

Stamford Independent School District
Oliver Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

Oliver Staff will provide a learner-centered environment where students can be actively engaged in effectively using provided tools in the learning process. Collaboration, critical thinking, cooperation and creativity are the real-world applications that will be evidenced as student choice and differentiated instruction is recognized in completion of assignments. Teachers will demonstrate their own enthusiasm for the subject, helping everyone engage on task, and themselves evolving into the role of facilitator in the learning process.

Vision

Stamford ISD will develop a positive staff culture that is intent on creating an atmosphere based on student centered authentic learning with a global perspective.

Value Statement

Striving for Excellence; Every Student, Every Day

Oliver Pledge:

I am a responsible student who respects myself, others and my community. I am a bulldog.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	4
School Culture and Climate	5
Staff Quality, Recruitment, and Retention	6
Curriculum, Instruction, and Assessment	7
Parent and Community Engagement	8
School Context and Organization	9
Technology	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: All required student groups in SISD will show growth in state and Federal standards on state-required assessments. Parents, community members, and other stakeholders will be involved in the planning, review, and evaluation of programs.	15
Goal 2: All students will be provided a well-balanced and age-appropriate curriculum that includes career and college readiness activities. All students, including those in special populations will be challenged to meet their full educational potential. * Special populations include but may not be limited to the following student groups: ESL, Bilingual, Migrant, Dyslexia, GT, Special Education, Comp Ed, African American, White, Hispanic, Economically Disadvantaged, Limited English Proficient, and At-Risk.	28
Goal 3: Campuses will attain or maintain a 97% attendance rate for all students, and each student group, and will work to improve dropout prevention efforts by encouraging all students to remain in school until they obtain a high school diploma. Use online learning to meet needs of students unable to physically attend school.	36
Goal 4: SISD will provide high-quality, on-going staff development opportunities focused on technology integration, data use, and effective instructional strategies while maintaining that all classes in core academic subject areas are being taught by highly qualified teachers.	37
Goal 5: SISD will integrate technology into classroom instruction, instructional management, staff development, and administration.	43
Goal 6: School campuses will maintain a safe and disciplined environment conducive to student learning. Appropriate programs will be provided to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention and discipline management. Students will observe fire and safety awareness.	47
State Compensatory	52
Budget for Oliver Elementary School	53
Personnel for Oliver Elementary School	53
Title I Personnel	53
Campus Improvement Committee	54
Campus Funding Summary	55

Comprehensive Needs Assessment

Demographics

Demographics Summary

Number of students enrolled: 268; Teacher/student ratio:1/11.5; % Free/reduced lunch 72%

% ELL: 4.9% % Migrant: 0% % Special Education: 7.1%

Student demographics:

6.7% Black/African American; 36.9% White/Caucasian; 53.4% Hispanic/Latino; >1% Asian; >1% Native American; 2.6% Other, At-Risk 47.18%

Our professional staff demographics do not align with our student demographics.

Demographics Strengths

Oliver elementary showed a 2.07% increase in STAAR scores from 2021. The Region showed an average of % decrease and the State % decrease.

Student Achievement

Student Achievement Summary

The Spring of 2022 STAAR Testing

3rd Grade

English Language Arts & Reading 90% Approaches Grade Level, 73% Met Grade Level, 40% Mastered
Math 85% Approaches Grade Level, 48% Met Grade Level, 13% Mastered

4th Grade

English Language Arts & Reading 80% Approaches Grade Level, 48% Met Grade Level, 16% Mastered
Math 68% Approaches Grade Level, 34% Met Grade Level, 18% Mastered

5th Grade

Reading 96% Approaches Grade Level, 69% Met Grade Level, 42% Mastered
Math 92% Approaches Grade Level, 62% Met Grade Level, 35% Mastered
Science 85% Approaches Grade Level, 50% Met Grade Level, 31% Mastered

Student Achievement Strengths

Student Achievement increased in Reading in all grade levels, Math slightly declined but mastered level increased in all areas. Science showed a dramatic increase. Oliver received distinctions in ELAR, Science and Post Secondary Readiness.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Lack of aligned phonics instruction has resulted in a larger number of students with learning gaps in reading. **Root Cause:** Inconsistent alignment and use of materials.

School Culture and Climate

School Culture and Climate Summary

Based on staff and parent surveys we feel as though we have an excellent school culture and climate established at Oliver Elementary. We strive to create a situation in which students long to be a part of and learn.

School Culture and Climate Strengths

Students set individual goals for math, reading, attendance and behavior and are rewarded for meeting these goals at the end of each six weeks.

An analysis of student discipline reports indicates that students are referred to the office on equal basis and that no trend could be established in regards to ethnicity.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Continue to increase post secondary education as a life goal for all students. Exposing students to as much post secondary information as possible. **Root Cause:** Family expectation does not include an expectation for post-secondary education.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We have an outstanding group of staff members here at Oliver Elementary, and we average losing about 10% of our teachers a year. We saw a larger than normal turn over this year. The district has created a visioning team to help develop a community that others would want to be a part of.

Staff Quality, Recruitment, and Retention Strengths

All staff members, including professional and non-professional, meet the status of highly qualified. Includes stipend for science teacher at 4th and 5th grade level. Four teachers are working toward full certification.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Uncertified teachers **Root Cause:** Teacher shortage and lack of certification programs during COVID.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Texas Resource System is the vertical alignment document of our district. We are in the fifth year of implementing the year at a glance and starting the 4th year of following the IFD and performance indicators when developing lessons. Oliver is departmentalized from 1-5th in developing the lessons for each core area. In Kindergarten, teachers are self-contained, plan one content area each, and meet each week on the implementation of each content area. Grades 1st-5th teachers are responsible in most cases to teach the students in the whole grade level they are assigned, and the specific area they teach.

