

Reagan County Elementary
Campus
Improvement Plan
2017-2019

October 2017

Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission Statement

Vision:

We are a family working together and engaging the community. We aspire to empower students to succeed and adapt in a changing global society to achieve their full potential.

Mission:

Our mission at RCES is to apply rigorous balanced curriculum and a safe positive learning environment that will allow our students to extend their knowledge beyond the classroom.

The mission of Reagan County ISD is "Mining for Gold."

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Signature
Mandy Traylor	Principal	<i>Mandy Traylor</i>
Kyle Brown	Assistant Principal	<i>KB</i>
Renea Hallmark	Counselor	<i>Renea Hallmark</i>
Liz Rivero	Parent Liaison	<i>Liz Rivero</i>
Callie Goodloe	Teacher	<i>Callie Goodloe</i>
Allegra Carrasco	Teacher	<i>Allegra Carrasco</i>
Tana Gardner	Teacher	<i>Tana Gardner</i>
Erika Hernandez	Teacher	<i>Erika Hernandez</i>
Selenne Olvera	Teacher	<i>Selenne Olvera</i>
Brittney Wright	Teacher	<i>Brittney Wright</i>
Katie Wilson	Teacher	<i>Katie Wilson</i>
Silvia Knight	ESL Teacher	<i>Silvia Knight</i>
Ashley Weatherby	Interventionist/GT Teacher	<i>A. Weatherby</i>
Debbie Martinez	Interventionist	<i>Debbie Martinez</i>
Katie Dorsey	Special Education	<i>Katie Dorsey</i>
Erica Romero	Paraprofessional	<i>Erica Romero</i>
JJ Weatherby	PTA President	<i>JJ Weatherby</i>
Blanca Perez	Community Member	<i>Blanca Perez</i>
Melissa Cervantes	Parent	<i>Melissa Cervantes</i>

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Leadership Committee in July 2017.

Participants in Attendance	Prioritized Needs
Mandy Traylor	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <ol style="list-style-type: none"> 1. Sub-group performance on STAAR 2. Academic Achievement 3. Professional Development 4. Parental Involvement 5. Teacher Retention 6. ESL Special Programs Improvement 7. Integrate Technology 8. Safe-Drug Free Learning Environment </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;"> Data Sources Examined </div> <div style="border: 1px solid black; padding: 5px;"> 2017 Accountability 2017 STAAR Data PBMAS TELPAS PEIMS Data Highly Qualified Data Campus Calendar </div>
Kyle Brown	
Ashley Weatherby	
Erika Hernandez	
Ynez Ybarra	
Hayley Garcia	

**Comprehensive Needs Assessment:
Summary of Findings**

Identified Areas of Strength and Concern	
Areas of Strength	Data Source
STAAR Reading Passing Percentage	2017 TEA Accountability Reports
STAAR Math Passing Percentage	2017 STAAR Reports
Economically Disadvantaged Passing Percentage	2017 PBMAS
All 4 Indexes Met Standard	
Index 4 earned 41 points with only 12 being required	
Areas of Concern	Data Source
ESL students STAAR scores	2017 TEA Accountability Reports
Special Education students STAAR scores	2017 STAAR Reports
Economically Disadvantaged Advanced Passing Percentage in Writing and Science	2017 PBMAS
ESL Writing for TELPAS and STAAR	2017 TELPAS

Summary of Findings - Narrative

The RCES Leadership Team met to review current STAAR data and Accountability reports as provided by the Texas Education Agency. When comparing to the previous year, the elementary school grew in almost every area possible in STAAR Reading, Math, Science, and Social Studies. On top of every area growing, our Economically Disadvantaged sub-population passing percentage grew as well, which contributed to our success on the accountability rating. Currently, 5th grade Math is our biggest strength, with 5th grade Reading not being far behind. After further review, we discovered that ESL students are struggling on both TELPAS and STAAR Writing. Special Education students are also struggling with passing the STAAR tests. Furthermore, we need to continue to push our Economically Disadvantaged students to the advanced level. While they are doing well passing the test, there is a low percentage that is considered advanced.

State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this District/Campus \$ 597,058

Total FTEs funded through SCE at this District/Campus 14

The process we use to identify students at risk is:

Students are identified as at-risk based on TPRI, RAPS 360 Intervention Reports, individual STAAR reports, and retention.

The process we use to exit students from the SCE program who no longer qualify is:

Students are exited based on meeting STAAR requirements in grades 3-5 or being on grade level according to TPRI and Star Reading reports in grades K-2.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students;

Program/Funding Source	
Federal Programs	
Title I	\$32,116
Title II	\$14,825
IDEA B	\$62,643
IDEA B (preschool)	\$10,443
State Programs/Funding Source	
Career/Technology Education	0
State Compensatory Education	\$597,058
Dyslexia	\$ 47,520
Gifted/Talented	\$ 6,618
Special Education	\$ 69,092
Bilingual/ESL Program	\$105,035
Local Programs/Funding Source	
Grants	

Title I Components for School Wide Plans

1. Comprehensive Needs Assessment of the entire school (including Migrant children)
2. Reform strategies that 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 target populations of any program that is included in the school wide program and that use effective methods and instructional strategies based on scientifically based research.
3. Instruction by highly qualified teachers (Show appropriate staff development, and strategies for staff recruitment and retention to meet the needs of students at-risk)
4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others to enable all children in the school to meet the State's academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools
6. Strategies to increase parental involvement
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program. (Teacher disaggregation and analysis of state data; teacher classroom assessment of students)
9. Activities to ensure that students who experience difficulty mastering any of the State's standards during the school year will be provided with effective, timely additional assistance.
10. Coordination and integration of Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Goal 1: Improve academic performance on state assessments.

Objective 1 A: By June 2018, 75% of all grade 3-5 students, including all sub-groups, will achieve at least the satisfactory performance standard on the STAAR Mathematics assessment.

Objective 1 B: By June 2019, 85% of all grade 3-5 students, including all sub-groups, will achieve at least the satisfactory performance standard on the STAAR Mathematics assessment.

