evidence that Demonstrates Success | Formative Checks | | | |
| Nov | Jan | Mar | Jun |
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| 2, 3, 5 | N/A | Encourage the hiring of new staff members with an ESL certification or those willing to obtain an ESL certification. | Moore | | January-August | Postings, qualifications of new hires |  |  |  |  |
| 2, 3 | N/A | Implement T-TESS and give yearly refresher course. | Moore | | Ongoing: September-June | Copy of plan |  |  |  |  |
| 2, 5 | N/A | Communicate with teachers for Texas grant opportunities. | Moore | | Ongoing: September-June | Copies of communication |  |  |  |  |
| 2, 5 | $400 Local | Review and refine district wide teacher mentoring program | Moore | | April-August | Copy of plan |  |  |  |  |
| 2, 3, 4, 5 | $2,000 Local | Provide ESL training for teacher certification | Moore  Assistant Principal  ESL Teachers | | September-June | Sign-in sheets |  |  |  |  |
| 2, 3 | (cost noted in ESC 12 PD) | Ensure compliance of State GT Plan regarding professional development of teachers serving identified gifted/talented students as part of the GT program | Moore  Advanced learning Teachers | | Ongoing: September-June | Certification spreadsheet |  |  |  |  |
| 2, 5 | $3100 | Provide meaningful recognition for students and staff and develop a plan to increase staff and student morale. | Moore  Teachers  Support Staff | | Ongoing: September-June | Monthly incentives, Promotion of Connally Students. Via website/Facebook special recognition  Friday fun day, Teacher/Employee of month, Luncheons, Jean days  Door prizes, Outside activities  Grade levels |  |  |  |  |

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| **Details of the Activities Surrounding the Migrant Shared Services Agreement with ESC 12** | | |
| Interventions  (Required Activities for Balanced Recruitment) | Person Accountable  Affected individuals | Timeline (due dates)  Specific dates for the completion of each task/strategy |
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| **I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS** | | |
| **A. Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters.**  **Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.**  COEs for new school year cannot be completed until training has occurred. | **Staff:** All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP) | By September 1or before recruitment efforts begin for new school year.  Before October 1 for NGS training. |
| **II. IDENTIFICATION & RECRUITMENT** | | |
| **A. Meet with all ID&R Staff.**  Meet with Designated SEA Reviewers, recruiters and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan. | **Staff:** All recruiters and Designated SEA Reviewers for the MEP | By August 31 |
| **B. Finalize all forms, documents, logs.**  Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff. | **Staff:** MEP administrators, recruiters and Designated SEA Reviewers for the MEP | By August 31 |
| **C. Make recruiter assignments.**  Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children and other state and federal agencies that serve migrant families. | **Staff:** All recruiters and Designated SEA Reviewers for the MEP | By August 31 |
| **D. Conduct ID&R.**  ***Potentially Eligible Migrant Children*:** Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed.  ***Currently Eligible Migrant Children*:** Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed.  **Note:** Share copies of COEs with appropriate entities as listed on COE. | **Staff:** MEP recruiters | By August 31 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children  Make initial outreach efforts by September 30. |
| **E. Complete COEs.**  Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review. | **Staff:** MEP recruiters | Within 3 days of parent signature |
| **F. Review of COEs.**  Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed. | **Staff:** Designated SEA Reviewers | Within 5 days of parent signature. |
| **G. Conduct residency verification.**  Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period. | **Staff:** MEP recruiters | Between Sept. 1and Nov. 1. For 2 yrs old turning 3 – on or after 3rd birthday. |
| **III. MAPS AND INTRAREGIONAL NETWORKING** | | |
| **A. Make contact with potential growers.**  Make recruiter assignments for contacting growers within district’s boundaries regarding hiring practices, crops and growing seasons. | **Staff:** All recruiters and Designated SEA Reviewers for the MEP | Contact all growers within the district boundaries by November 1. |
| **B. Develop calendar and maps.**  Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside. | **Staff:** MEP administrators and recruiters | By December 1 and update on on-going basis throughout the year |
| **IV. INTERAGENCY COORDINATION** | | |
| **A. Network with agencies that serve migrant families.**  Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE. | **Staff:** MEP administrators and recruiters | Make initial outreach efforts by September 30 and continue on-going efforts throughout the year |
| **V. QUALITY CONTROL** | | |
| **A. Written quality control procedures.**  Develop written procedures that outline ID&R quality control within the LEA/ESC. | **Staff:** MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff. | By August 31 |
| **B. Eligibility review.**  Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual. | **Staff:** Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate | Ongoing throughout the year |
| **C. Monitor and address ongoing training needs for ID&R.**  Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers and other MEP staff as specific needs are observed throughout the year. | **Staff:** All MEP staff | As needed throughout the year |
| **D. Maintain up-to-date records on file.**  Maintain updated active and inactive records. File COEs in alphabetical order by current mother’s last name [Heading Section of COE, number (5)] and retain records for seven (7) years from the date eligibility ends. | **Staff:** All MEP staff | Ongoing throughout the year |
| **E. Coordinate with ESC for annual eligibility validation.**  Validate eligibility through re-interview process according to instructions set forth by TEA. | **Staff:** ESC, MEP staff  **Children:** Previously-identified children selected by State MEP | January – June |
| **VI. EVALUATION** | | |
| **A. Evaluate ID&R efforts for subsequent planning.**  Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement. | **Staff:** All MEP staff  **Others**: Local Migrant Parent Advisory Council (PAC), etc. | By June 30 |