Curriculum, Instruction, and Assessment Strengths

Oliver's teachers have embraced 21st-century components and accepted that daily activities are needed more rigor. We feel very proud of our dedication to the remediation of students who are not mastering the expected TEKS each week. Through an in-school remediation time or special pull-out, RTI helps each struggling learner to work at their pace to maintain success. NWEA MAP is used as a universal screener to monitor Tier II and III students' progress. Through HB 4545, students unsuccessful on STAAR or given accelerated instruction after school using IXL program.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Oliver is in need of a more K-5 aligned writing curriculum. **Root Cause:** Focus on improving reading and math has left writing with less of a focus.

Problem Statement 2: Oliver will shift focus from students reaching approaches passing standard to maintaining growth standards. **Root Cause:** Previous accountability system was focused on passing rates and less on growth.

Problem Statement 3: The addition of a variety of test items on STAAR. **Root Cause:** Expose students to new test question types.

Parent and Community Engagement

Parent and Community Engagement Summary

Oliver Elementary has a multitude of opportunities for parents to become involved in our school; however, our struggle is that we do not feel like we get the parents of our low socio-economic groups involved at the level to make a great impact on the student's life. We are continuing to look for ways to incorporate and draw in all of our families.

Oliver is also partnering with the local Kiwanis to promote academic grades with our 5th grade students. There will be two bicycles raffled at Christmas and two raffled off in May. Students names are entered each six weeks they meet math and reading goals.

Parent and Community Engagement Strengths

According to parent surveys, 97% of parents feel welcome in our school. We are very proud of the events that we have staggered throughout the school year and do a good job of promoting them through notes home and media sources.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents are involved in fun activities or student recognition but lack involvement in academic issues. **Root Cause:** Low income families tend to not feel comfortable with this level of involvement.

School Context and Organization

School Context and Organization Summary

Generally, we allow our vertical alignment document to determine how much time we spend per subject area. Typically we have between 60-90 minutes of instruction allotted for math and reading each day, depending upon what grade level is being taught. Schedules are set with class size in mind, we feel like the lower the numbers in the elementary classroom, the better chance the teacher has to reach every child. When we have an issue that needs to be addressed, we will handle it through a grade level, department, or campus site-based collaboration.

School Context and Organization Strengths

Open communication between the staff and the office allows us to deal with and handle ongoing school context and organization issues. Paraprofessionals are utilized throughout the school for both in class and extra help.

Technology

Technology Summary

Oliver Elementary is becoming a campus that provides teachers and students with cutting-edge technology. Besides having access to interactive smart boards in every room, teachers also have one-to-one classrooms with iPads. Beyond the device is the idea that our teachers are in the process of learning how to implement technology properly and integrate technology into everything we do. The district's vision is to produce students who are technology savvy when they graduate from SISD, and that process begins at Oliver Elementary.

Technology Strengths

Our teachers have been through Macbook and iPad training for the last two years. We also have interactive boards in every classroom.

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers need more professional development on integrating technology into daily lessons. **Root Cause:** Keeping up with constant changing technology requires ongoing professional development to stay updated.

Priority Problem Statements

Problem Statement 2: Continue to increase post secondary education as a life goal for all students. Exposing students to as much post secondary information as possible.

Root Cause 2: Family expectation does not include an expectation for post-secondary education.

Problem Statement 2 Areas: School Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: All required student groups in SISD will show growth in state and Federal standards on state-required assessments. Parents, community members, and other stakeholders will be involved in the planning, review, and evaluation of programs.

Performance Objective 1: Provide opportunities for parents to become full partners that are positively engaged in the academic progress of their child, striving to get 90% of parents to participate in one or more school functions throughout the school year. This can include participating remotely.

High Priority

Evaluation Data Sources: Parent participation sign in sheets.