Summative Evaluation A: 75% passing STAAR mathematics

Summative Evaluation B: 85% passing STAAR mathematics

Activity/Strategy	*Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	JAN	MAR	MAY
Provide Accelerated Math Instruction for identified students. (IP strategy)	2,9	District Math Interventionist, Curriculum Director, Campus Principals	Monday-Thursday of each week	Ascend Math Priority School Funds (\$5,000.00) Instructional materials and supplies (\$750.00)	Classroom observations, schedule, and reports	CBA's, Benchmarks, classroom grades, State Assessments			
Use 5E Model of Instruction from the scope and sequence of the Texas Curriculum Management Cooperative. (IP strategy)	2	Math teachers, Campus Principals, Curriculum Director	Daily	Texas Curriculum Management Cooperative	Lesson Plans, Texas Curriculum Management Usage Report	CBA's, Benchmarks, State Assessments			
Provide tutorials for students who are experiencing difficulty mastering the state standards. (IP Strategy)	2,9	Teachers, Campus Principals	3:30-4:00 Mon.-Wed. and one Thurs. per six weeks from 3:00-4:00	Teacher resources \$2,500	Tutorial Logs, Walkthroughs	Classroom grades, CBA's, Benchmarks, State Assessments			

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timelin e	Resources	Evidence of Implementation	Evidence of Impact	J A N	M A R	M A Y
Participate in CSS Professional Development provided by the Region 18 ESC. (IP strategy)	4	Math teachers, Campus Interventionists, Campus Principals	August. 2017- May 2018	Project Share, Technology	Training Documentation	Lessons and lesson planning, observations, classroom grades, CBA's, Benchmarks, State Assessments			
Develop academic word walls in each classroom. (IP Strategy)	2	Math teachers, Campus Principals	Daily	Textbooks, Materials (Campus Budget \$500)	Walkthroughs, Observations	Classroom grades, CBA's, Benchmarks, State Assessments			
Ensure vertical alignment with day by day planning conducted by our campus math consultant Lisa Horton in grades K-5.	4	Math teachers, Curriculum Director, Campus Principals, Math Consultant	Every 3 weeks	Eduphoria, Brother Scanner, Paper (Local Funds \$2,500)	Eduphoria reports, grade book records, collaboration meetings	Classroom grades, CBA's, Benchmarks, State Assessments			
Utilize assessments generated by the Math Consultant for curriculum based assessments. (IP Strategy)	8	Math teachers, Curriculum Director, Campus Principals, Math Consultant	Every 3 weeks	Eduphoria, Brother Scanner, Paper (Local Funds \$2,500)	Eduphoria reports, grade book records, collaboration meetings	CBA's, Benchmarks, State Assessments			
Practice math facts and supporting TEKS during enrichment in grades 1-5	2	Math teachers, Campus Principals	Daily	Paper, ink, materials, Teacher Resources, Chromebooks	Walkthroughs, Observations	Classroom grades, CBA's, Benchmarks, State Assessments			

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	J A N	M A R	M A Y
Use Math manipulatives with instruction in K-5 classrooms.	2	Math teachers	Daily	Paper, ink, materials	Math materials	Classroom grades, CBA's, Benchmarks, State Assessments			
Integrate Core Area Standards into topic study to accelerate Gifted and Talented Performance.	2	Gifted and Talented teacher, classroom teachers	As needed	Teacher Resources Motivational Math	Lesson Plans	Improved student performance			
Use Target Math Grades 3-5.	2,9	Math teachers	As needed	Technology, Local Funds (\$500.00)	Log-in reports	Classroom grades, CBA's, Benchmarks, State Assessments			
Meet in grade level collaboration groups to monitor student academic progress.	2,9	Teachers, Campus Principals, Curriculum Director	Once each six weeks	Student progress, monitoring sheets, CBA results, student work	Collaboration notes, monitoring binder	Classroom grades			
Utilize Instructional Focus Documents and the Scope and Sequence of the TEKS Resource System.	2,9	Principals, Curriculum Director, Teachers	Daily	Technology	TEKS Resource Login Reports	Classroom grades, CBA's, Benchmarks, State Assessments			
Use Mentoring Minds to supplement 3 rd -5 th grade math instruction.	2	3 rd -5 th grade teachers, Campus Principals	Weekly	Mentoring Minds from Curriculum Associates	Lesson plans	Classroom grades, CBA's, Benchmarks, State Assessment			

Goal 1 : Improve academic performance on state assessments.

Objective 2 A: By June 2018, 78% of all grade 3-5 students, including all sub-groups, will achieve at least the satisfactory performance standard on the STAAR Reading assessment.

Objective 2 B: By June 2019, 85% of all grade 3-5 students, including all sub-groups, will achieve at least the satisfactory performance standard on the STAAR Reading assessment.

Summative Evaluation A: 78% passing STAAR Reading

Summative Evaluation B: 85% passing STAAR Reading

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	JAN	MAR	MAY
Provide tutorials for students who are experiencing difficulty mastering the state standards.	2,9	Teachers, Campus Interventionists, Campus Principals	As needed	Teacher Resources, Lexia, IRead, My Virtual Reading Coach, Reading Plus	Tutorial Logs, walkthroughs	Classroom grades, CBAs, benchmarks, State Assessments			
Utilize Lone Star Learning to enhance Reading Instruction in grades 3-5.	2	Teachers, Campus Principals	As needed	Lone Star Digital Edition	Lesson plans, walkthroughs, observations	Classroom grades, CBAs, benchmarks, State Assessments			
Utilize Instructional Focus Documents and the Scope and Sequence of the TEKS Resource System.	2,9	Principals, Curriculum Director, Teachers	Daily	Technology	TEKS Resource Login Reports	Classroom grades, CBA's, Benchmarks, State Assessments			
Continue ongoing use of Academic Word Walls in each classroom.	2	Reading teachers, Campus Principals	Daily	Textbooks, materials (campus budget)	Walkthroughs, learning walks	Classroom grades, CBA's, Benchmarks, State Assessments			