Strategy 1 Details	Reviews			
<p>Strategy 1: Monthly PTO executive board meetings at 5:00 p.m. are open to all parents. Use REMIND, social media, and local newspapers to open meetings to all parents.</p> <p>Strategy's Expected Result/Impact: Monthly agenda sign-in sheets</p> <p>Staff Responsible for Monitoring: Principal PTO President - Ann Pippin</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
<p>Strategy 2: Special events and projects throughout the school year: Donuts for Dads, Muffins for Moms, Parent Night Presentations, 6 Weeks Goals Rewards, volunteer recruitment program, and teacher appreciation. Title I parents ethnic diversity encouraged on PTO board.</p> <p>Strategy's Expected Result/Impact: Parent Sign-in sheets & Improved communication and partnership between school and home.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: 1000 - Oliver PTO</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: EC/PK/HS parent education meetings are held monthly. Use meetings to help train parents in strategies to play an active role in the education of their child. Monthly meetings include child/parent activities and classroom volunteers. They are followed by home visits and goal setting.</p> <p>Strategy's Expected Result/Impact: Parent participation, Agendas Parent sign-in sheets from monthly meetings & Improved communication and partnership between school and home.</p> <p>Staff Responsible for Monitoring: Principal, Head Start Staff</p> <p>Title I: 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Title I parent meeting three times a year, August 16, September 28, and February 14. Parents will be made aware of the benefits of being a Title I school-wide campus, and how Title I funds are spent to benefit the education of their children. Parents will be given the opportunity to review policies and procedures of our Title 1 School-wide program annually. Give parents opportunity to plan Title I services/activities and parent involvement policies. This Title 1 information will also be shared at the Donuts for Dads and Muffins for Moms gatherings for a total of 3 times in the school year.</p> <p>Strategy's Expected Result/Impact: Handouts given to parents; Parent Involvement Policy; Agendas. Improved communication and partnership between school and home. Parent sign-in sheets at events.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide parent sessions that teach parents strategies and skills needed in helping their child be successful, productive students and citizens. Provide sessions a minimum of once a semester. Reading nights are provided to encourage literacy.</p> <p>Strategy's Expected Result/Impact: Parent sign in sheets</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Encourage parent participation with Meet the Teacher Night, Open, House, SRC Reading nights.</p> <p>Strategy's Expected Result/Impact: Announcements in Wed. folders, newspapers, Remind app, marquee; Improved communication and partnership between school and home. Parent sign-in sheets at events.</p> <p>Staff Responsible for Monitoring: Principal and Staff</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: School events, parent presentations, etc. will be reported in the local newspapers, marquee and on the school website, so parents and community people will be aware of the events that are taking place at school.</p> <p>Strategy's Expected Result/Impact: Articles and pictures from the local newspapers will be saved. Copies of announcements, articles, and pictures of school events.</p> <p>Staff Responsible for Monitoring: Principal & Counselor</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Notify parents of their "rights to know" as required by law.</p> <p>Strategy's Expected Result/Impact: Handbook; Copy of letter of notification when required.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: To meet Title I requirements, a Parent Involvement Plan has been created and is revised annually by a committee comprised of parents and staff. Its purpose is to involve parents in the academic learning of their children.</p> <p>Strategy's Expected Result/Impact: Parent Sign-in sheet at Review meeting</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: To meet Title I requirements, a Title I school Compact will be created, distributed, and signed by school/parent/student. It will specify the duties of each. This is also covered in student-led video on Title I</p> <p>Strategy's Expected Result/Impact: Signed school compacts</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Parents will be issued a code and instructions to gain access to student's grades on-line. Provide training to parents on how to access and use the grades on-line site.</p> <p>Strategy's Expected Result/Impact: Reduction in failures; Failure list (every 3 & 6 weeks)</p> <p>Staff Responsible for Monitoring: Administrative assistant</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
<p>Strategy 12: Parents and community members will play an active role in the education of students by presenting information about their personal careers during Career Day. This will be every other year.</p> <p>Strategy's Expected Result/Impact: Schedule of Presentations</p> <p>Staff Responsible for Monitoring: Counselor Principal</p> <p>Funding Sources: Hospitality Lunch for Volunteers - State & Local Funds - \$250</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: Book Fairs will provide opportunities for parents and community members to partner with the school in the education of our students.</p> <p>Strategy's Expected Result/Impact: Parent sign-in sheets</p> <p>Staff Responsible for Monitoring: Librarian</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
<p>Strategy 14: Scholastic Reading Counts! program expanded. Give incentives for words or points to motivate students to read, increasing fluency, and comprehension.</p> <p>Strategy's Expected Result/Impact: Improved state assessment scores; AEIS report; TPRI/mClass reports</p> <p>Staff Responsible for Monitoring: Librarian, Teachers & Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 15 Details	Reviews			
<p>Strategy 15: Reduce class size by hiring additional teachers, thus allowing for more individual assistance.</p> <p>Strategy's Expected Result/Impact: AEIS report; TPRI/mClass reports</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16 Details	Reviews			
<p>Strategy 16: Oliver will partner with the local Kiwanis club and its BUG program in encouraging 5th grades students to Bring Up Grades.</p> <p>Strategy's Expected Result/Impact: Students working to maintain high grades.</p> <p>Staff Responsible for Monitoring: 5th Grade Teachers and Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: All required student groups in SISD will show growth in state and Federal standards on state-required assessments. Parents, community members, and other stakeholders will be involved in the planning, review, and evaluation of programs.

Performance Objective 2: 90% of all students and each student group, including Special Education and ESL students tested, will show growth in all portions of the state assessment (STAAR). 80% of all students K-3 will be reading on level (MAP standards).

High Priority





Evaluation Data Sources: STAAR Results and TPRI data

Strategy 1 Details	Reviews			
<p>Strategy 1: Inform parents of HB 4545 and the assessments/results of assessments used by this campus to ensure student success in reading and math.</p> <p>Strategy's Expected Result/Impact: Copy of letters/brochures & website</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will make every attempt to communicate with parents and send written correspondence when possible in the language they use to communicate.</p> <p>Strategy's Expected Result/Impact: Copies of translated materials.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Use of blue parent/school communication folders in grades K-5. Parents will be asked to view the contents of the packet and sign/return the folder to document participation. Title I component #1,6,9</p> <p>Strategy's Expected Result/Impact: Used Communication folders with parent signatures.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Binders and dividers for each student. - State & Local Funds - \$1,500, Blue folders for each student - State & Local Funds - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue to use Eduphoria (computer program that disaggregate test data, benchmarks, teacher made tests, etc.to find areas of concern) Also use Lead4ward reports to identify areas of growth. This will help teachers address Federal Safeguards in Reading and Math.</p> <p>Strategy's Expected Result/Impact: 90% of all students pass all portions of the STAAR and/or be reading on grade level (Gr. K-3) according to TPRI, and the campus/district will meet AYP.</p> <p>Staff Responsible for Monitoring: Principal & Counselor</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: Lead4ward license - State & Local Funds - \$450</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Reading classes to enrich or accelerate student reading skills as needed through Guided Reading, Learning Ally. This will address federal safeguards in reading.</p> <p>Strategy's Expected Result/Impact: Fluency probes; Progress monitoring reports weekly; Strategic monitoring reports monthly; Benchmarks 3 times a year</p> <p>Staff Responsible for Monitoring: Teachers and paraprofessionals</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Reading Programs - State Compensatory Funds - \$150, - State & Local Funds - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Implement a Writing rotation in 1st-5th grades to help grow better writers. Students will write daily and across subjects to improve skills.</p> <p>Strategy's Expected Result/Impact: STAAR, MAP results</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will teach students test-taking strategies, STAAR format, and terminology, and increase the level of rigor in their curriculum instruction. Use of high yield strategies in the classroom to meet federal safeguards in math and reading.</p> <p>Strategy's Expected Result/Impact: 90% of all students pass all portions of the STAAR, and/or read on grade level(Gr. K-3) according to TPRI. Campus/district will meet AYP.</p> <p>Staff Responsible for Monitoring: Principal and Teachers</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Students that do not meet the approaches standard on STAAR Math or Reading will have an accelerated instruction plan developed by a committee consisting of the parent, teacher that teaches that level and content, and an administrator. The plan will include goals to close learning gaps and ensure success on future state assessments.</p> <p>Strategy's Expected Result/Impact: Results STAAR administration; Teacher input; Parent input</p> <p>Staff Responsible for Monitoring: Principal, Counselor and Teachers</p> <p>Funding Sources: IXL tutoring - Title I - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: MAPS Testing administered (K-5). Test results will be used to guide instruction. MAP testing results will be used to identify students for RTI intervention. This will help teachers meet the federal safeguards in reading.</p> <p>Strategy's Expected Result/Impact: 80% of all students K-3 will be reading on grade level.</p> <p>Staff Responsible for Monitoring: Reading Interventionist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: The Response to Intervention Team (RTI Team) will create and implement a written long-range plan that will explain the steps that will be taken to identify students who struggle in reading and/or math. The plan will explain the RTI process that will be used to bring them up to grade level and improve academic performance.</p> <p>Strategy's Expected Result/Impact: 90% of all students pass all portions of the STAAR math and/or be reading on grade level (Gr. K-3) according to TPRI, and the Campus/District will meet AYP.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Pull-out classes will re-mediate students struggling in reading grades K-5. This will help meet federal safeguards in reading.</p> <p>Strategy's Expected Result/Impact: AEIS Report, TPRI & mClass & Schedule.</p> <p>Staff Responsible for Monitoring: Math and Reading Interventionist</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Implementation of STAAR A tutorials.</p> <p>Strategy's Expected Result/Impact: Orientation of STAAR A testing accommodations.</p> <p>Staff Responsible for Monitoring: Special Education Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 13 Details	Reviews			
<p>Strategy 13: Students K-2 will be assessed in writing by providing writing samples at BOY, MOY, & EOY. Samples will be graded using a rubric that shows growth through the year.</p> <p>Strategy's Expected Result/Impact: Increase in foundational writing skills and increase in future writing scores.</p> <p>Staff Responsible for Monitoring: Classroom teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
<p>Strategy 14: Oliver Elementary will continue to build a foundation of Math and Reading with the use of supplemental instructional programs.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students on or above grade level; STAAR/MAPS Data; Increase in percentage of students who master grade level; STAAR Data</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: All required student groups in SISD will show growth in state and Federal standards on state-required assessments. Parents, community members, and other stakeholders will be involved in the planning, review, and evaluation of programs.

Performance Objective 3: Increase the number of students achieving mastered grade-level standards to 50% on all state testing.

High Priority

Evaluation Data Sources: STAAR reports

Goal 1: All required student groups in SISD will show growth in state and Federal standards on state-required assessments. Parents, community members, and other stakeholders will be involved in the planning, review, and evaluation of programs.

Performance Objective 4: Develop a testing schedule that includes 6 weeks interim assessments.

High Priority

Evaluation Data Sources: Data in Eduphoria from interim assessments.

Goal 2: All students will be provided a well-balanced and age-appropriate curriculum that includes career and college readiness activities. All students, including those in special populations will be challenged to meet their full educational potential.

* Special populations include but may not be limited to the following student groups:
 ESL, Bilingual, Migrant, Dyslexia, GT, Special Education, Comp Ed, African American, White, Hispanic, Economically Disadvantaged, Limited English Proficient, and At-Risk.





Performance Objective 1: Students will master the TEKS at each grade level so the number of failures at the end of each six weeks will decrease.

High Priority

Evaluation Data Sources: PEIMS failure report

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of TEKS resource system curriculum/support for all core subjects. Strategy's Expected Result/Impact: Vertical alignment and success of standardized testing. Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Address fluency problems in reading and struggling math students by implementing a 3 Tier Model. Tier 3 levels will be monitored weekly, while Tier 2 levels will be monitored monthly. All students will be assessed with BOY, MOY, and EOY benchmarks. Strategy's Expected Result/Impact: RTI data for each At-Risk student; At-Risk list from next school year Staff Responsible for Monitoring: Principal & Reading Interventionist</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Math & Reading Day Celebration: Provide an end-of-year celebration for students in Gr. K-5 who attain the goal set for their grade level.</p> <p>Strategy's Expected Result/Impact: AEIS Math reports</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: Funds for field trips and rewards to those who meet goals - State & Local Funds - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Staff will be trained in the use of lexile and quantile measures to make data driven decisions for instruction.</p> <p>Strategy's Expected Result/Impact: Increase in achievement of students on state testing standards.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide after-school High Impact Tutoring for all students that do not meet approaches on STAAR tested subjects.</p> <p>Strategy's Expected Result/Impact: Increase in passing rate on state-mandated testing.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Conduct Accelerated Learning Committee meetings on all 3rd graders going into 4th grade that did not meet approaches on the STAAR assessment and provide support to Accelerated Learning Committee meetings for 5th graders going to 6th grade.</p> <p>Strategy's Expected Result/Impact: Improved success on state-mandated testing.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: All students will be provided a well-balanced and age-appropriate curriculum that includes career and college readiness activities. All students, including those in special populations will be challenged to meet their full educational potential.

* Special populations include but may not be limited to the following student groups:
 ESL, Bilingual, Migrant, Dyslexia, GT, Special Education, Comp Ed, African American, White, Hispanic, Economically Disadvantaged, Limited English Proficient, and At-Risk.





Performance Objective 2: Provide opportunities that allow students to realize the importance of an education and the opportunities for their future.