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	JAN	MAR	MAY
Utilize teacher-generated assessments for curriculum based assessments in grades K-2.	8	K-2 Reading teachers, Curriculum Director, Campus Principals	End of 1 st -6 th Six Weeks	Eduphoria, Brother scanner, paper (Local Funds \$2,500)	Eduphoria reports, grade book records, collaboration meetings	Classroom grades, CBA's, Benchmarks, State Assessments			
Meet in grade level collaborative groups to monitor student academic progress.	2,9	Teachers, Campus Principals, Curriculum Director	Once each six weeks	Student progress monitoring sheets, CBA results, student work	Collaboration notes, monitoring binder	Classroom grades, CBA's, Benchmarks, State Assessments			
Utilize Lexia and My Virtual Reading Coach to provide interventions in the classroom for struggling learners.	2,9	Teachers, Campus Principals	At least three times per week.	Lexia and MVRC programs	Lexia and MVRC reports	Classroom grades, CBA's, Benchmarks, State Assessments			
Implement TPRI Reading Strategies for students who are still developed at the BOY and MOY benchmark.	2,9	Teachers, Campus Principals, Curriculum Director	Daily February - May	TPRI online resources and blackline masters	Walkthrough, lesson plans	EOY TPRI data, classroom grades, classroom assessments			
Use IRead to provide supplemental instruction and additional support to struggling learners in grades K-2.	2	Teachers, Campus Principals	Daily as needed	IRead program	IRead reports	Classroom grades, CBA's, Benchmarks, State Assessments			

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	JAN	MAR	MAY
Continue to provide support for dyslexic students.	2,9	Dyslexia teacher, Campus Principals, Special Programs Director	Daily	Take Flight Program	Dyslexia reports, documentation, schedule	Classroom grades, CBA's, Benchmarks, State Assessments			
Integrate Core Area Standards into topic study to accelerate Gifted and Talented Performance.	2	Gifted and Talented teacher, classroom teachers	As needed	Teacher resources	Lesson plans	Improved student performance			
Utilize Reading Plus to supplement reading instruction and challenge those who are on grade level.	2,9	Teachers, Campus Principals	At least twice a week	Reading Plus program	Reading Plus reports	Classroom grades, CBA's, Benchmarks, State Assessments			
Ensure vertical alignment with day by day planning conducted by our campus reading consultant Lisa Horton in grades 3-5.	4	Reading teachers, Curriculum Director, Campus Principals, Reading Consultant	Every 3 weeks	Eduphoria, Brother Scanner, Paper (Local Funds \$2,500)	Eduphoria reports, grade book records, collaboration meetings	Classroom grades, CBA's, Benchmarks, State Assessments			
Utilize assessments generated by the reading consultant for curriculum based assessments. (IP Strategy)	8	Reading teachers, Curriculum Director, Campus Principals, Reading Consultant	Every 3 weeks	Eduphoria, Brother Scanner, Paper (Local Funds \$2,500)	Eduphoria reports, grade book records, collaboration meetings	CBA's, Benchmarks, State Assessments			
Use STAAR Ready to supplement 3 rd -5 th grade reading instruction.	2	3 rd -5 th grade teachers, Campus Principals	Weekly	STAAR Ready workbooks	Lesson plans	Classroom grades, CBA's, Benchmarks, State Assessment			

Goal 1 : Improve academic performance on state assessments.

Objective 3 A: On the 2018 TPRI, 78% of all students in each grade level, Kindergarten through 2nd, will be developed by the end of the school year.

Objective 3 B: On the 2019 TPRI, 80% of all students in each grade level, Kindergarten through 2nd, will be developed by the end of the school year.

Summative Evaluation A: 78% developed on EOY TPRI

Summative Evaluation B: 80% developed on EOY TPRI

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	J A N	M A R	M A Y
Train prekindergarten and kindergarten teachers in IRead.	4	Campus Principals, Curriculum Director	September-December, 2017-2018 and 2018-2019	Scholastic	Sign-in sheets, training documents, lesson plans, walkthroughs, observations	Improved reading levels			
Implement TPRI Reading Strategies for students who are still developed at the BOY and MOY benchmarks.	2.9	Teachers, Campus Principals, Curriculum Director	Daily February - May	TPRI online resources and blackline masters	Walkthrough, lesson plans, stations	EOY TPRI data, classroom grades, classroom assessments			
Access leveled readers from Reading A-Z.	2	K-2 teachers	2017-2018 and 2018-2019 school years.	Reading A-Z subscriptions (Local Funds)	Leveled books for guided reading	Improved TPRI scores, classroom grades			
Utilize Instructional Focus Documents and the Scope and Sequence of the TEKS Resource System.	2,9	Principals, Curriculum Director, Teachers	Daily	Technology	TEKS Resource Login Reports	Classroom grades, CBA's, Benchmarks, State Assessments			

Goal 1 : Improve academic performance on state assessments.

Objective 4 A: By May 2018, 75% of all grade 4 students, including all sub-groups, will achieve at least the satisfactory performance standard on the STAAR Writing assessment.

Objective 4 B: By May 2019, 80% of all grade 4 students, including all sub-groups, will achieve at least the satisfactory performance standard on the STAAR Writing assessment.