Evaluation Data Sources: Academic achievement reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish a Coordinated School Health (CSH) plan. The campus site-based committee will develop goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages, the use of the success of any method to ensure students are reaching moderate or vigorous physical activity (MVPA), and any other indicator recommended by SHAC. (SB 892, TEC 11.253)</p> <p>Strategy's Expected Result/Impact: Wellness (CHS) Plan, End of year fitness gram data and end of year AEIS data</p> <p>Staff Responsible for Monitoring: Principal & School Nurse</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a Physical Education curriculum that is sequential, developmentally appropriate, and designed, implemented, and evaluated to enable students to develop the motor, self-management, and other skills, knowledge, attitudes, and confidence necessary to participate in physical activity throughout life. (SB 891, TEC 28.002)</p> <p>Strategy's Expected Result/Impact: Fitness gram results</p> <p>Staff Responsible for Monitoring: Physical Education Teacher</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Oliver Gifted and Talented students will be given the opportunity to expand their learning through enrichment projects.</p> <p>Strategy's Expected Result/Impact: Commend performance and project success</p> <p>Staff Responsible for Monitoring: G/T Coordinator</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide PK/EC/HS classes for 3 & 4-year-old students to give them early intervention.</p> <p>Strategy's Expected Result/Impact: Comparison of previous year grade level appropriate test results to see that each At-Risk student is showing improvement.</p> <p>Staff Responsible for Monitoring: Principal and EC Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue Scholastic Reading program in 1st-5th grade. Create SRC store with incentives for points earned (1-2) or words read (3-5).</p> <p>a. Purchase more books/test disks or students to practice accurate and fluent reading.</p> <p>b. Classroom libraries expanded. This will help teachers meet the federal safeguard in reading.</p> <p>Strategy's Expected Result/Impact: Comparison of previous year grade level appropriate test results to see that each At-Risk student is showing improvement.</p> <p>Staff Responsible for Monitoring: Principal & Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide summer school for students who failed to pass math or reading STAAR in grades 3-5</p> <p>Strategy's Expected Result/Impact: STAAR results</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Implement a PALS program, using high school students to work with every K-2 student on campus.</p> <p>Strategy's Expected Result/Impact: RTI data for each At-Risk student;</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Homeless and migrant students will be identified and needs addressed to ensure academic success.</p> <p>Strategy's Expected Result/Impact: Comparison of previous years grade level appropriate test results to see that each At-Risk student is showing improvement.</p> <p>Staff Responsible for Monitoring: Administrative assistant</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Transition meeting from 5th to 6th grade (May). Bulldog Camp held early August to allow 6th graders to become familiar with the MS, learn expectations, meet teachers, providing a successful transition from elementary to MS, resulting in higher tests scores.</p> <p>Strategy's Expected Result/Impact: AEIS report</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Conduct ongoing Comprehensive Needs Assessment including a survey to parents, community members, staff, students, and other stakeholders, bi-annually.</p> <p>Strategy's Expected Result/Impact: Improved academic performance; AEIS results; TPRI/mClass reports</p> <p>Staff Responsible for Monitoring: Campus SBMC</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
<p>Strategy 11: Special population students will be given access to a TEA program called Book Share and/or Learning Ally. The program has a database of books the read to the students.</p> <p>Strategy's Expected Result/Impact: Increased Fluency</p> <p>Staff Responsible for Monitoring: Reading Interventionist</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Dyslexia students will be offered four 30 minute sessions a week training using the Neuhaus program supported by Hardin-Simmons University.</p> <p>Strategy's Expected Result/Impact: Increased success in academic areas.</p> <p>Staff Responsible for Monitoring: Principal, Dyslexia Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: All students will be provided a well-balanced and age-appropriate curriculum that includes career and college readiness activities. All students, including those in special populations will be challenged to meet their full educational potential.

* Special populations include but may not be limited to the following student groups:
ESL, Bilingual, Migrant, Dyslexia, GT, Special Education, Comp Ed, African American, White, Hispanic, Economically Disadvantaged, Limited English Proficient, and At-Risk.

Performance Objective 3: Teachers will write lesson plans that include rigorous learning objectives, engaging activities, and comprehensive formative assessments each week.





High Priority

Evaluation Data Sources: Lesson Plans submitted to Forethought.

Goal 3: Campuses will attain or maintain a 97% attendance rate for all students, and each student group, and will work to improve dropout prevention efforts by encouraging all students to remain in school until they obtain a high school diploma. Use online learning to meet needs of students unable to physically attend school.

Performance Objective 1: Increase the overall attendance rate and attendance rates of all grade levels to 97%, thus increasing the overall academic success of students.

Evaluation Data Sources: Higher STAAR scores and increased reading fluency according to MAP Testing/TPRI benchmarks.

Strategy 1 Details	Reviews			
<p>Strategy 1: Attendance will be monitored on a regular basis, and letters sent to parents to make them aware of the attendance laws and the actions that will be taken if attendance does not improve.</p> <p>Strategy's Expected Result/Impact: Increase in attendance rates evidenced by TxEIS attendance reports and improved reading fluency rates evidenced by TPRI benchmark tests.</p> <p>Staff Responsible for Monitoring: Principal and Administrative Assistant</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: When attendance remains an issue after parent contact, attendance hearings will be requested with the Justice of the Peace. Students cannot meet the high academic standards when they do not attend school on a regular basis.</p> <p>Strategy's Expected Result/Impact: Increase in attendance rates evidenced by TxEIS attendance reports and improved reading fluency rates evidenced by TPRI benchmark tests.</p> <p>Staff Responsible for Monitoring: Principal and Administrative Assistant</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Celebrate student success on the last day of each six weeks in grades K-5. Students who display excellent: attendance, reading habits, academic standards, and zero discipline referrals.</p> <p>Strategy's Expected Result/Impact: Increase in attendance rates.</p> <p>Staff Responsible for Monitoring: Principal and Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: SISD will provide high-quality, on-going staff development opportunities focused on technology integration, data use, and effective instructional strategies while maintaining that all classes in core academic subject areas are being taught by highly qualified teachers.