Summative Evaluation A: 75% passing STAAR Writing

Summative Evaluation B: 80% passing STAAR Writing

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	J A N	M A R	M A Y
Require daily edit in ELA classrooms grades K-5.	2	Teachers, Campus Principals, Curriculum Director	Daily	Daily Edit materials (Local Funds \$300)	Lesson plans, walkthroughs, observations	Classroom grades, CBA's, Benchmarks, State Assessment			
Attend CSS Writing training as provided by Region 18 ESC.	2,9	Teachers, Campus Principal, Curriculum Director	Twice in the 2017-2018 school year.	Training materials, (Local Funds \$750)	Training documents	Classroom grades, CBA's, Benchmarks, State Assessment			
Implement writing in all grade levels.	2	Teachers, Campus Principals	Daily	Teacher Resources (Local Funds)	Journals, student produced work, lesson plans	Classroom grades, CBA's, Benchmarks, State Assessment			
Utilize Instructional Focus Documents and the Scope and Sequence of the TEKS Resource System.	2,9	Principals, Curriculum Director, Teachers	Daily	Technology	TEKS Resource Login Reports	Classroom grades, CBA's, Benchmarks, State Assessments			
Require TELPAS writing practice samples be submitted to the office.	2	Principals, Campus Testing Coordinator	1st-4th 6 weeks	Teacher resources	Student produced work and lesson plans	Classroom grades, CBA's, Benchmarks, State Assessments			

Utilize teacher-generated assessments for curriculum based assessments in grade 4.	8	4 th Grade Writing teacher, Campus Principals	End of 1 st -6 th Six Weeks	Eduphoria, Brother scanner, paper (Local Funds \$2,500)	Eduphoria reports, grade book records, collaboration meetings	Classroom grades, CBA's, Benchmarks, State Assessments
Use Mentoring Minds Writing to supplement 4th grade writing instruction.	2	Fourth grade writing teacher, Campus Principals	Weekly	Mentoring Minds from Curriculum Associates	Lesson plans	

Goal 1 : Improve academic performance on state assessments.

Objective 5 A: By May 2018, 75% of all grade 5 students, including all sub-groups, will achieve at least the satisfactory performance standard on the STAAR Science assessment.

Objective 5 B: By May 2019, 80% of all grade 5 students, including all sub-groups, will achieve at least the satisfactory performance standard on the STAAR Science assessment.

Summative Evaluation A: 75% passing STAAR Science

Summative Evaluation B: 80% passing STAAR Science

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	J A N	M A R	M A Y
Use Stemsscopes in grades K-5.	2	Science teachers, Curriculum Director , Campus Principals	Weekly	Stemsscopes login	Stemsscopes teacher usage reports, lesson plans, walkthroughs, observations	Classroom grades, CBA's, Benchmarks, State Assessment			
Use science enrichment lessons in fifth grade.	2	Fifth grade Science teacher, Curriculum Director , Campus Principals	Weekly	Materials, Local Funds	Lesson plans, walkthroughs	Classroom grades, increased performance above satisfactory on State Assessment			
Utilize Study Island to review concepts learned.	2	Fifth grade Science teacher	Weekly	Study Island	Study Island reports	Classroom grades, CBA's, Benchmarks, State Assessment			
Use Mentoring Minds Science to supplement 5th grade science instruction.	2	Fifth grade Science teacher, Curriculum Director , Campus Principals	Weekly	Mentoring Minds from Curriculum Associates	Lesson plans	Classroom grades, CBA's, Benchmarks, State Assessment			

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	J A N	M A R	M A Y
Utilize Science materials for experiments.	2	Teachers, Campus Principals	As needed	Monsanto Fund Grant (\$7,300) Ward Science Match (\$400)	Purchase Orders, Receipts	Classroom grades, CBA's, Benchmarks, State Assessment			
Implement AIMS Science Lessons in 5 th Grade	2	Teacher, Curriculum Director, Principal	As needed	Local Funds	Lesson Plans	Classroom grades, CBA's, Benchmarks, State Assessments			
Utilize Instructional Focus Documents and the Scope and Sequence of the TEKS Resource System.	2,9	Principals, Curriculum Director, Teachers	Daily	Technology	TEKS Resource Login Reports	Classroom grades, CBA's, Benchmarks, State Assessments			
Utilize teacher-generated assessments for curriculum based assessments in grade 5.	8	5 th grade science teacher, Campus Principals	End of 1 st -6 th Six Weeks	Eduphoria, Brother scanner, paper (Local Funds \$2,500)	Eduphoria reports, grade book records, collaboration meetings	Classroom grades, CBA's, Benchmarks, State Assessments			

Goal 2: Provide high-quality, on-going professional development.

Objective 1: By May 2018 and May 2019, 100% of instructional staff will attend high-quality, research-proven professional development.

Summative Evaluation: 100% of staff received professional development

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	JAN	MAR	MAY
Allocate no less than 10% of campus Title 1 Part A funds to provide professional development.	4	Campus Principal, Federal Programs Director, Business Manager	Annually	Title 1	Budget	Professional Development			
Provide Stemscores training for new science teachers.	4	Campus Principals, Curriculum Director	Fall of 2017 and 2018	Local Funds	Sign-in sheets, certificates	Improved performance in Science			
Offer classroom management training as needed.	4	Campus Principals	As needed	ESC-U, Stemscores Professional Development	Sign-in sheets	Conducive learning environment			
Train staff in technology.	4	Campus Principals, Technology Director	Annually	Computer Labs, Laptops, Local Funds	Sign-in sheets, Certificates	Use of technology			
Utilize ESC-U to provide varied staff development.	4	Teachers, Campus Principals, Campus Interventionists	As needed	Region 18 ESC Staff and Technology	Creation of accounts, documentation of use	Enriched learning community			
Participate in Region 18 CSS Training	4	Cohort Team Members, ESC Staff	July 2017– June 2019	Region 18 ESC Staff, Resources, and Technology	Handouts, sign-in sheets, and certificates	Increased performance in Math and Science			

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	J A N	M A R	M A Y
Utilize Thursdays and Fridays for staff development	4	Campus Principals	August 2017-June 2019	Elementary Schedule	Sign-in sheets, agendas, handouts	Increased staff performance and strong team relationships			
Participate in Learning Walks.	4	Campus Principals and Teachers	Beginning 2 nd Six Weeks – Fifth Six Weeks	Local Funds	Schedules, handouts	Increased performance in the classroom			
Provide staff development time for teachers to work with the campus consultant for Math in grades K-5 and ELA in grades 3-5	4	Campus Principals and Teachers	August 2017-May 2019	District Priority Grant funds and local funds	Sign-in sheets, lesson plans, handouts	Increased performance in the classroom and on CBAs, Benchmarks, and State Assessments			

Goal 2: Provide high-quality, on-going professional development.

Objective 2: By May 2018 and May 2019, 100% of campus staff will participate in campus level decision-making processes.

Summative Evaluation: 100% of staff participating at campus level

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	JAN	MAR	MAY
Include teachers and paraprofessionals on the site-based committee.	5	Campus Principals	Annually	Staff roster	Sign-in sheets, agendas, and minutes	Positive school climate			
Assign each staff member to a vertical team.	5	Campus Principals	Annually, 3 meetings per year.	Staff Roster, Vertical Team List	Sign-in sheets, agendas, minutes	Positive school climate and improved academic performance			
Include staff members on each Comprehensive Needs Assessment subcommittee.	1	Campus Principals	May 2018 and May 2019	NCLB handouts, data resources	Sign-in sheets, findings	Application of findings in CIP			
Hold collaboration meetings to discuss academic progress each six weeks.	8	Campus Principals, grade-level teams	Once each 6 weeks.	Monitoring sheets, assessment results	Agenda, meeting notes	Increased student achievement			
Schedule common planning time for each grade level.	5	Campus Principal	Annually	Local funds	Master schedule	Horizontal alignment			

Goal 3: Increase community and parental involvement.

Objective 1: During the 2017-2018 and 2018-2019 school years, the campus will provide at least ten opportunities for parents to participate in campus activities and/or events.

Summative Evaluation: Minimum of 10 parental involvement activities

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	J A N	M A R	M A Y
Provide state assessment results to parents in a language they can understand.	6	Campus Principals	Annually	State Assessment results and postage	Postage receipts	Improved parental awareness			
Host a Kindergarten Orientation to educate parents on the responsibilities and expectations in kindergarten.	6	Campus Principals, Kindergarten teachers	August 2017 and 2018	Letters to parents, technology, translator	Sign-in sheets, agendas, PowerPoint	Kindergarten student success			
Schedule a parent conference day.	6	Campus Principals, Calendar Committee, teachers	Before the end of the second six weeks.	Letters to parents and school calendars	Sign-in sheets, conference logs	Increased student achievement and increased parental involvement			
Distribute parent/school compacts.	6	Campus Secretary, Campus Principals	August 2017 and 2018	Title 1 Compact	Signed compacts	Parent-school collaboration			
Host a Fall Festival.	6	Campus Principals, teachers	October 2017 and 2018	Letters to parents, notice in newspaper, Title 1	Sign-in sheets, student tickets	Increased parental involvement			

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	J A N	M A R	M A Y
Hold a STAAR Test parent orientation.	6	Campus Principals, Testing Grade Teachers	January 2017 and 2018	PowerPoint, State Assessment examples, Local Funds	Sign-in sheets, agenda	Increased parental awareness of State assessments			
Provide a Prekindergarten and Kindergarten Round Up.	6	Campus Principals, Campus Secretary, Prekindergarten, Kindergarten, and ESL teacher representative	April 2017 and 2018	Enrollment packages	Enrollment forms	Enrollment in Prekindergarten and Kindergarten			
Host a holiday event for prekindergarten, kindergarten, and first grade students and parents.	6	Campus Principals, grade level teachers, paraprofessionals	December 2017 and 2018	Local funds	Sign-in sheets	Parental involvement			
Invite parents to Field Day.	6	Teachers, Campus Principals	May 2017 and 2018	Letter to parents	Observation	Increased parental support			
Include parents on the campus Site-Based Committee.	6	Campus Principals	Annually	Parent volunteers	Sign-in sheets	Parental involvement			
Invite families to a Family Fitness Night.	6	PE Teacher, Campus Principals	Annually	Rewards for attendance Local Funds (\$100)	Sign-in sheets	Parental involvement			

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	J A N	M A R	M A Y
Involve a parent liaison to assist in district and parent communication.	6	Campus Principal, District Liaison	As needed	Parent Liaison	Written communication and signatures	Parental involvement			
Host Lunch with a Loved One	6	Campus Principal, Counselor, Cafeteria Mgmt.	September 2017 and 2018	Parent Liaison, Local Funds	Letters home, lunch counts	Parental involvement			
Offer parent liaison led Spanish Speaking Support Group	6	District Liaison, Campus Principals	As needed	Local Funds	Sign-In Sheets	Parental Involvement			
Provide a book fair to the elementary students and families.	6	Counselor, Campus Principals	September 2017 and 2018	Scholastic Resources	Receipts, book counts	Parental Involvement, improved literacy			
Coordinate student music performances.	6	Music Teacher, Campus Principals	Twice a year 2017-2018 and 2018-2019	Local Funds	Letters home	Parental Involvement			

Goal 3: Increase community and parental involvement.

Objective 2: During the 2017-2018 and 2018-2019 school years, the campus will provide at least five opportunities for community members to participate in campus activities and/or events.

Summative Evaluation: Minimum of 5 community involvement activities

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	J A N	M A R	M A Y
Participate in the Soil and Conservation Poster Contest.	10	4-5 grade teachers, USDA reps	November 2017 and 2018	Contest information, poster making supplies, Local Funds	Entries	Contest results			
Enter Fire Safety Poster Contest.	10	Teachers, Campus Principals, Local Fire Dept.	October 2017 and 2018	Contest information, poster making supplies, Local Funds	Entries	Contest results			
Schedule a College and Career Awareness Day.	10	Guest speakers, Physical Education and Music teachers, Campus Principals	Spring 2017 and 2018	Materials, Local Funds	Participants' List	Increased student knowledge			
Include community members on the Site-Based Committees.	10	Campus Principals	Annually	Community volunteers	Sign-in sheets	Increased community involvement			
Incorporate student planners in grades PK-5.	10	Campus Principals, teachers, aides	Daily	Priority School Funds (\$4,500.00)	Agenda Pages Parent Signatures	Increased Parental Involvement.			

Goal 4: Improve staff recruitment and retention.

Objective 1: During the 2017-2018 and 2018-2019 school years, 100% of the teachers will be highly qualified.