Performance Objective 1: Highly qualified teachers will teach 100% of all classes, 100% of paraprofessionals assisting with student instruction will be qualified.

Evaluation Data Sources: Highly qualified teacher reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: Require all teachers in high poverty/high minority schools, including special education teachers, be highly qualified in their subject area. Hire only new teachers who meet "highly qualified" status. SISD has a plan in place to obtain HQ status in the rare instance this should occur. Pay for testing (one time) for current teachers to add certifications to meet "highly qualified" status..(needs assessment).</p> <p>Strategy's Expected Result/Impact: Highly Qualified Teacher Report; proof of highly qualified status from all paraprofessionals</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize various resources in order to publicize job vacancies and attract high quality applicants and future employees.</p> <p>Strategy's Expected Result/Impact: 100% HQ status</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Review certification and qualifications of staff annually to ensure high-quality staff is present in all positions. Work to retain staff members to enhance the stability of the school environment.</p> <p>Strategy's Expected Result/Impact: Highly Qualified Teacher Report; proof of highly qualified status from all professionals</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Teachers Salary - Title I - \$74,470, Paraprofessionals Salary - Title I - \$9,262, State Compensatory Salary - State Compensatory Funds - \$334,730</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Require paraprofessionals to have 2 years/48 hours of higher education or attend and successfully complete the Paraprofessional Academy. Strategy's Expected Result/Impact: Proof of highly qualified status from all paraprofessionals. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Participate in job fairs at ESC and area universities. Strategy's Expected Result/Impact: 100% Highly Qualified Staff-doc. in Highly Qualified Teacher Report; Principal Attestation. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Encourage teachers to attain ESL/GT/Sp. Ed. or other additional certifications by providing TeXes testing reimbursement for a successful completion of exams. Strategy's Expected Result/Impact: All ESL students will be served by an ESL certified teacher. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Monthly Birthday Bash and celebrate fun appropriate "National" days to help build a community with staff. Strategy's Expected Result/Impact: Good climate surveys. Staff Responsible for Monitoring: Administrative assistant	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Ensure that all teachers that instruct students K-3 complete Reading Academy training by 2022-2023. Strategy's Expected Result/Impact: Higher quality literacy instruction. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 4: SISD will provide high-quality, on-going staff development opportunities focused on technology integration, data use, and effective instructional strategies while maintaining that all classes in core academic subject areas are being taught by highly qualified teachers.

Performance Objective 2: Teachers and staff members will receive high quality professional development that focuses on research based strategies or materials.

Evaluation Data Sources: Staff surveys


Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase days from Region 14 for curriculum development. These days will be used to evaluate data and determine the needs of the campus and determine a plan to meet these needs.</p> <p>Strategy's Expected Result/Impact: Vertical & Horizontal Alignment; Improved instruction and Achievement results.</p> <p>Staff Responsible for Monitoring: Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff Development throughout the year will focus on aligning district vision to enhance campus mission.</p> <p>Strategy's Expected Result/Impact: STAAR results</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will attend workshops that focus on development of STAAR & TEKS strategies in their various subject areas.</p> <p>Strategy's Expected Result/Impact: A list of all workshop participants will be provided through Region 14 or participants will secure an attendance certificate for workshops other than those sponsored by Region 14. Sign-in sheets for local staff development are held on district staff development and waiver days.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Allow SBDM team to assess and select staff development based on the needs of the campus.</p> <p>Strategy's Expected Result/Impact: A list of all workshop participants will be provided through Region 14 or participants will secure an attendance certificate for workshops other than those sponsored by Region 14. Sign-in sheets for local staff development are held on district staff development and waiver days.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June


Strategy 5 Details	Reviews			
<p>Strategy 5: Faculty review of dyslexia procedures. Strategy's Expected Result/Impact: Sign-in sheets for staff meeting. Staff Responsible for Monitoring: Dyslexia Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Use Region XIV ESC and outside consultants to provide professional development in research based instruction. Strategy's Expected Result/Impact: A list of all workshop participants will be provided through Region 14 or participants will secure an attendance certificate for workshops other than those sponsored by Region 14. Sign-in sheets for local staff development held on district staff development and waiver days. Staff Responsible for Monitoring: ESC 14 Consultants and Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will address the English Language Proficiency Standards (ELPS) in their lessons to ensure the needs of ESL students are being met. They will document this in their daily lesson plans. Strategy's Expected Result/Impact: A list of all workshop participants will be provided through Region 14 or participants will secure an attendance certificate for workshops other than those sponsored by Region 14. Sign-in sheets for local staff development held on district staff development and waiver days. Staff Responsible for Monitoring: ESC 14 Consultants</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Oliver EL principal will attend training throughout the year to better lead the campus. Example: Regional Advisory Council, 504 Conference, TCEA, and other professional development opportunities. Strategy's Expected Result/Impact: Campus climate Staff Responsible for Monitoring: Superintendent Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: All teachers involved the the ARD decision committee will be trained to understand the placement of students on state STAAR testing. Teachers will understand which students qualify and are appropriate to take the STAAR Alt test. Strategy's Expected Result/Impact: Ensure that students are given the opportunity to take assessments that are</p>	Formative			Summative
	Nov	Jan	Mar	June

properly modified to meet the needs of each student. This will result in the decrease in number of STAAR Alt. test given.

Staff Responsible for Monitoring: Principal

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 4: SISD will provide high-quality, on-going staff development opportunities focused on technology integration, data use, and effective instructional strategies while maintaining that all classes in core academic subject areas are being taught by highly qualified teachers.





Performance Objective 3: Conduct PLC meetings each six weeks to discuss interim assessment results.