Summative Evaluation1: 100% of teachers highly-qualified

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	JAN	MAR	MAY
Provide teacher mentors within each grade level.	3	Campus Principals, Campus Interventionists	2017-2018 and 2018-2019 school years	Grade level teachers	Mentor list	Staff retention			
Attend staff development in areas taught.	3,4	Teachers, Campus Principals, Curriculum Director	2017-2018 and 2018-2019 school years	Conference Registration information, (Local Funds, Title 1)	Certificates	Increased knowledge in core area			
Hold staff luncheons to promote team building every six weeks.	3	Teachers, Campus Principals	2017-2018 and 2018-2019 school years	Materials, Local Funds	Luncheon sign-up sheet	Improved teacher morale			
Provide opportunities for campus wide and individual affirmations.	3	Teachers, Counselor, Campus Interventionists, Campus Principals	2017-2018 and 2018-2019 school years	Materials (Local Funds \$100)	Bulletin board, notes	Increase staff retention			

Goal 4: Improve Staff Recruitment and Retention.

Objective 2: During the 2017-2018 and 2018-2019 school years, 100% of the instructional paraprofessionals will be highly qualified.

Summative Evaluation 1: 100% of paraprofessionals highly-qualified

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	JAN	MAR	MAY
Attend Region 18 training for paraprofessionals.	3,4	Paraprofessionals, Campus Principals	Before the start of each school year	Region 18 registration information	Certificates	Improved student performance			
Participate in local inservice.	3,4	Paraprofessionals, Campus Principals	5 days per year	Local inservice presentation	Sign-in sheets	Improved student performance			
Participate on vertical planning teams.	3,4	Paraprofessionals, Campus Principals	3 times per year	Vertical team list	Sign-in sheets	Staff retention			
Include representatives on the local site-based committee.	3,4	Campus Principals	Annually	Staff roster	Sign-in sheets, agendas, and minutes	Positive school climate			
Enroll special education instructional paraprofessionals in autism training.	3,4	Paraprofessionals, Campus Principals	Summer 2018 and 2019	Region 15, Special Ed Funds	Certificates	Improve student achievement			

Goal 5: Improve the academic performance of special program students.

Objective 1: A. By May 2018, 78% of all English language learners will advance at least one proficiency level on TELPAS.

B. By May 2019, 80% of all English language learners will advance at least one proficiency level on TELPAS.

Summative Evaluation: A. 78% advance at least one level on TELPAS

B. 80% advance at least one level on TELPAS

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	J A N	M A R	M A Y
Continue pullout program for English Language Development.	2,9	ESL teachers, Campus Principals	Monday-Thursday of each week	Master schedule, ESL instructional materials, Title III	Schedule, Lesson Plans, Walkthroughs, Observations	Improved TELPAS performance			
Modify curriculum to meet student needs.	9	Teachers, Campus Principals	Daily	Instructional materials	Lesson plans, Walkthroughs, Observations	Improved TELPAS performance			
Use a variety of technology resources to supplement instruction.	2,9	Teachers, Campus Principals, Technology Director	Weekly	Technology Programs	Schedule, Lesson Plans, Walkthroughs, Observations, program reports	Improved TELPAS and STAAR performance			
Provide additional ESL assistance through a pull-out and push-in program as needed including STAAR assistance.	2,9	Teachers, Campus Principals, Special Programs Director	Monday-Thursday 2017 and 2018	Master schedule, ESL instructional materials, Title III	Schedule, Lesson Plans, Walkthroughs, Observations	Improved TELPAS performance and improved 3rd grade STAAR scores.			

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	J A N	M A R	M A Y
Incorporate student planners in grades PK-5.	2	Campus Principals, teachers, aides	Daily	Priority School Funds (\$4,500.00)	Agenda Pages Parent Signatures	Increase organizational skills.			
Utilize Enrichment time for vocabulary instruction.	2,9	Teachers, Campus Principals, Curriculum Director	Weekly	English in a Flash, TEKS Resource	Lesson Plans, Walkthroughs	Increased Reading Levels, CBAs, Standardized Tests			
Use English in a Flash to assist ESL students with social and academic vocabulary.	2,9	Teachers, Campus Principals, Technology Director	Weekly	Technology Programs	Schedule, Lesson Plans, Walkthroughs, Observations, program reports	Improved TELPAS and STAAR performance			
Require TELPAS writing practice samples be submitted to the office.	2	Principals, Campus Testing Coordinator	1st-4th 6 weeks	Teacher resources	Student produced work and lesson plans	Classroom grades, CBA's, Benchmarks, State Assessments			

Goal 5: Improve the academic performance of special program students.

Objective 2: By May 2018 and May 2019, 100% of sub-groups analyzed for AYP will meet Safe Harbor required improvement standards.

Summative Evaluation: 100% of sub-groups analyzed meeting Safe Harbor standards

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	JAN	MAR	MAY
Use Reading Plus to target and practice specific needs.	2,9	Teachers, Campus Principals	As needed	Reading Plus Computer Program	Student login reports	Classroom grades, CBA's, Benchmarks, State Assessments			
Use Lexia and My Virtual Reading Coach to target and practice specific needs.	2,9	Teachers, Campus Principals	As needed	Lexia and MVRC Computer Programs	Student login reports	Classroom grades, CBA's, Benchmarks, State Assessments			
Continue to use Stemscoptes to increase science performance.	2	Science teachers, Campus Interventionists, Curriculum Director, Campus Principals	Weekly	Stemscoptes curriculum	Teacher login reports	Classroom grades, CBA's, Benchmarks, State Assessments			
Monitor academic progress with campus-based assessments and intervene.	8	Teachers, Campus Principals	End of each six weeks	Eduphoria reports, monitoring sheets, collaboration schedule	Collaboration notes	Classroom grades, CBA's, Benchmarks, State Assessments			
Implement the ELPS in all classrooms.	2	Teachers, Campus Principals	2017-2018 and 2018-2019 school years	ELPS Posters	ELPS posters, lesson plans, walkthroughs	Classroom grades, CBA's, Benchmarks, State Assessments			

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	J A N	M A R	M A Y
Identify a target list of students to tutor.	2	Teachers, Campus Principals, Campus Interventionists	Classroom grades, CBA's, Benchmarks, State Assessments	State Assessment Data	Tutorial logs, walkthroughs	Classroom grades, CBA's, Benchmarks, State Assessments			
Include Special Programs staff in collaboration meetings.	8	Campus Principals	Every six weeks	Program reports, monitoring sheets	Collaboration notes, reports, monitoring sheets	Classroom grades, CBA's, Benchmarks, State Assessments			
Provide inclusion assistance for special program students.	2	Campus Principals, Special Education teacher	Daily	Teacher resources	Schedules, inclusion data	Classroom grades, CBA's, Benchmarks, State Assessments			
Provide Gifted and Talented instruction through a pull-out program.	3	Campus Principals, Curriculum Director, Reading Interventionist	Fridays	Teacher Resources	Reports and projects	Improved student performance			
Continue to provide Dyslexia assistance through a pull-out program.	2,3	Campus Principals, Special Populations Director, Dyslexia Teacher	Daily	Teacher Resources	Reports, progress monitoring	Classroom grades, CBA's, Benchmarks, State Assessments			
Utilize iRead, My Virtual Reading Coach, Lexia, and Reading Plus	2	Campus Principals, Special Populations Director, Dyslexia Teacher	Daily	Chromebooks and software	Computer generated reports	Classroom grades, CBA's, Benchmarks, State Assessments			

Goal 5: Improve the academic performance of special program students.

Objective 3: During 2017-2018 and 2018-2019 school years, the performance for at-risk students on each STAAR assessment will increase by 3% annually.

Summative Evaluation: 3% increase by at-risk students.

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	JAN	MAR	MAY
Provide services and support for homeless students.	10	Special Programs Director, Campus Principals	As needed	Homeless surveys, free and reduced lunch applications	Registration documents	Increased student success			
Utilize Accelerated Math Instruction to target at-risk students in tier 3 of the RTI process.	2,9	Campus Interventionists, Curriculum Director, Campus Principals	Monday – Thursday	Math by Topic (Title 1 Funds, \$5,000) Instructional materials and supplies (\$750.00)	Classroom observations, schedule, and reports	Math by Topic Pre/Post Tests, CBA's, Benchmarks, TXAR Pre/Post Tests, classroom grades, State Assessments			
Implement Accelerated Reading Intervention to target at-risk students in tier 3 of the RTI process.	2,9	Campus Interventionists, Dean of Curriculum and Instruction, Campus Principals	Monday - Thursday	My Reading Coach, instructional materials and supplies (Title 1 and Local Funds \$750.00)	Classroom observations, My Reading Coach reports, schedule, program reports	My Reading Coach Reports, classroom grades, CBAs, benchmarks, State Assessments			
Monitor at-risk students throughout the school year.	2,8	Teachers, Counselor, Campus Principals	Each reporting period	Monitoring sheets, collaboration schedule	Collaboration notes	Classroom grades, CBA's, Benchmarks, State Assessments			
Mentor at-risk students.	2,9	Staff members, Counselor, Campus Principals, volunteers	Daily	At-risk list, mentor sign-up sheet	Mentor list	Classroom grades, CBA's, Benchmarks, State Assessments			

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	J A N	M A R	M A Y
Provide a variety of technology programs to supplement instruction.	2	Teachers, Technology Director, Campus Principals	Annually	Technology Funds	Program reports, student login reports, teacher login reports	Classroom grades, CBA's, Benchmarks, State Assessments			
Offer small group counseling services to address test anxiety.	2,9	Campus Principal, Counselor,	Spring 2015 and 2016	Local Funds	Counseling logs	Classroom grades, CBA's, Benchmarks, State Assessments			
Incorporate student planners in grades PK-5.	2	Campus Principals, teachers, aides	Daily	Priority School Funds (\$4,000.00)	Agenda Pages Parent Signatures	Increase organizational skills.			

Goal: 6 Integrate technology to supplement instruction and to manage school business.

Objective 1: By May 2018 and May 2019, 100% of instructional staff will integrate technology to supplement the academic program.

Summative Evaluation: 100% of instructional staff using technology to supplement instruction

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	J A N	M A R	M A Y
Incorporate United Streaming videos to supplement instruction.	2	Teachers, Technology Director, Campus Principals	As needed	United Streaming, Technology Funds	Lesson plans, walkthroughs, observations	Classroom grades, CBA's, Benchmarks, State Assessments			
Use IRead to supplement reading instruction in grades PK-K.	2	Teachers, Technology Director, Campus Principals	Weekly	IRead program, Technology Funds	Lesson plans, walkthroughs, observations	Classroom grades, TPRI			
Utilize Lexia to supplement instruction in grades K-5.	2,9	Teachers, Technology Director, Campus Principals	At least twice a week	Lexia program	Lexia reports	Classroom grades, CBA's, Benchmarks, State Assessments			
Use My Virtual Reading Coach in ARI program.	2	Teachers Campus Interventionists, Technology Director, Campus Principals	Monday - Thursday	My Virtual Reading Coach	Classroom observations, My Reading Coach reports, schedule, program reports	My Reading Coach Reports, classroom grades, CBAs, benchmarks, State Assessments			
Use Smartboards and Smartboard lessons to create engaging lessons.	2,9	Teachers, Technology Director, Campus Principals	Weekly	Smartboards, smartboard lessons, Technology Funds	Lesson plans, walkthroughs, learning walks, observations	Classroom grades, CBA's, Benchmarks, State Assessments			

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	J A N	M A R	M A Y
Implement Stemscoptes in the science classes for grades K-5.	2	Teachers, Technology Director, Campus Principals	Weekly	Stemscoptes login,	Stemscoptes teacher usage reports, lesson plans, walkthroughs, observations	Classroom grades, CBA's, Benchmarks, State Assessment			
Use Study Island to provide practice in science for grade 5.	2	Teachers, Technology Director, Campus Principals	As needed	Study Island, Technology Funds	Lesson plans, program reports	Classroom grades, CBA's, Benchmarks, State Assessment			
Utilize Chromebooks to supplement daily instruction.	2	Teachers, Technology Director, Campus Principals	Daily	Chromebooks	Lesson plans, walkthroughs, learning walks, observations	Classroom grades, CBA's, Benchmarks, State Assessment			

Goal: 6 Integrate technology to supplement instruction and to manage school business.