Evaluation Data Sources: Attendance at meetings.

Goal 5: SISD will integrate technology into classroom instruction, instructional management, staff development, and administration.

Performance Objective 1: Teachers will be given the staff development necessary to show mastery of the expectations set by TEA to meet the "highly qualified" status in the area of technology. This will allow the teachers to use these skills to improve instruction in the classroom, as well as, produce more effective management of their classroom. This will include online learning.

Evaluation Data Sources: Staff survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Networked devices are available in each classroom. Provide internet access, along with LCD projectors/interactive boards so that teachers may integrate technology into their curriculum. Applications will be purchased and used to engage students in the learning process.</p> <p>Strategy's Expected Result/Impact: Documentation of technology used in teacher lesson plans.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers with technology training that will allow them to meet technology competencies, as well as be better equipping teachers to integrate technology into the classroom.</p> <p>Strategy's Expected Result/Impact: A list of all workshop participants will be provided through Region 14 or participants will secure an attendance certificate for workshops other than those sponsored by Region 14. Sign-in sheets for local staff development held on district staff development and waiver days.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will be trained to use technology programs to monitor, evaluate, and address the educational progress of students. Teachers will use Eduphoria and Lead4ward to disaggregate data.</p> <p>Strategy's Expected Result/Impact: STAAR Results</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 5: SISD will integrate technology into classroom instruction, instructional management, staff development, and administration.

Performance Objective 2: Students will be taught the skills and given the opportunity to use the skills that the grade level TEKS say are appropriate for their grade level.

Evaluation Data Sources: Student survey & 21st Century Learning Components

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be trained to use technology that extends lessons being taught in the classroom. Strategy's Expected Result/Impact: Documentation of use in teacher evaluations and/or walk-throughs. Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: ALEKS and Education Galaxy computer based programs to practice basic math skills and problem solving. This will help teachers meet federal safeguards in math. Strategy's Expected Result/Impact: Improved STAAR results Staff Responsible for Monitoring: Principal & Classroom teacher</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase Education Galaxy license to provide remediation/enrichment for students in reading, math, science, and writing. Program allows practice in the test format and has been updated to include the rigor necessary for success with STAAR. Strategy's Expected Result/Impact: Mastery of TEKS Staff Responsible for Monitoring: Classroom Teacher</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: Software License - State Compensatory Funds - \$2,928.85</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Technology Enriched Curriculum. Teachers will begin implementing the use of iPads into grades K-5th. Each student will have access to an iPad.</p> <p>Strategy's Expected Result/Impact: Student engagement through walkthroughs by principal.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Technology Enriched Curriculum: upgrade computer lab used for technology integration. This, along with Apple TV's, HD Projectors, and Promethean boards will allow teachers to successfully integrate technology.</p> <p>Staff Responsible for Monitoring: Principal Technology Director</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Students not meeting approaches on any administered STAAR state assessment will be required to attend a minimum of 30 hours of afterschool tutoring and accelerated learning.</p> <p>Strategy's Expected Result/Impact: Increased success on STAAR state assessment and mastery of all TEKS.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Conduct Accelerated Learning Committee meetings in order to develop a plan for success for any student that does not meet approaches on 3rd or 5th Grade Reading or Math STAAR. This meeting will be in conjunction with ARD and LPAC committees to establish the plan.</p> <p>Strategy's Expected Result/Impact: Increased success and closing gaps in learning from pandemic.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 6: School campuses will maintain a safe and disciplined environment conducive to student learning. Appropriate programs will be provided to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention and discipline management. Students will observe fire and safety awareness.

Performance Objective 1: Decrease the number of incidents involving discipline, violence, tobacco, and other drug use, while increasing the opportunities to recognize good behavior.

Evaluation Data Sources: Incident referrals

Strategy 1 Details	Reviews			
<p>Strategy 1: All students and parents will be given access to the discipline policy in Stamford Code of Conduct and handbook.</p> <p>Strategy's Expected Result/Impact: PEIMS Discipline Reports Reduction in both incidents noted and discipline referrals from one year to the next.</p> <p>Staff Responsible for Monitoring: Principal and Administrative Assistant</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will fill out referral slips on each discipline problem sent to the office. Discipline forms will be provided digitally to teachers. A team will be established to revise the referral slip to be user-friendly and elementary-appropriate.</p> <p>Strategy's Expected Result/Impact: PEIMS Discipline Reports Reduction in both incidents noted and discipline referrals from one year to the next.</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Educate students about the dangers of drug and tobacco use. Red Ribbon Week activities. Health talks periodically throughout the school year. Special drug awareness programs, as available.</p> <p>Strategy's Expected Result/Impact: Reduction in both incidents noted and discipline referrals from one year to the next. PEIMS discipline reports; Star Student Lists; List of KFC recipients every six weeks.</p> <p>Staff Responsible for Monitoring: Principal and All Staff</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Secure the building by locking all entrances except the front entrance by the office. Visitors will be required to first report to the office, sign in, and receive a visitor pass before being allowed to enter the halls or classrooms. Controlled entry on the front will be used to control entry to the building. ESC14 will conduct a safety audit.</p> <p>Strategy's Expected Result/Impact: Safety Audit</p> <p>Staff Responsible for Monitoring: Principal and Maintenance Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: The district will devise a district-wide emergency plan that meets the requirements of the Homeland Security requirements, based on the I Love You Guys model. In addition, the building principal will be trained in a National Incident Management System (NIMS) to prepare for emergencies, should it arise.</p> <p>Strategy's Expected Result/Impact: Safety Audit</p> <p>Staff Responsible for Monitoring: Principal and Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Revise and implement the Campus Crisis Plan, providing a plan of action, in an effort to provide for the safety of the students and staff.</p> <p>Strategy's Expected Result/Impact: Safety Audit</p> <p>Staff Responsible for Monitoring: Crisis Mgt. Team</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Train the Crisis Team in CPR and CPI, preparing them to be ready for emergency situations and better provide for student safety.</p> <p>Strategy's Expected Result/Impact: Safety Audit</p> <p>Staff Responsible for Monitoring: Tri-Co Training Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Select and train campus team for Texas Behavior Support Initiative (TBSI)</p> <p>Strategy's Expected Result/Impact: Safety Audit</p> <p>Staff Responsible for Monitoring: Tri-Co Training Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: The campus will regularly have crisis drills, fire drills, and tornado drills.</p> <p>Strategy's Expected Result/Impact: Safety Audit</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 10 Details	Reviews			
Strategy 10: Observe National Fire Prevention Week. Local fire fighters came to school and delivered a program on fire safety. Strategy's Expected Result/Impact: Safety Audit Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Evacuation/Lock down emergency backpacks will in each classroom Strategy's Expected Result/Impact: Safety/First Aid Staff Responsible for Monitoring: Nurse/SHAC Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: School campuses will maintain a safe and disciplined environment conducive to student learning. Appropriate programs will be provided to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention and discipline management. Students will observe fire and safety awareness.