Objective 2: During the 2017-2018 and 2018-2019 school years, 100% of campus administrative, support, clerical, and instructional staff will have access to technology required to conduct school business.

Summative Evaluation: 100% of campus persons utilizing technology to conduct school business

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	JAN	MAR	MAY
Provide document cameras, LCD projectors, Smart Boards, and computers in classrooms.	5	Technology Director, Campus Principals	Annually	Technology Funds	Technology logs, equipment in classrooms	Improved student performance			
Maintain printers and copiers.		Technology Director, Campus Principals	As needed	Technology Funds	Maintenance logs	Improved school business performance			
Use Skyward to record grades and attendance.	6	Teachers	Daily	Paper, ink	Grade book records, progress reports, report cards, attendance reports	Increased parental communication			
Implement School Messenger to contact parents.	6	Campus Principals	As needed	Parent phone numbers	School Reach library data	Increased parental awareness			
Utilize Eduphoria for both educational and professional tasks.		Teachers, Curriculum Director, Special Programs Director, Campus Principals	As needed	Eduphoria program, internet access, paper, ink	Eduphoria data reports, lesson plans, workshop reports, PDAS reports	Approved internal communication and data management			

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	J A N	M A R	M A Y
Create ESC-U accounts to participate in online learning through the Region 18 ESC.	10	Teachers, Campus Principals	August 2017	ESC-U user names and websites	ESC-U login data, and logs	Increased participation in professional development			
Use Google to create online classrooms.	6	Teachers	As needed	Chromebooks	Google classroom page data	Increased parental awareness			
Utilize the district Facebook page to communicate with parents.	6	Campus Principals, Technology	As needed	Facebook	Facebook newsfeed	Increased parental awareness			

Goal: 7 Provide a safe, drug-free environment that is conducive to learning.

Objective 1: 100% of students will participate in safety and/or drug-free educational activities.

Summative Evaluation: 100% of students participating in safety and/or drug-free educational activities

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	J A N	M A R	M A Y
Conduct assembly with the purpose of educating the students on bullying and cyber bullying.	10	Campus Principals	By February 2018 and 2019	Bully hotline information, PowerPoint	Campus calendar	Reduced bullying among students			
Participate in the DARE Program.	10	Fifth grade teachers, Sherriff's Department, Campus Principals	Spring Semester 2018 and 2019	Dare officers	Campus calendar, lesson plans	Raised student awareness on the danger of drugs			
Implement the Red Ribbon Week Program for all students to raise awareness against drugs.	10	Teachers, Campus Principals	October 2017 and 2018	Spirit schedule, materials, Local Funds \$450	Campus calendar, spirit schedule	Raised student awareness on the danger of drugs			
Use positive behavior initiatives with all students.	10	Teachers, Campus Principals	Daily	Materials, Local Funds \$200	Conduct folders, student affirmations	Reduced discipline referrals			
Hold Fire Safety and EMS Day.	10	Physical Education teacher, Music teacher, Campus Principals	October 2017 and 2018 and May 2018 and 2019	Schedule of events	Schedule, lesson plans	Raised student awareness of safety procedures			

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	JAN	MAR	MAY
Advertise and monitor the Bully Hotline.	10	Campus Principals	As needed	Bully Hotline internet resources and phone lines	Bully logs	Reduced bullying problems			
Create a Crisis Management Team.	10	Campus Principals	September 2017 and 2018	Roster, Safety Handbook	Emergency assignments	Preparedness in the event of a crisis			
Practice safety drills.	10	Teachers, Campus Principals	Monthly	Drill maps, campus calendar	Drill logs	Preparedness in the event of a crisis			
Provide character lessons to students during teacher collaboration.	10	Campus Principals, Counselor	Once every six weeks.	Materials, Local Funds	Collaboration schedule	Increased student awareness of proper behavior and social skills			
Ensure that each classroom has an emergency bag and Response Plan booklet.	10	Campus Principals	September 2017 and 2018	Roster, Safety Handbook	Emergency assignments	Preparedness in the event of a crisis			

Goal: 7 Provide a safe, drug-free environment that is conducive to learning.

Objective 2 : 100% of staff will provide students an environment that is conducive to learning.

Summative Evaluation: Positive learning environment by 100% of staff

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact	JAN	MAR	MAY
Provide the District Student Handbook. Printed copies are available upon request.	6	Technology Director, Campus Principals	2017-2018 and 2018-2019	Internet, parent receipts	Internet link, parent signatures of receipt	Increased understanding of behavior expectations			
Create a Positive Behavior Support Team.	10	Campus Principals	August 2017-2018	Positive Behavior Support Slides, roster	Sign-in sheets, Certificates	Reduced discipline referrals			
Review and enforce school rules.	10	Teachers, Campus Principals	Fall and Spring 2017-2018 and 2018-2019	Planners and Teacher Resources	School posters	Increased student knowledge of behavioral expectations.			
Provide social skills instruction for PK using Frog Street.	2	Prekindergarten teachers, Curriculum Director, Campus Principals	Daily	Frog Street Curriculum	Lesson plans, walkthroughs, observations	Increased student awareness of proper behavior and social skills			
Post content and language objectives for each lesson in a way that students can understand	2,9	Teachers, Campus Principals	Daily	Materials, Local Funds	Walkthroughs, learning walks, observations	Increased student knowledge of learning expectations.			
Place visual supports in classrooms.	2,9	Teachers, Campus Principals	Daily	Materials, Local Funds	Walkthroughs, learning walks, observations	Classroom grades			