Performance Objective 2: Give students a strong foundation in good ethics and character development, giving them the skills to handle conflict in a non-aggressive manner and have the skills to become good citizens.

Evaluation Data Sources: Incident referrals

Strategy 1 Details	Reviews			
<p>Strategy 1: Inform parents of the services offered by the school counselor. Strategy's Expected Result/Impact: Agenda for parents to be informed by counselor. Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Bully prevention program; Guidance counselor will serve each class once a six weeks and cover topics such as: conflict resolution, anger management, stand up against bullies, and steps to respect. Strategy's Expected Result/Impact: Reduced referrals Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Counselor teaches lessons at each grade using this curriculum. It is designed to address conflict resolution, violence prevention, suicide prevention, citizenship, social skills, and self esteem. Lessons are included to address bully prevention and assertive intervention. Noah Project. Strategy's Expected Result/Impact: Decline in discipline referrals from one year to the next- -TxEIS Discipline Report Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide counseling on a regular basis, in an effort to prevent suicide and reduce conflicts, bullying, dropouts, and pregnancy.</p> <p>Strategy's Expected Result/Impact: Decline in discipline referrals from one year to the next- -TxEIS Discipline Report</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Address the social-emotional needs of each student each day as needed. Students will engage in a daily Rhythm inventory to measure the social-emotional needs of each individual student.</p> <p>Strategy's Expected Result/Impact: Students are prepared to learn on a daily basis.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Oliver Elementary School

Total SCE Funds: \$644,514.00

Total FTEs Funded by SCE: 6.8

Brief Description of SCE Services and/or Programs

Classroom teachers provide supplemental instruction for students At-Risk.

Personnel for Oliver Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amber Corzine	Classroom Teacher	0.4
Ashley Bell	Classroom Teacher	0.4
Beeson, April	Classroom Teacher	0.4
Bell, Shannon	Classroom Teacher	0.4
Eldridge, Janet	Classroom Teacher	0.4
Ender, Alexis	Classroom Teacher	0.4
Ender, Delinda	Classroom Teacher	0.4
Follis, Angelita	Classroom Teacher	0.4
Guzman, Joni	Classroom Teacher	0.4
Hernandez, Lindsay	Classroom Teacher	0.4
Jodi Larner	Classroom Teacher	0.4
Patton, Lisa	Classroom Teacher	0.4
Roberts, Brittany	Classroom Teacher	0.4
Salazar, Kelsie	Classroom Teacher	0.4
Seelke, Ashley	Classroom Teacher	0.4
Turner, Brooke	Classroom Teacher	0.4
Wilhelm, Heather	Classroom Teacher	0.4

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Hall, Lanesa	Reading Intervention Teacher	Title I	1
Martinez, yolanda	Instructional Aide	SRSA	1
Moreno, Sally	Instructional Aide	Title IV 100% REAP	1
Sledge, Melinda	Instructional Aide	Title II - SSA ESC14	1

Campus Improvement Committee

Committee Role	Name	Position
Non-classroom Professional	Julie Bryant	Counselor
Administrator	Kyle Chambers	Campus Principal
Business Representative	David Fernandez	Business Representative
Classroom Teacher	Ashley Seelke	2nd Grade Teacher
Paraprofessional	Mindy Sledge	Paraprofessional
Paraprofessional	Brooklyn Woodard	Paraprofessional
Parent	Caitlin Richards	Parent
Classroom Teacher	Lindsay Hernandez	Kindergarten Teacher
Classroom Teacher	Brooke Turner	3rd Grade Teacher
Classroom Teacher	Alexis Ender	4th Grade Teacher
Classroom Teacher	Angelita Follis	1st Grade Teacher
Parent	Ann Pippin	Parent
Classroom Teacher	Ashley Bell	5th Grade Teacher
Community Representative	Blayne Davis	Community Rep

Campus Funding Summary

State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Reading Programs		\$150.00
4	1	3	State Compensatory Salary		\$334,730.00
5	2	3	Software License		\$2,928.85
Sub-Total					\$337,808.85
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	8	IXL tutoring		\$2,500.00
4	1	3	Teachers Salary		\$74,470.00
4	1	3	Paraprofessionals Salary		\$9,262.00
Sub-Total					\$86,232.00
State & Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12	Hospitality Lunch for Volunteers		\$250.00
1	2	3	Binders and dividers for each student.		\$1,500.00
1	2	3	Blue folders for each student		\$500.00
1	2	4	Lead4ward license		\$450.00
1	2	5			\$2,000.00
2	1	3	Funds for field trips and rewards to those who meet goals		\$1,500.00
Sub-Total					\$6,200.00
Oliver PTO					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	1000		\$0.00
Sub-Total					\$0.00